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**Exploring the Effect of Motivation on the Discipline Problems
Among Pupils of Secondary School : the Case of First Year
Scientific Stream Pupils of Brothers Azzouzi Secondary School,
Mecheria**

**Dissertation Submitted to the Department of Foreign Languages as a Partial
Fulfillment of the Requirements for the Degree of "Master" in Linguistics**

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Dedications

To the people who had been there for me with support and encouragement; my family and close friends, I owe this to you and to my mentor.

To my fellow graduates, class of 2019, I am grateful to have shared the journey with you.

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Abstract,

The focus of this study is to determine the corresponding effects of lack of motivation on learners behavior. To this end, the relationship between motivation and discipline has been investigated in English classes of Brothers Azzouzi secondary school, a co-educational state secondary school located in the Western part of Mecheria, Naama. To obtain the data needed, questionnaire and classroom observation have been used. As for the sample, both English teachers and first year scientific stream pupils of Brothers Azzouzi secondary school have been open to take part in the study. The research findings indicate that the factors that cause the learners' lack of desire to take an active part in classroom activities include: a significant lack of communicative activities which are the heart of language learning, learning English in a lecture like environment, relying on the textbook as the only resource, same class schedule that makes the lessons dull, and no explanation of the significance of the tasks assigned in class is provided. Poor learner motivation was associated with different types of misbehavior that took the form of: lack of attention, disruptive talking, sleeping, eating and playing with smartphones. These findings suggest that low motivation correlates with higher levels of indiscipline, and that changes at the level of curriculum content, instructional process, resources, timetabling, teacher-pupil relationship and pupil-pupil relationship are required to achieve success with foreign language teaching.

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List of acronyms and abbreviations

CBA	Competency Based Approach
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
L2	Second/Foreign Language
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
L1	First language

GENERAL INTRODUCTION

General Introduction

The global spread of English under the phenomenon of globalization has placed the language as a bridging element to have access to cutting-edge knowledge and to increase global competitiveness to raise the international profile (Galloway; Kriukow; Numajiri, 2017: 4)¹. This increased role of English in the globalized world has set the demands for quality language teaching higher, as schools and universities across the globe have joined the trend of promoting English language teaching.

Adapting English into contexts where the language is not spoken has meant new hurdles for schools and teachers. Particularly, the area of motivation and discipline have been identified as the most common sort of trouble, and the top listed cause of stress for teachers (Kyriacou, 2000: 22). It is a persistent problem that the Algerian schools suffer from, and consequently need to be doing more about it, but little has changed in this respect. This issue is pervasive among secondary school learners. As a result, the amount of knowledge, skills and abilities intended to be developed in an English class are never reached, because the two strategic factors on which successful language learning is built upon are lacking. The blame is usually placed on learners for the problems of lack of motivation and misbehaviour, overlooking other factors that might be the source of the problem, such as the appropriateness of the curriculum or the teaching methods. Therefore, the study reported here aims to give a true picture of the problem by first, investigating the reasons behind pupils' lack of motivation, and second, seeking the the relationship between lack of motivation and the pupils' behaviour patterns in the classroom.

To reach such an aim, a research question has been raised;

How far does the lack of the motivational aspects of EFL classrooms determine the learners' behaviour?

To probe this problematic, the researcher has asked two sub-questions:

¹ Galloway, N., kriukow, J., Numajiri, T. (2010). *Internationalization, higher education and the growing demand for English: an investigation into the English medium of instruction (EMI) movement in China and Japan*. *ELT Research Papers*. 17, 4

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- What are the reasons behind pupils' lack of motivation?
- How do pupils behave under low levels of motivation?

For each sub-question, the following hypotheses have been proposed as a starting point,

- It is hypothesised that teaching for the test; focusing on linguistic competence instead of arranging communicative activities that stimulate the pupils' interest which is the point of language teaching, learning English in a lecture-like environment, relying too much on the textbook, same class schedule, the education system which is very rigid, teachers who are strict and admonishing, their lack of training among other reasons cause pupils to shut down from lack of motivation.
- It is hypothesised that unmotivated pupils engage in avoidance behaviours such as disruptive talking, tardiness and poor attendance, unwillingness to speak in the target language, sleeping in class, inaudible response, ignoring the teacher among other forms of misbehaviour.

This research paper contains two chapters. Chapter one comprises existing related literature on issues addressed in this paper. These include establishing a viable definition of motivation, identifying reasons for pupils' lack of motivation, and recognizing the link between motivation and discipline. The literature also discusses the use of aggressive management strategies. Chapter two contains a detailed methodology of the research study. It discusses the research approach to be employed, and the data methods to be used to collect primary data. Furthermore, the chapter provides an analysis and a discussion of the research findings in light of the aims and objectives that guided the study. Finally to include recommendations and conclusions in order to identify how pupils' motivation can be stimulated, and how best their behavior can be managed.

CHAPTER ONE
LITERATURE REVIEW

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1.1 INTRODUCTION

This literature review serves four purposes. First, it explores the history of English language teaching in the Algerian context. Second, it provides an analysis of the meaning of motivation from the perspective of applied linguists and teachers. Third, it identifies some factors that explain pupils' lack of motivation in classrooms of English as a foreign language (EFL), and explores the impact these factors have on their discipline. Finally, it discusses the use of aggressive management techniques and their impact on the pupils.

1.2 ENGLISH LANGUAGE TEACHING

The establishment of the English language as an academic field and a teaching profession dates back to half a century ago. Teacher education and training have been a primary concern of the field. As a result, much research has been done in this area for the purpose of elevating the knowledge and competencies of English and foreign language teachers to help them reach a state where they are capable of delivering effective lessons.

In its long and complex history, terms and types of Teaching English as a Second Language, and as a Foreign Language have been coined.

1.2.1 Terms and Types

In The recent five decades, the English teaching industry has witnessed the development of a number of terms that are intended to represent the function that the English language serves under different political situations, as well as the degree to which the language is accepted by different people of diverse characteristics and proficiency levels. Up to this day, the terms Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and Teaching English to Speakers of Other Languages (TESOL) have evolved to characterise English language education.

As a general principale, The term TESL is used to refer to English teaching For immigrants or refugees who reside in an English speaking country, like America, and

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thus have to learn the mainstream language, for it is widely and generally used in the society, and is the one assigned in official institutions. Though English is not their home language, they must still learn it to get immersed in the target language community. Similarly, Benmoussat (2003:144) states that:

Foreign language learning denotes an educational setting in which the language being learned is not the native language of any group within the country as community, nor does it fulfil the functions of a second language. ¹

The creation of TESOL by linguists, had a particular purpose behind it which is to lay emphasis on the learning methodologies and English teaching professions. Teacher-training institutions and instructor-education programs for English teachers typically draw upon TESOL's core standards, principles and methods. It does not necessarily suggest that one has to learn English as a second language after learning their first language, but it can be used as a means through which information can be gained, as it can be used for travel purposes or other non-official purposes, rather than using it solely as an official or a primary educational language.

Similarly, TEFL describes English learning by teachers or English learners in a non-English-speaking area. The language then will be of direct use for communication with a variety of people in countries around the world, and not used as an official language, or primarily educational language. Usually, the term TEFL is used to highlight the learning of the English language in areas that does not place high importance on English, that is either for not having experienced an invasion by the British, for not being under the British rule, or that Britain has not being of major influence on that nation, culturally and ethnically. That being said, TEFL is a field that the country promotes in order to encourage economic exchange on the continent.

In Algeria, some experts hold the view that the English language can make up for the deficiencies found in large parts of the country.

¹ Benmoussat, S. (2003). *Mediating Language and Culture*; Unpublished (Doctoral Thesis); University Of Tlemcen. 144

1.3 FOREIGN LANGUAGES AND THE ALGERIAN EDUCATIONAL SYSTEM

Most decision makers and users usually think of foreign languages as an adequate way to keep pace with the growing demands of today's world. Although a variety of different motives may characterise their use of foreign languages, the most common motive that the majority of groups share is that foreign languages are what is needed in the country to drive economical and technological change. Some see the potential of these languages in preparing the future generations for the third millennium challenges and problems. In the same vein, when speaking about the importance of English as a foreign language, BELAID (2014: 59) states

It is no longer the property of the English speaking countries alone as USA .Instead it has become a sort of universal language: a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need.²

While others consider them as a way to break the cycles of failure attached to the Algerian educational system in the form of:

- The low rate for passing middle school and the baccalaureate exam.
- The high rate of drop-outs
- Grade repetition mostly at the 'Terminale' level, the year of the baccalaureate.
- The orientation issue at the university level (constant repetition of the same year for 3 or 4 times is not unusual).

Parallel to this, decision makers followed through with educational policies to support the adoption of foreign languages, as in the case of English.

² BELAID.Bekhta (2014). *Strategy-Based Instruction in EFL Writing with Close Reference to Third – Year Secondary school Students (Case of Literary Streams at Besghir Lakhdar Secondary School,Tlemcen)* (Magister thesis). Tlemcen University. 59

1.4 TEACHING ENGLISH AS A FOREIGN LANGUAGE: THE GREAT EXPECTATIONS

The introduction of English education in the Algerian society had generated positive responses and support from users and non-users alike. However, those responses were largely part of a campaign against the French language and its users over accusations that they belong to an utopian francophile party; the party of France. The conflict between francophone and arabophone elites has paved the way for English to fill the position emptied by the arabophone whose effort to make the francophone elites impact less influential, mainly in education and administration, turned out to be successful. Hence, their longing for power was unattainable. Subsequently, the English language had taken a major leap in the Algerian education system (in 1993, English was introduced formally from the fourth (4th) year primary school) and environmental landscape (welcome signs at airports and certain road-signs have been converted to English).

Another primary reason for the promotion of English language in favor of French was due to the current status of English as a global language of science and technology, and the kind of advantages it may bring to the country. But, one thing that get overlooked is the fact that technological and scientific advances are not achieved solely through the existence of the English language.

The move toward the establishment of English education early on in the primary school was politically driven and had no psychological, pedagogical or social essence to it, which shows the seeming inconsistency between the educational structure and the set of educational reforms enacted. That called into question the kind of education needed for the country, and the envisioned future projects intended to be accomplished in the long run.

When looking at the statistical information presented, one can detect the very undesired outcomes of the implementation of the English language in primary schools. Something that clearly reflects the inadequacy between the actions taken by decision makers and the expectations set by people. In the school year of 1995-96, it was

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reported that the number of pupil registration in classes of English as a first foreign language was 3197, while 834 registered in 1997-98. In the first three years of establishing English as an alternative choice to French (i.e. from 1993 to 1996), the number of registrations had reached a total of 60,000 compared to two million pupils who registered in other streams (which represents 0,33% of the population concerned). What can be concluded from those results is that inspite of the arguments voiced in favor of English teaching to primary-age pupils, things have not gone as planned for. In reality, it had become more evident than ever to the public that such decisions were politically motivated: the tough struggle for power.

From a psycho-pedagogical perspective, including new languages, like English is always met with encouragement, and has a whole host of benefits that can maintain and build the intellectual capacities of the learners (through the verbal and non-verbal), train their brains to be mentally flexible (to think more efficiently), enhance their concept-building abilities (that involve the process of meaning making and the development of one's idiosyncratic world views), and their intellectual gains (developing their awareness and acceptance of cultural differences help them gain a better perspective and understanding of others) (Lambell, 1974; Weinrich, 1974). However, that does not justify the arguments put forward in support of putting English in place of French.

One problem that poses a disadvantage to English compared to French is the context of acquisition which French has somewhat a share of, on the one hand, and on the other hand, the teachers' efforts to create a virtual world that is often unsuccessful in creating immersive learning. The sense of language awareness developed through exposure to authentic language use is instrumental throughout the process of language learning. That is something which is never made feasible through a school-approach to language learning.

Those views are backed up by comparative studies which show that the scale of language efficiency in a context where the language exists is different from that where the language is non-existent. Thus, in the first case, the degree of success generated will be partial due to the lack of human interaction in knowledge development. In the

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second case, the foundation of classroom instruction is based on metalanguage; a process which is highly dependent on the memorization of knowledge and places little emphasis on knowledge reconstruction. Linguistic accuracy is highly valued over the production of new forms of knowledge.

Indeed, the reality shows that French learning contexts create a far more conducive learning environment that sets learners up for success. Something which English learners have no advantage of. That puts French in a better position than English. The educational system has failed to achieve its purpose, warning that an education reform is urgently required to remedy the situation.

The new education system that came into effect in 2001 laid down some ground changes that involved introducing English at the level of first year middle school, after learners get acquainted with French in their primary school education. In the first four years of middle school, studying English is mandatory with a coefficient of one (1). At the level of secondary school, English remains a mandatory school subject for Algerian pupils. Its coefficient varies depending on the stream they choose. For instance, for those who are keen to take up a literary stream, English matters more than science or mathematics, compared to scientific or technological streams in which mathematics and science are the core subjects. The time allocated to teaching English in secondary schools is three hours per week for literary streams, and two hours, in some cases three for scientific stream pupils.

With the major reforms that have been carried out in public education, new teaching methods have been implemented that sought to make English teaching and learning more efficient.

1.5 TEACHING ENGLISH IN SCHOOLS

The teaching of English in schools around the world have witnessed the adoption of a variety of approaches set by educationalists and psychologists. This also applies to the case of Algeria. The late 1970s saw the rise of a widespread movement demonstrating the rejection of the previously applied methods and approaches that were too concerned with the teaching of discrete items. This point has been clearly

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expressed by applied linguists, teachers and educators who argued that the traditional methods adopted which relied heavily on translation and systematic grammatical analysis did not leave a chance for the learners to develop their ability to communicate in the new language. As a result, voices raised in support of making the teaching of foreign languages communicative. Hence, the highly complex education system of Algeria embraced the use of the communicative language teaching (CLT) in the 1980s. The idea behind this approach is that language is first communication, thus, it should be made a focus of language learning. The essential features of this approach as stated by Larsen-Freeman (1986) include an emphasis on communicative competence, the use of a learner-centered approach, a change in the role of the teacher from being the only source of knowledge to a facilitator, the ability of the teacher to create a safe, non-threatening classroom environment, and the use of authentic materials.

But, in reality there were hardly any changes made for schools to meet the requirements of this approach. English classes that were expected to demonstrate purposefulness and contextualisation which are the core of CLT tasks rarely succeeded in doing that. That is largely because of a misalignment between the intended curriculum and the one that eventually gets implemented. Further more, CLT has been a point of controversy in Algeria because it does not align with traditional views of good teaching and learning in that fluency is more highly considered than accuracy. The majority of foreign language teachers in Algeria would rather stick to the method of teaching to the test which is intended to raise their pupils' scores on standardised tests and high-stakes exams by providing them with test-preparation materials or practice activities, instead of making use of the relationships pupils have developed with their peers when interacting with one another and allowing pupils' discourse to take place, which according to the social cognitive theory is a great motivational factor (Pintrich & Shunk, 2002). This method gives way to inappropriate teaching. As a result, CLT in Algerian schools proved to be a failure.

In 2005, the competency based approach (CBA) was introduced as an alternative approach in an effort made to solve the issues that are pertinent to the teaching and learning of English as a foreign language. It sought to teach learners transfer of

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learning, that is to say; to apply the knowledge and skills learned to real-life situations. Another defined goal is to help learners develop effective communicative competence. In order to do so, a promotion of a learner-centered approach is advocated where the learner is the focus of the learning process.

CBA was not exempt from criticism. Due to the weak results achieved, educational officials and lay people who once supported the movement to adopt CBA expressed their criticism towards it. President of the National Commission for the Programs Farid Adel (2005: 47-48) who previously argued that CBA is best suited to the Algerian teaching and learning context as it aims at teaching how to learn, helps learners develop problem solving skills, apply knowledge, and close the theory-practice gap, criticized the approach fifteen years later stating that it is based on rote learning which puts into question whether it got thoroughly explored and applied. Put it simply, BELAID (2014:69) states:

The core principle of CBA is learner centeredness as opposed to teacher centeredness. Nevertheless, learner autonomy in Algeria may be a new notion and may be difficult to inculcate simply because Algerian learners are not used to be responsible as result, learner autonomy may be restricted at the beginning however success in inculcating it, would hopefully lead to success informing autonomous citizens.³

Teachers now generally follow an eclectic approach in teaching that draws on the principals and features of several approaches and methodologies.

The teaching methodology has a pivotal role to play in an EFL learning process as it can result in motivation. Ferando et al (1999) some of the few researchers who studied the relationship between teaching methodology and motivation found that

³ BELAID.Bekhta (2014) .Strategy-Based Instruction in EFL Writing with Close Reference to Third – Year Secondary school Students (Case of Literary Streams at Besghir Lakhdar Secondary School, Tlemcen) (Magister thesis). Tlemcen University. 69

when the suitable methodology is implemented properly, learner motivation will increase.

1.6 MOTIVATION AND FOREIGN LANGUAGE LEARNING

It has been a well-established fact that motivation is a key factor of influence that affects both the rate of learning and eventual success in second/foreign language (L2) learning.

Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process

(Dörnyei, 1998:117).⁴

For this reason, the accomplishment of long-term goals is closely tied with the level of motivation an individual has.

Evidently, strong motivation makes amends for the deficiencies in language learners aptitude and the particular conditions under which the learning process takes place. Gardner and Lambert (1972) give evidence to this in their groundbreaking paper 'Attitudes and Motivation in Second Language Learning', stating that even though aptitude holds a significant role in language learning achievement, motivation is the true indicator of success in learning a foreign language. They further argue that in specific social settings where learning an L2 is a requirement because of the official status assigned to it within the country, many people have achieved a level of mastery no matter what one's aptitude.

1.7 MOTIVATION DEFINED

Motivation has been highly talked about by teachers, and has triggered many applied linguists to write about it in attempts to define it.

When reflecting on Lubasa N'ti Nseendi analysis (1985: 128-143) of language teachers writings, including those involved in learning and/or teaching, it is clear that their conception of motivation is not quite the same as that shared among psychologists.

⁴ Dörnyei, Z. (1998). *Motivation in second and foreign language learning*. *Language Teaching*. 117

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That being said, there is no denying that they depend on psychological theories to form an understanding of the notion of motivation.

To form a comprehensive view of learner motivation, teachers' understanding of it will be taken into consideration for the concept of motivation to be made operational in learning materials and within the classroom.

1.7.1 Bruce Pattison's View in ELT Journal (1976)

In Pattison's article, motivation is defined in relation to what makes a person want to learn, and is seen as an important aspect in the planification of a course, a lesson or an activity. Therefore, from his perspective, motivation is generally thought of in terms of willingness to learn, that is clearly indicated when he stated that :

**I have decided to... set before you a few impressions I have formed...
of some of the conditions that seem to effect willingness to learn English well
enough for the purposes it is required to serve today.**

(pattison, 1976, cited in Nseendi, 1986: 130)⁵

He further stresses out that the teaching or learning materials must have clearly set and articulated goals that make sense to the learners to get them to want to learn.

Pattison conceptualises motivation as a dynamic process that is inherently self-regulating, and certainly complex. Thus, fostering motivation is a responsibility that instructors and learners are accountable for.

According to him, motivation is aligned with interest and **“confidence about being on the right route”** (ibid: 132) ⁶ to guarantee progress. If those two elements are not there, Pattison says, **“the best-laid plans for learning will not get very far”** (ibid)⁷. Placing interest as an important factor in motivation has been universally agreed upon to the point that it has been equated with motivation by some teachers and TESOL

⁵ Pattison, B. (1976), cited in Nseendi, N.L. (1986). *Motivation and Perseverance in Language Learning: Materials for Speakers of Other Languages* (Doctoral thesis) University of London. England. 130

⁶ Ibid, Cited in Nseendi, N.L. Ibid., 132

⁷ Ibid

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specialists. Confidence too relates to motivation, but not to the same extent as interest does. If interest and confidence are disregarded **“the best-laid plan for learning”** will not work, in that a course that is not directed toward increasing the learners’ interest and building their confidence is prone to failure. To make those two elements part of a course, Pattison suggested setting up activities that stimulate learners’ thinking, because from his point of view, thinking is what makes learners **“more active, more involved in what is going on, ... to be interested”** (ibid: 133).⁸

1.7.2 Maria de Julio Serrao, Giovanna Occhipinti and Marina Villone, Teachers of English in Naples, Italy (1984)

Their published article ‘Where's Captain Cook's Treasure?’, is in fact an illustration of a reading activity aimed to bring some sense of motivation by setting up a real purpose to it that gives learners a reason to make use of their reading and speaking abilities (1984). In this case motivation comes from purpose-setting and doing things for reasons. An activity is an instrument for attaining motivation in addition to the other aims outlined in its design. Its main objective is to transfer information. Therefore, activating learners’ motivation lies in the design of the activity, not so much in its content. In this regard, motivation is highly dependent on the activity in the classroom not on the content. This is an important principle of communicative teaching.

1.7.3 Rod Bolitho, a College Lecturer and a Chief Examiner for the RSA (1982)

With his article ‘Marrakesh Marketplace: a structure practice game’, Rod Bolitho intends to provide a description of a game created **“to give intensive further practice in, or revision of, ‘if’ sentences of the first two types”** (1982, cited in Nseendi, ibid: 134)⁹.

Bolitho believes motivation comes down to three factors ; interest, having a will to perform an activity, and most importantly learner involvement to get them to perform their very best (ibid). In context of what Pattison has previously stated in 1.7.1 that Thinking is the way to get learners active, more involved in what is done in the

⁸ Ibid., 133

⁹ Bolitho, R. (1982), cited in Nseendi, N.L. ibid., 134

classroom, and strongly interested, and that interest and confidence are constituted to be the driving force behind learner motivation (1976), then it is reasonable to suppose that involvement is an indicator of motivation. Herein, if teachers improve learner involvement, they will improve motivation.

1.7.4 Luke Prodromou 'Teaching Beginners', a Former Teacher at the British Council Institute and the University in Salonika, Greece (1981)

There are six sections within this broad heading that varies in length, each one of them deals with a specific issue. Section three of the article is under the title 'The Teacher Speaks'. It talks about the speech of the teacher in classroom. The opening of this section emphasises that (a) pupils should be supported to develop confidence in the target language, and (b) they must see that what they are learning in classroom has a connection in some way with their lives outside the classroom (Prodromou, 1981, cited in Nseendi, *ibid*: 136). By establishing that connection that is where true motivation comes in. With regard to confidence, Prodromou says that it can be developed based on the idea that language is systematic, not “**an amorphous, threatening mass**” (*ibid*)¹⁰ and learners should know that from the start.

Motivation is considered as a solution to the problem encountered in language teaching which is the presentation of language in unreal contexts in the textbook, and it is the teacher's duty to build that motivation.

Another responsibility of a teacher is to make it known to the pupils that language should not be perceived as a merely abstract system of sounds, but also as a concrete system of meanings that can be used. In this context, what counts is that pupils should be given a need that makes them want to learn English, because most of the times, they do not even feel like there is a reason to learn it (Prodromou, *ibid*).

1.7.5 Jean-Paul Steevens, a Teacher in Belgium (1982)

His article 'Pop Songs as a Device for Listening Comprehension' focuses on the use of pop songs in the English language classroom, aimed specifically at teaching

¹⁰ Prodromou, L. (1981), cited in Nseendi, N.L. *ibid.*, 136

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beginners listening comprehension. Steevens (1982) demonstrates in his article that pop songs are a natural and a key motivating tool that works at getting the learners excited about practising listening and comprehension skills. He goes on to say that pupils have a tendency to listen to songs and sing along without having an idea what the lyrics mean, and that they often find it challenging to predict the meaning of the song in a listening comprehension exercise.

Ultimately, they realise that the song lyrics have a meaning to them which gets them motivated to listen for comprehension. In this sense, motivation is correlated with knowledge of the song and an understanding of its lyrics. Thus, when the pupils know the song, they will eventually feel motivated to listen and make sense of the verses. Steevens implies that there is a sense of readiness and willingness attached to the meaning of motivation, which entails a kind of freedom on the part of the pupils.

1.7.6 Roy Pearse, a Teacher in Barcelona (1982)

Pearse's article 'Helping the student help himself' explains some of the basics of oral communication, in which he argues that motivation and character are the two main ingredients to cultivate an ability to communicate. Pearse maintains that motivation is a need within a learner **"to talk and to be heard"** (1982, cited in Nseendi, *ibid*: 140)¹¹. He further states that self-expression relies on a number of key points that the extrovert makes use of, and that they should be granted opportunities to practise those points not to encourage learners to be motivated, but to help those who are already motivated to perform to their true potential. Some of the points stated include, using gestures, using brand names (for example biro instead of ballpoint pen, Kleenex instead of paper handkerchiefs, etc), a deep understanding of the subject matter, knowledge of target language habits, building an understanding of the culture and life of people who use the target language, and distinguishing fluency from knowledge.

¹¹ Pearse, R. (1982), cited in Nseendi. *ibid.*, 140

1.7.7 Peter Buckley of the British Council Teaching Centre, Salonika, Greece. 1982

In his introduction to ‘The successful Adult Learner’, Peter Buckley brings to the fore a problem that is commonly raised when teaching English to foreign learners, that is the learners’ understanding of learning and what learning is in light of their past experiences and the habits formed in them. Concerning the mentioned issue, Buckley suggested that instead of adopting a ‘deep end’ approach which might be confusing to the learner, using a ‘gradual approach’ would be more suitable **“so that the teacher is in fact teaching the students how to learn”** (1982, cited in Nseendi, *ibid*: 142)¹².

For the approach to be effective, it needs to be built on some basic principles. These principles would include (a) providing learners with the specific rational or reason for the things done in class, and what they learn when doing those things; (b) They must know the whys of any activity involved in their learning/teaching; (c) promoting learner independence to develop their ability to think on their own by involving the principle of induction; (d) error function in language learning; (e) the availability of resources, those include a coursebook, dictionaries, etc. The principles proposed imply that when motivation is brought into play, pupils are more likely to progress and move ahead in their language learning. Those principal recommendations featured in Buckley’s article can be described as part of a motivational structure thought of as a dynamic process that involves learners giving meaning and purpose to what they want to do or are doing.

1.7.8 Patrick Woulfe, a Former Teacher in Germany (1982)

Patrick Woulfe’s article ‘Exploiting good friends’ (1982) draws attention to the issue of vocabulary teaching. In a similar vein to Buckley, Woulfe also takes into account the learners’ prior learning experience. In the article, he describes five principles of language teaching and learning that good friends associate with. The first principle mentioned is motivation. He makes the point that ‘good friends’ can be an important motivating factor to the pre-intermediate student by assuring them that they

¹² Buckley, P. (1982), cited in Nseendi. *ibid.*, 142

are progressing in the target language by being exposed to ‘easy vocabulary’, and that they can be of great help to the teacher as he works on building the learners’ prior educational experience.

Woulfe discusses the concept of authenticity in language teaching, arguing that teachers have to consider the type and level of the language taught to keep learners motivated. Moreover, he indicated that coping with a foreign language resides in the authenticity of that language.

1.8 ESTABLISHING A VIABLE DEFINITION OF MOTIVATION

In most of these professional journals that are published, interest, more than any other variable, tends to be given primacy when defining motivation to the point where it has been implied that ‘interest’ is synonymous with motivation. As it has been suggested by Pearse and Buckley, providing learners with a purpose for doing activities, how these activities contribute to their language learning (Pearse 1982; Buckley 1982), and having them evaluate their experience with the activities and their relevancy will prompt them to get involved. Consequently, ‘involvement’ is considered very important for teachers because it is an observable outcome of motivation. Lastly, motivation is characterized by willingness to act or do something, and having a sense of confidence that results from making evident progress in the target language. Those are some of the conditions that teachers and specialists in related disciplines suggest that they need to be satisfied to instill motivation in learners.

Although teachers want their classes to be filled with people who have a motivated mindset, it is crucial to understand that learners are different, thus motivating them effectively means that teachers need to understand the different types of motivation. That understanding allows for a better categorisation of learners and use of a suitable type of motivation.

1.8.1 Types of Motivation

Ryan and Deci (2000) make a distinction between intrinsic and extrinsic motivation saying that intrinsic motivation is a drive that comes from within the person. Learners feel motivated because they find pleasure in what they are learning and enjoy doing an activity. They are not expecting something from being motivated.

Though intrinsic motivation is more significant than extrinsic motivation, because learners feel a constant rate of motivation, Ryan and Deci argue that most of what they do in class is not intrinsically motivated, but there is something behind it like a grade or a reward, if they do not do it, there is a risk of punishment (2000:60). The reason for that is that the freedom they were granted in early childhood to be intrinsically motivated becomes progressively more limited because they are confronted by social demands that push them to be responsible for non-intrinsic interesting tasks. In school, in particular, pupils mark a decline in intrinsic motivation as they progress from one grade into another.

When someone has no interest in a subject, it means they have no intrinsic motivation to learn about it. Stimulating pupils' motivation to learn is certainly not an easy task, but ignoring it all together could cause major discipline problems.

1.9 MOTIVATION AND DISCIPLINE

The majority of EFL teachers admit that motivation is a continuing challenge. They basically believe that pupils are studying English not to speak it, but for the sake of passing standardised tests and exams. Meanwhile, pupils argue that they are unenthusiastic about learning English because of the dull lessons that have no sense of variation that characterizes English classrooms, and the overly demanding teachers. This indicates that pupils have willingness to learn, however, it is the classroom context that is to blame for their lack of motivation.

Bordom is generally attributed to having little or no activity in the classroom, the education system which is very rigid, and puts pressure on teachers to get through it and have the content they are responsible for teaching covered (Lubasa, 1982: 152),

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the language syllabus, teachers lack of training and not being well qualified academically, and their level of motivation and lack of enthusiasm shown in the lesson presentation which rubs off on the pupils, making learning less fun, while having pupils believe that concepts mastery is not feasible.

The issue of coursebooks which tend to be unsatisfactory because they are irrelevant is also considered to be an important contributing factor to boredom. The textbook is a day-by-day, activity-by-activity plan that outlines the content of the course. The intent of the textbook is to serve as a backup for teachers to have an overall idea of what is being suggested and have a general understanding of the syllabus content. The content of the textbook needs to be adapted by the teacher with considerations of learners needs. However, this is not the case for many teachers.

Essentially, the textbook is becoming an excuse for teachers for the reason why they just cannot do well with their jobs. When teachers are having feelings of inadequacy they become insecure and tend to rely too much on the textbook and go through it like a manual, instead of looking at the root causes of their insecurity in the classroom and start making steps towards fixing them. In consequence, the textbook can act as a barrier between the instructor and the learners, because teachers are not taking the time to better understand classroom dynamics.

Turning a blind eye on the needs of the pupils and following a recipe will definitely create a widening gap that separates the teacher and the pupils who have a potential to learn, rather than connecting with them (Anna Burbridge, 2005: 15).

It is well acknowledged that for true learning to happen, teachers have to aim for stimulating the learners' motivation (Corder, 1967).

With respect of the new innovations in the field of TEFL that involved the ousting of the grammar translation method to embrace the communicative abilities of learners as an active goal in language learning and the teaching profession, (Dawson, 1982: 27), this transition expresses a need to respond to the communicative needs of pupils directly. If one treats motivation as the essence of communication together with factors like character, then motivation too should be dealt with directly, not implicitly.

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A considerable body of literature has shown that motivation and discipline are closely connected, revealing that disengaged pupils have a natural tendency to indulge in disruptive behaviours in school (e.g. Baumeister 1997; Covington 1992; Kaplan and Maehr 1999). Pane (2010) affirms that if a teacher is not able to foster an environment that have learners and teachers actively participating, a feeling of segregation, boredom or misbehaviour can arise, leading up to academic failure for the isolated pupil(s) and causing great disruptions for other pupils who are trying to learn. As mentioned above, pupils are naturally motivated to learn, but might be unmotivated to learn in one particular class. If the teacher's focus is not geared toward directing that motivated energy into the class and using it productively, learners will get bored and act up to relieve that energy, which can cause an abundance of discipline problems.

Misbehaviour at school seems to be one of the most recurring issues that worry EFL teachers. It is a problem that cannot be avoided and is found to be responsible for disturbing the peace in the classroom. As a result of that, a considerable amount of instruction time is wasted to deal with it which makes the whole situation very frustrating and discouraging for the teacher.

1.10 MISBEHAVIOUR

In the existing literature surrounding indiscipline, four different criteria have been used for defining classroom misbehaviour; i.e. if the behaviour is a serious impairment to the teaching-learning process, and if it causes physical or psychological harm to the academic community members, or damages the property of the school (Matsagouras, 1999). Within the Greek learning context, two other criteria have been added by Matsagouras (ibid); i.e. the ethos of a school that decides the kind of behaviour that is culturally appropriate and accepted within the school, and whether the misbehaviour threatens the instructor's power, dignity and recognition that fall under his or her personal needs.

More precisely, Ball (1973), in his investigation into misbehaviour in the Greek EFL context described it as any behaviour that results in the destruction of the smoothness of the teaching and learning process. His view is consistent with Turnuklu

and Galton's (2001: 294-303) report on elementary school teachers definition of pupils' misbehaviour who commonly held the notion that a problematic behaviour is one that interferes with the flow of the operations in classroom.

Disruptive behaviour or better referred to as negative class participation (Wadden and McGovern, 1989:12), an expression used for describing the broad array of passive and active behaviours which are a key impediment to pupils learning because they undermine positive class participation like speaking the target language in class, note taking, and asking relevant questions.

While there is a vast amount of literature on features of positive class participation reflected in articles on learning styles and treats of highly successful language learners, limited progress has been made in the field of TEFL/TESL in addressing negative class participation. Yet, considering that it has been a persistent issue for years, a discussion of negative class participation is badly needed.

1.10.1 Types of Misbehaviour

Negative class participation comes in seven different types that shall be discussed, those include: (1) disruptive talking; (2) inaudible response; (3) sleeping in class; (4) tardiness and poor attendance; (5) failure to complete homework; (6) cheating on tests and quizzes; and (7) unwillingness to speak in the target language.

1.10.1.1 Disruptive Talking

It is the most frequent and disturbing type of negative class participation. It can be in the form of whispering in a low quiet sound or loud annoying shouts, which makes it difficult for the classroom discourse to be heard, and even more difficult for good lines of communication to be established between pupils and teacher.

1.10.1.2 Inaudible Response

A strikingly different but still a serious type of negative class participation. It refers to situations when a pupil answers a question in a low voice that is not loud enough to be heard which prompts the teacher to ask him or her to speak louder, but

still does not get an audible answer. Brown (1987: 104) believes that pupils' inaudible responses often stem from the fact that foreign languages are generally learned in test-taking or lecture environments, or from the perception that making mistakes is a threat to their self-image or self-esteem.

1.10.1.3 Sleeping in Class

This is a different kind of negative class participation. There might be reasons to it like being bored in school because the lecture is not interesting enough, suffering from sleep deprivation, or it could be that a pupil is experiencing side effects of a prescribed medication. Nevertheless, this habit might be perceived as a sign of disrespect, and can be a distraction to the other pupils and to the instructors.

1.10.1.4 Tardiness and Poor Attendance

Being late to class on a regular basis with no apparent reason is a cause of distress and frustration for many classroom teachers. The thing about problems of lateness is that they interrupt the flow of the lesson particularly when activities are based on what was shared or explained at the beginning of class, and the teacher sees no other option but to go back and re-explain the concepts for late comers. Learners with this kind of problem are usually trying to display a form of resistance or defiance.

1.10.1.5 Failure to Complete Homework

Even though the homework set by instructors is assigned to be done at home, it has an impact on what goes on in class. Homework is part of preparing pupils for upcoming lessons, this can be done indirectly to check the learners understanding of aspects of the language that were explained before moving on to a new lesson, or directly to prepare them for what comes later. Not completing homework assignments significantly affect the pupil in question and the classmates too because they have to bear with an ill-prepared partner in interactive activities.

1.10.1.6 Cheating in Tests and Quizzes

Finding out that the pupils are cheating can be very disappointing and disheartening for some teachers. This act has been listed to be among the most prevalent forms of academic dishonesty that learners use to get their assignments completed. It is definitely one of the most problematic and difficult parts of teaching that instructors have to deal with especially in language classrooms.

1.10.1.7 Unwillingness to Speak in the Target Language

Learners who resist communicating in the target language will certainly fail because how well a language is learned ultimately depends on their willingness to speak it. In this situation, they usually tend to use avoidance strategies (Brown, 1980: 88-89) that include using their first language more or keeping silent, which causes them to fall behind academically.

Although displaying a certain behaviour can be disrespectful, distracting to the class or disruptive, most of the time it is perceived as inappropriate only from the teacher's point of view. All behaviour is a form of communication intended to describe a feeling or communicate a need. For instance, a pupil who behaves in an inappropriate manner, when the focus of classrooms is learning, may be trying to express a feeling of boredom, lack of interest, excitement or threat. Pupils can go from openly challenging the teachers and talking back to them, to simply ignoring them or developing resistance behaviours whenever they try to manage them, which works at triggering the teachers and getting a reaction from them (Ramon Lewis, 2008: 3)

The pupils' difficult and provocative behaviour seems to be a more stressful issue to senior teachers than young teachers. The primary cause for this is that they have been through it. Their way of dealing with it was to take an authoritarian approach to classroom management that demands the pupils to adhere to the rules without questioning the reasoning behind them. The longer those techniques worked in keeping the pupils behaviour under control, the more competent the teachers felt.

Those techniques that were once used to control their behaviour are now deemed ineffective. That means that they no longer feel competent. Teachers are not only concerned about what approaches to try that are most effective, but also more worried over facing a crisis in psyche. The sense of confidence that teachers feel when able to successfully manage the classroom appears to be an important part of their professional identity (McCormick and Shi, 1999). It is extremely important to the point that 'disciplinarian' ranks third after 'leader' and 'knowledge dispenser' among the metaphors that define their work as teachers (Goddard, 2000).

In their quest for an efficient learning environment, teacher approaches to classroom management had to be changed to more democratic and less authoritative ones.

1.11 TEACHERS' APPROACHES TO CLASSROOM MANAGEMENT: AUTHORITARIAN, DEMOCRATIC OR WHAT?

Balson (1992: 124) states that teachers and learners had clear roles defined as those of superior and inferior respectively, with each side knowing exactly what was expected of the other and acted accordingly. The rise of democratic processes which have gone hand in hand with the breakdown of the authoritarian system have gradually given way to a system of social equality in which individuals have a freedom to decide for themselves instead of having rules placed on them.

From his professional interactions with teachers and consultants, Lewis (2008: 5) reports that in many instances, teachers feel compelled to change their approach from an authoritarian to a more democratic one. He further shares that they involve their pupils in the decision-making process not because they are willing to value their ideas, but because they have to. This attitude is more frequent among secondary school teachers than primary school teachers.

Despite the call for a more democratic approach to classroom management, there are teachers who still resort to aggressive disciplinary techniques.

1.12 TEACHERS' AGGRESSION TOWARDS MISBEHAVING PUPILS: DISCIPLINARY TECHNIQUES USED BY TEACHERS

In a comprehensive review written by Lewis in 2006 of what pupils think about the ways primary and secondary school teachers handle classroom behaviour in Australian schools, it is shown that hints and punishment are often used by secondary school teachers, yet only once in a while recognise good behaviour and hold conversations about inappropriate acts, and pupils are almost never asked to take part in classroom decision-making. Nonetheless, both primary and secondary school teachers are sometimes seen to react angrily to misbehaviour by raising their voices and screaming at pupils (Lewis, 2001: 312). To clarify those findings more, four categories of pupil behaviour have to be considered (labeled Category A, B, C and D respectively).

1.12.1 Four Categories of Pupil Behaviour

Category A includes pupils who generally respond positively to whatever work the teacher has to offer. These pupils believe that the work offered by the teacher is important enough to try it, and find it easy to master. This category of learners gets the hints that the teacher gives like moving closer to them without talking, verbally pausing, checking their work, or saying that there is a problem.

Category B pupils are described as lacking interest in anything said or done in class, not feeling confident enough to perform tasks, and doubting their ability to complete them. Consequently, they cannot stay focused and can potentially distract other pupils. Using recognition and reward, as well as punishment can work well to help harness their attention and change their behaviour to the better.

The third category which is labeled C requires taking measures that are challenging enough to warrant pupils who are repeatedly isolated from their classmates or removed from class for their poor behaviour. During the isolated time, the teacher should offer a chance for the pupil to speak to help him or her understand the impact their behaviour has on others. Once the pupil accepts that the behaviour causes an issue, the teacher should work on developing a plan or a contract to ensure

that the behaviour does not get repeated in the future. It is necessary that the teacher speaks to the pupils more than once for them to change their behaviour. When speaking to them in a right way, most pupils usually move from displaying behaviour of category C to demonstrating category B or A behaviour.

The final category of behaviour (category D) involves frequent misbehaviour even when a teacher tries all the above-mentioned techniques.

Although some pupils' behaviour will remain firmly within one of the four categories (A-D), it is likely that others will show behaviour patterns reflecting more than one category. Most of the time, the kinds and frequency of pupils' misbehaviour have to do with what they are learning, and the way it is taught. If they feel competent in their ability to complete classroom tasks, and find the work they are doing relevant, they are more likely to exhibit behaviour similar to Categories A or B.

But, when pupils lose interest in class work, or think that they will not be able to achieve, there is a possibility that they may move to Category C-type behaviour. Efforts to help improve the behaviour of learners who belong to category D can work only if their self-concept is radically improved.

Lewis (2008: 17) argues that those categories of pupils' behaviour are not fixed or permanent, but there are characteristic patterns of behaviour which pupils exhibit in specific times and contexts. If managed in a proper manner, pupils can be helped to change their behaviour for the better. If the type of misbehaviour, its frequency and the goal behind it are properly defined, and pupils are provided with the kind of classroom management that fits their needs (based on the category the behaviour is listed under), pupils can all develop Category A behaviour. Thereby, they will ultimately learn to become more responsible, and will be given more learning opportunities of all kinds.

1.12.2 Frequency of Teachers' Aggressive Behaviour

Even though responding to inappropriate behaviour with aggressive management strategies like yelling, using sarcasm and group punishment have been proved unproductive, quite a few teachers continue to use them.

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In studies conducted by Lewis (2008) on teachers' opinion on the use of aggressive management techniques, most interviewees admitted that they have indeed used such techniques though they try hard not to use sarcasm or show anger towards their pupils. Many stated that their aggressiveness is directed towards those who require it because their assumption is that they would not be hurt by it.

1.12.3 The Ripple Effect of Hostility

If they strongly believe that it does not affect them, then how come so many pupils express a strong preference to stop using those techniques (Lewis, 2006)? There seems to be a ripple effect, noted by Jacob Kounin (1970), at work. It means that a teacher behaviour that targets one pupil tend to have a direct effect on 'non-target' pupils. Some teachers do not seem to realise that.

Not only do aggressive management techniques leave a negative impact on the bystanders in a classroom, but it is feasible that pupils who display behaviour of category C and D who do not fear the teacher's use of sarcasm would not tolerate it and feel angered by it. The potential of these pupils getting distracted from their work is very high, not because they fear being targeted by the teacher's sarcasm. On the contrary, they will not hesitate to take the opportunity to retaliate so that the teacher gets what he or she deserves. They do not sit and watch, they mentally plan to come up with a harsh and bitterer response if the teacher ever thinks of targeting them.

If the previously described categories of behaviour are taken into account, it becomes quite clear that in classes where the majority of pupils exhibit behaviour of category C and D, teachers tend to be more aggressive when attempting to instruct them against behaving inappropriately. Nevertheless, pupils who exhibit behaviour patterns that fall under category C and D are unlikely to stay calm when provoked by a teacher.

Teachers who are likely to lose their temper in ways such as yelling or using sarcasm will only aggravate the situation. Even when they genuinely care about their pupils, they still find themselves using such techniques that they later regret. This raises the question of why does it happen?

1.12.4 Efficacy Theory to Explain Teacher 'Misbehaviour'

Efficacy theory seems to be more relevant to understanding the teacher's aggressive behaviour when encountered by challenging pupils. It suggests that teachers' behaviour is associated with low levels of perceived self-efficacy (the 'I'm hopeless at this' response). This notion is grounded on the self-efficacy theory of Albert Bandura (1994). It refers to feelings of incompetency and inability to cope that the teachers experience when they see that the resources they use to handle the management situations they face are lacking. Francis Fuller and Oliver Bown (1975) postulate that in the first years of their teaching careers, teachers are more concerned about how they look and whether they appear knowledgeable. As they get more experienced in the field, and realise that they possess the personal qualities needed to take on the role of a teacher, their concerns shift to the task of teaching as they start putting more thoughts into how to question and explain concepts efficiently. When teachers are able to allay these concerns, their confidence start to develop, and they feel more competent in their teaching capabilities which take them to the next level of concern where they focus their attention on what is best for their pupils, like how to interact with them, and the type of content to be presented taking into consideration that it has to be suited to individual pupils.

There is another aspect to Fuller and Bown's model that explains why teachers behave in an aggressive manner towards their pupils, it is as follows; the shift from thinking only about themselves and having the task as their main concern, to focusing more intently on instructional design that meets their learners' needs will cause teachers to regress. This means that while confronting a stressful situation, teachers will choose to focus on their needs instead of worrying about what is best for their learners. In those situations, they will resort to aggressive behaviour, even if it harms their pupils.

Another explanation of teachers' aggression based on the efficacy theory is that some teachers believe that such techniques are to the advantage of all (misbehaving pupils included), because nothing works better at suppressing misbehaviour than

sarcasm or yelling angrily. The important question to be asked here is what effect does an aggressive disciplinary technique have on learners?

1.12.5 The Impact of Teachers' Aggressive Classroom Management

Over the recent decades, studies like those of Lewis et al (2005, 2007), including observational studies (e.g. Gottfredson, Karweit and Gottfredson, 1989; Kounin, 1970) and surveys of teachers, pupils and parents (e.g. Hyman and Snook, 2000; Lewis, 2001) have proven the unproductivity of aggressive strategies in the classroom.

The results have indicated that verbal abuse, humiliation that comes from the use of sarcasm, getting removed from class repeatedly, and imposition of harsh and unfair punishment that pupils experience can have serious short-term and long term effects on them. Some of which are, losing interest in the subject being taught (Henderson, Fisher and Fraser, 2000), poor school attendance, dropping out of school or getting suspended, and a high propensity to engage in risky behaviours such as smoking, alcohol abuse, and drug use (Piekarska, 2000; Sava, 2002). Studies have found that 15-year-olds who do not attend school exhibit higher levels of psychopathology (Borg, 1992), and their engagement in high-risk behaviour increases at an alarming rate (Handelsman and Gupta, 1997). Furthermore, the short-term and long-term effects can have major implications on future education opportunities and chances to enter into employment.

For many years, it has been known that aggressive management techniques have a negative influence on pupils. In a study conducted by Lewis in 1987, the results have shown that learners who have a hard time focusing on their school work, and whose perception of their teachers is less positive after a teacher handles misbehaving pupils, will most probably interpret more of the following of teacher's behaviour: mistargeting, either by picking the wrong pupil when another one is at fault, or punishing the whole class for a sin made by one individual; expressing anger; giving rules that are unclear or irrational; applying sanctions that are arbitrary and unreasonable and pupils getting no warning before they are removed (Lewis and Lovegrove, 1987a: 183)

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These results are in line with Darrell Fisher, Barry Fraser and others findings who, in a series of studies, reported that teachers who are perceived as admonishing and strict are the reason as to why their pupils lose interest in what is being taught (e.g. Fisher, Henderson and Fraser, 1997; Henderson, Fisher and Fraser, 2000).

In general, these findings show that the way the teachers chose to deal with misbehaviour has a profound impact on the pupils (Lewis, 2007). Even teachers who follow a non-aggressive management plan seem to have concerns about the disciplinary measures they rely on to manage problems of misbehaviour.

1.13 CONCLUSION

The current study provides a conceptual and informative review of the literature on motivation and discipline. Since the study is exploratory in its nature and objectives, the chapter discussed the definition of motivation from the perspective of teachers and applied linguists. The chapter also identified some contributing factors to pupils' lack of motivation. The negative effect of these factors on pupils' behaviour was provided, along with teachers' aggressive management techniques that were found to have a negative influence on the pupils.

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2.1 Introduction

This section of the research paper presents the practical part of the study where the subjects are closely studied to record data about what they do in light of what has been discussed in the theoretical part. Therefore, the methodology used by the researcher is thoroughly explained from the sampling techniques to the data collection methods applied. Following this is a presentation of the findings as derived from the questionnaire data with teachers and classroom observation. Finally, the chapter concludes with a series of recommendations to teachers on classroom management.

2.2 Brief Overview of Brothers Azzouzi Secondary School

The setting for this research work was a large secondary school in the Western part of Mecheria city. It is one of the city's seven secondary schools. The school has opened its doors to the pupils in the academic year of 2011/2012, with the following streams for them to choose from; languages and social studies, sciences and technology. These streams will branch out into other streams in the second and third year of secondary education, which are: Philosophy and Literature, Sciences, Mathematics, Economy and Management, Mechanical Technology, Electrical Technology, and Civil Technology. The selection of a stream is dependent on the pupils' preferences, and the opinion of their teachers and counselors.

2.3 Research Method and Design

It is a plan that guides the researcher through the methodological decisions that need to be made from what questions to study, what data are relevant, what data to collect and using which instruments, and how to analyze the results to answer the initial questions validly, objectively and accurately.

Taking place in the 2018/2019 academic year, the design of the study followed a case study approach.

A case study is commonly viewed as a research approach where one instance of a specific phenomenon is dealt with in depth to try to answer how and why something has occurred (Tygie, 2005: 102). Therefore, the main purpose set out to the case study

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research is to place the factors that are responsible for the behavioural patterns of a given individual or group. According to Given, case study research means carrying out an empirical investigation of an existing phenomenon in its real context using several sources of evidence.

A case study can be subdivided into three types, each of which is selected for use based on the researcher's goals and/or objectives. These types include:

1. Descriptive case studies: they generally portray a situation or a phenomenon.
2. Exploratory case studies: they try to investigate a defined phenomenon through the provision of hypotheses to understand reasons and effects.
3. Explanatory case studies: these employ a specific theory as a basis to test a particular phenomenon.

For the current research work, the researcher has selected the exploratory type of case study to explore answers for the proposed questions.

2.4 Research Approach

Research can be approached in three different ways; quantitatively, qualitatively, or through a mixed method approach.

2.4.1 The Quantitative Approach

Conducting a research using the quantitative approach is based on the assumption that facts about reality can be obtained through the eyes of the researcher. Quantitative implies quantity, or amount denoting the degree to which a phenomenon or an event does or does not take place in terms of numbers, percentages or frequency. The word quantity in this case means measuring or counting.

Originally inspired by the scientific methods of natural sciences, the quantitative approach employs methods of data collection that results in numerical information, which are analyzed using statistical methods (Dornyei, 2007).

2.4.2 The Qualitative Approach

Qualitative procedures to investigation are often contrasted with the quantitative ones. The qualitative approach uses different principles, strategies of inquiry and methods of data gathering and treatment. It relies on data in the form of texts (field notes, journal and diary entries, documents). This research approach is concerned with assessing the participants' attitudes, opinions and behaviours subjectively. The results are thus generated in a non-quantitative form.

The qualitative approach is a useful type of research in behavioural sciences. In that, it may be employed to investigate the reasons behind human behaviours. It is conducted in natural settings, and focuses on studying people behaving in real life situations.

The researcher has opted for a mixed methods approach to have data of diverse nature for better understanding the studied phenomenon. A mixed methods approach is defined as a combination of the quantitative and the qualitative approaches that may offer valuable insights, more opportunities for testing hypotheses and complementary data. This combination is considered as a new means that uses the strengths of both approaches to best investigate research problems.

2.5 Sample Population

It is a process of selecting a sub-division from the target population to have it studied. In the words of Gay (1987, 101), it is defined as:

Selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.¹

The researcher selected first year scientific stream pupils and English teachers of Brothers Azzouzi secondary school as a sample for the study.

¹ Gay, L.R., (1987) (3rd edition). *Educational Research: Competencies for Analysis and Application*. Columbus, Ohio: Merrill Publishing Company. 101

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Since having the whole population studied is a complex task, the researcher needs to obtain data from a smaller group or division of the whole population. This process is known as sampling, and it goes through two major steps:

1. Defining the population.
2. Selecting a specific sample from that population.

The population of interest for this study is secondary school pupils and teachers. From this population, English teachers and first year scientific stream pupils of Brothers Azzouzi secondary school have been chosen to conduct this research with.

Deciding on a sample from a given population, and making decisions about the number of items to be included in that sample can be made through probability sampling and non-probability sampling. The researcher has selected the probability sampling technique, in which she selected the sample randomly from the wider population of secondary school pupils. This sampling strategy allows the generalisation of the results to other populations of learners who share the same characteristics and the same class context.

2.5.1 Teachers' Profile

Among the teachers who are members of Brothers Azzouzi teaching community, four are specialised in teaching English, and have taken part in the study. They are three females and one male with a teaching experience that ranges from two (2) to nine (9) years.

2.5.2 Pupils' Profile

In addition to the four teachers, first year scientific stream pupils of group two (2) were included in the study. It is a group of twenty nine (29) pupils, twenty (20) of whom are females and nine (9) are boys. Their ages range from fifteen (15) to seventeen (17) years old. They have the same educational background. They have been studying English for four years before coming to secondary school. The pupils belong to the same cultural background as they are from Mecheria. They study English twice

a week with each class lasting sixty (60) minutes, that is alongside literature, science and religion, French, history and geography, physics, philosophy, and mathematics and science as fundamental modules.

2.6 Instrumentation

For the purpose of collecting data, questionnaires that were addressed to English teachers of Brothers Azzouzi secondary school and classroom observation have been applied in this study.

2.6.1 Teachers' Questionnaire

It is a written document that contains a limited number of questions or items designed to ask for information appropriate to answer and test the research questions and hypotheses. It provides qualitative and numerical data on behaviours, attitudes and opinions from large scales. Therefore, it has been widely used to investigate problems in behavioural sciences, social sciences and English language teaching research.

2.6.1.1 The Design of Teachers' Questionnaire

Using the available data of the literature review and guidance from the researcher's supervisor, in Mars 2019, seventeen (17) questions were developed on which the participants were asked to provide feedback. Out of the seventeen (17) questions, two (2) are demographical questions that are included to get information about the respondents' gender and teaching experience. Nine (9) are closed-ended questions; three (3) in the form of dichotomous questions, which entail a yes/ no response, and six (6) multiple choice questions that give alternative answers to select from. The remaining six (6) questions are open-ended in which the respondents are expected to answer in a paragraph. The multiple choice questions allowed a wide coverage of topics, and saved time for the respondents since each questionnaire was estimated to take less than 10 minutes of their time; while the open-ended questions helped to gather more divergent views that were missed in the multiple choice questions. A brief explanation of the aim of the questionnaire was provided and preceded the questions.

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On April, 2019 the questionnaire was administered to English teachers of Brothers Azzouzi secondary school to get their perspective on the issue of lack of motivation and discipline in EFL classrooms among secondary school pupils. The questionnaire is attached as Appendix A

The researcher has divided the questionnaire into five (5) rubrics, each containing a set of questions.

Rubric one: demographical information and teaching experience

This rubric consists of three (3) questions which ask about the respondents' gender and teaching experience. The questions are numbered one (1), two (2) and three (3).

Rubric two: pupils' attitude toward the language and their level of motivation

The second rubric includes four (4) questions. They address the teachers' views of the pupils' attitudes towards the English language and their level of motivation. Those questions are numbered four (4), five (5), nine (9) and ten (10).

Rubric three: teaching methodology

The three (3) questions listed under the third rubric deal with the teachers' teaching methodology. The questions are numbered six (6), seven (7) and eight (8).

Rubric four: misbehaviour and classroom management

The fourth (4) rubric consists of four (4) questions concerning misbehaviour and classroom management. The questions are numbered thirteen (13) to sixteen (16).

Rubric five: discipline and motivation

The fifth rubric is about the relationship between discipline and motivation. It contains three (3) questions. The questions are numbered eleven (11), twelve (12) and seventeen (17).

2.6.1.2 Data Analysis of Teachers' Questionnaire

This part of the chapter is devoted to the analysis of the questionnaire. Questions will be analyzed separately. As already mentioned, the questionnaire is made up of five (5) rubrics.

R1/ Demographical information and teaching experience.

Question 1: participants' gender

The data derived from the questionnaire was attained from four (4) English teachers, three of whom are females.

Question 2: how long have you been teaching in secondary school?

The respondents have a teaching experience that ranges from two (2) to nine (9) years.

Question 3: can you describe your experience teaching secondary school pupils?

Their experience in the field of English language teaching has been generally described as an interesting, but challenging one that has its ups and downs, adding that they have been learning more and more about the teaching process.

R2/ Pupils' attitude toward the language and their level of motivation

Question 4: what is your learners' attitude towards English?

All four teachers stated that while the pupils have a good attitude towards the language, and like communicating in English whether they can or not, the majority of them are passive, and that their passiveness comes from the idea that English as a language will probably not help them in their future life.

Question 5: what do you think your learners like and dislike about their English class?

From the teachers' perspective, pupils have a shared liking for open discussions about interesting topics. While the less appealing aspects of the language for them is the ambiguity of vocabulary and grammar, and doing tasks especially written ones

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because it is hard for them to formulate good sentences to convey specific ideas, or ones related to dry grammar and expression.

Question 9: during your teaching, are your pupils motivated enough?

When asked about whether their pupils are motivated enough, the teachers collectively answered no.

Question 10: what are the reasons behind pupils' lack of motivation?

The teachers were given three choices to select from:

- The content of the lessons is not interesting.
- The way of teaching is not satisfying their needs.
- Other reasons (specify).

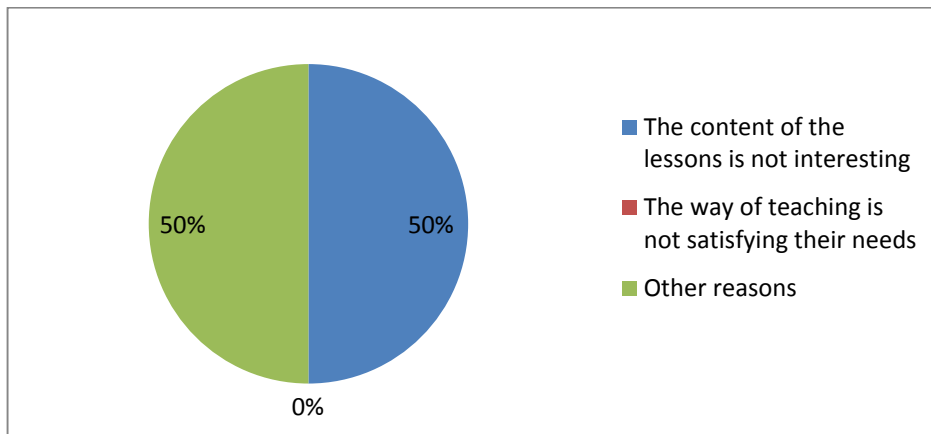


Figure 2.1. Teachers' reasons for pupils' lack of motivation

Two of the four teachers selected 'the content of the lesson is not interesting' as being the reason for pupils' lack of motivation. The other two saw that there are other reasons behind pupils' unmotivated behaviour. One of them suggested that their lack of motivation is due to their general negative attitude towards the language regardless of the content of the lessons or the teaching methodology. While the other said that it is because of their lack of previous knowledge and skills to understand what is being taught.

R3/ Teaching methodology.

Question 6: what is your teaching objective?

- Improve the pupils' English language proficiency.
- Improve pupils' communication.
- Other objectives.

All four teachers chose improving pupils' communication as their objective of teaching English.

Question 7: what do you focus on in your lessons in terms of skills?

The teachers stated that they focus on all four skills, but chose writing as a skill to be specifically developed in the lessons.

Question 8: do you think that EFL teachers are putting their best efforts in class to develop their pupils' communicative competence?

The teachers collectively agreed on 'No' as an answer to this question.

R4/ Misbehaviour and classroom management.

Question 13: how frequently do your learners misbehave in class?

- Often
- Sometimes
- Rarely

All four (4) teachers selected 'sometimes' as an answer to this question.

Question 14: what are the most frequent types of misbehaviour that cause disruption to the flow of your class?

Table 2.1. The most frequent types of misbehaviour

Types of misbehaviour	Number of times they were mentioned			
	One time	Two times	Three times	Four times
Sleeping			/	
Disruptive talking				/
Lack of interest	/			
Eating		/		
Playing with phones		/		

The teachers cited disruptive talking as the most frequent type of misbehaviour, followed by sleeping which was mentioned thrice, then eating and playing with their phones that were mentioned twice, and lack of attention which was mentioned once.

Question 15: what do you think is the reason behind this behaviour?

- Lack of activity in class.
- Same class schedule.
- Other reasons (specify).

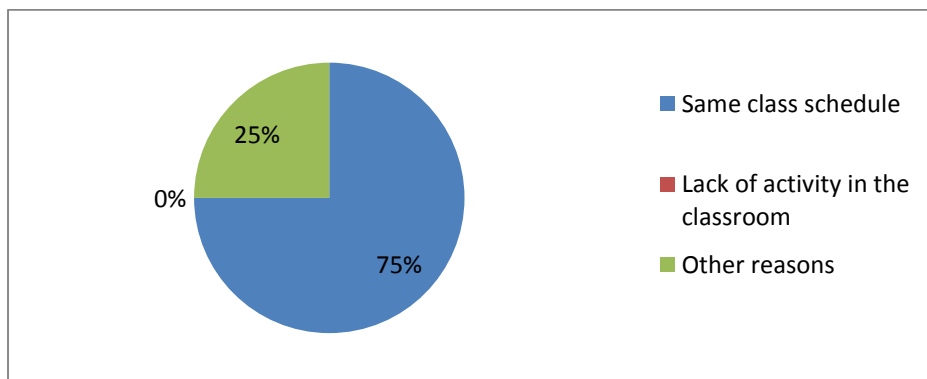


Figure 2.2. Teachers' reasons for pupils' misbehaviour in the classroom

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Three (3) teachers settled for same class schedule as an underlying reason for pupils' misbehaviour, while one (1) teacher provided another reason arguing that it is attributed to their lack of interest regardless of the type of the lesson.

Question 16: how do you approach pupils' misbehaviour?

The teachers stated that their approach to misbehaviour depends on its type or level. Thus, they can be harsh or gentle. In general, their approach varies from using harsh punishments, to gentle calls, to trying to make the intervention related to the lesson or at least funny.

R5/ Discipline and motivation.

Question 11: pupils' unmotivated behaviour will later on lead to discipline problems, do you:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

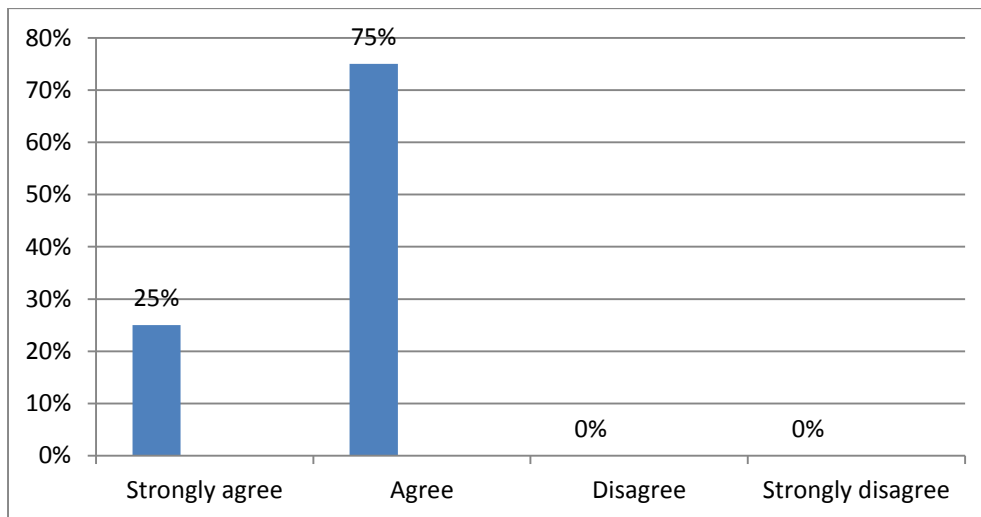


Figure 2.3. The teachers' degree of agreement with the statement 'Pupils' unmotivated behaviour will later on lead to discipline problems'

All four teachers agreed with the statement, as the option ‘agree’ was selected three times, and ‘strongly agree’ got selected once.

Question 12: have you ever tried to use motivation as a technique to overcome discipline problems?

The teachers answered yes, arguing that it is more successful as an approach to make learners intrinsically motivated, and that they would rather work with learners who want to learn than with ones who are intimidated into it.

Question 17: in your opinion, what is the effect of motivation on discipline?

The teachers expressed that motivation and discipline are extremely related, and that the more learners are motivated, the less they are likely to misbehave. Or as another teacher has put it, if the learners are motivated, they will not have the tendency to misbehave.

2.6.2 Classroom Observation

It is a developed data collection method useful for studying learning environments. It is one of the oldest methods that entail documenting the observed setting using the researcher’s senses, particularly looking and listening. Accordingly, actions, activities and events are recorded to explore what the participants do, why they behave in a certain manner and with whom, what is happening in their settings, and what are the main apparent aspects in their activities. Therefore, the data obtained from observation is said to be eye-catching, since they provide the researcher with an opportunity to gather live information from live situations.

There are different ways through which the researcher observes a classroom.

1. According to the design organisation:

- Structured observation that entails the use of a checklist or a rating scale that is prepared in advance.
- Unstructured observation in which the observer takes descriptive field notes or reflective field notes.

2. According to the role of the researcher:

- Participating observer: the one who takes share in the observed group activities.
- Non-participating observer: the one who does not interfere in the group's activities.

3. According to ethical considerations:

- Overt observation: where the participants are informed about the purpose of doing the observation.
- Covert observation: where the researcher attends the class without revealing the real purpose of the observation.

2.6.2.1 The Design of Classroom Observation

For the goal of this research, the collection of data has been carried out through the use of a structured, non-participant and covert type of observation. It was conducted to address the second sub-question which explored the pupils' behavioural responses to the teacher's teaching practice. Thus, the subjects were observed closely to note their interaction and reaction to what went down in the classroom. The observation took place in Brothers Azzouzi secondary school with first year scientific stream learners, group number two (2). The same group was observed for three sessions for the duration of one hour. The researcher was introduced to them as a master student working on her dissertation, without revealing the real aim of the observation to observe the class members behave like their natural self, and avoid influencing their behaviour and the presentation of the lessons.

The observation is divided into two rubrics: pupils' behaviour and the teacher's classroom management strategies, and the teacher's instructional process and pupils' motivation.

2.6.2.2 Data Analysis of the Observation Results

As stated above, the observation is divided into two rubrics.

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Analysis of rubric one: the teacher's instructional process and pupils' motivation.

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Table 2.2. Descriptions of the teacher’s instructional process and pupils’ motivation.

Specific aspects about the lesson	Description
Teacher motivation	Fairly motivated.
Classroom participation	<ul style="list-style-type: none"> - Only a group of people participate. - Offering Encouragement - Name calling pupils
Pupils’ motivation	They were mostly passive.
Type of interaction in class	<p>Mostly a teacher-pupil type of interaction.</p> <p>The teacher speaks more than the pupils.</p>
The level of language used	The teacher uses simple language, suited for the level of pupils.
Use of L1	It was used throughout the lessons to facilitate comprehension.
Asking questions about the lesson	Certain pupils would ask questions when things are unclear.
Use of resources	Textbook was the only type of resources used.
Pupils complete their work	Some of the pupils were taking their classroom work seriously.
The significance of classroom activities	This aspect of classroom activities was ignored.
The use of a range of learning strategies, like visual, auditory, kinesthetic and tactile approaches	None of these strategies have been used in the lessons.
collaborative/problem solving strategies	No collaborative/cooperative learning strategies took place in the sessions.

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This table represents the observation grid used to attain data on specific aspects of the instructional process, and how the pupils react to it in terms of asking questions about the lesson, level of attentiveness, being on task, responding to teacher's questions, and level of participation in classroom activities.

From a general perspective, the teacher seemed fairly enthusiastic about her work. This was apparent in her always being prepared and having her lesson plan with her, getting to class on time, and trying to involve more pupils in class.

To elicit pupils' thinking, the teacher used the technique of questioning. When a question is asked, the teacher would scan the room before selecting someone to answer. The thing observed though is that participation was confined to four (4) or five (5) pupils in the classroom. When the teacher notices that it is always the same group participating, she uses words of encouragement like 'this is easy' or 'the answer is simple' to spark little motivation in other pupils to get them to participate which seemed to work sometimes. Otherwise, the teacher resorts to calling them by name. She would then restate the question, and give time to the pupil to respond. If a wrong answer is given, the teacher would address the whole class, not only the pupil who had given the answer, possibly to avoid embarrassment, then go over the mistake and correct it for them. Overall, while there were some pupils participating in class, the majority of them were passive.

Name calling is not only used to get them to participate, but also to keep them awake, and bring them back to the lesson. Thus, the interaction was mostly a teacher-pupil one, with the teacher doing most of the talk. There were no instances of pupil-pupil interaction.

As for the level of language used, the teacher tries as much as possible to use simple terms, and an overall simple language to facilitate pupils' comprehension. The teacher also managed to talk slowly in a clear, loud voice just as needed. However, there were moments when the teacher had to use L1 to explain concepts when an expression of puzzlement covered the faces of her pupils. Pupils were also seen using L1 to facilitate the meaning of words and ideas that they find to be difficult.

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Before wrapping up the explanation phase and moving to practice, pupils are given time to ask questions. The same pupils who are known to participate would ask questions when a certain point is confusing or not clear enough. For instance, in lesson three which covered the use of linking words, a pupil got confused over the difference between *although*, *though* and *even though* because they seemed similar, to which the teacher tried to re-explain.

During the activities, grammar and pronunciation mistakes were mostly ignored. For instance, a very common error among pupils was forgetting to add 's' to third-person singular verbs. Like, a pupil would say something like 'she go' instead of 'she goes'. Those mistakes were rarely ever corrected. This may come from the idea that correcting every little mistake will make the pupils reluctant to speak. But, those errors kept appearing along the lessons.

The content of the lessons and activities for practice were pretty much derived from the textbook. In the first lesson attended by the researcher, pupils were taught how to mark the intonation in a sentence provided in page one hundred and twelve (112). They were then given a bunch of examples and were asked to mark the intonation themselves. Then they moved to another activity on syllables and stress. In session two, pupils went from doing a matching activity in page one hundred and thirteen (113) to being given a writing assignment to complete at home. The assignment was about writing a short biography of a famous scientist which was to be corrected in the session that followed. The third session involved activities on linking words, which were the focus of the lesson. Some pupils gave their own examples using those words, after which they completed an activity that had them re-order sentences to form a coherent paragraph. During those activities, the teacher did not move around the room to check the pupils' progress. This lack of supervision made pupils care less about completing the assigned tasks, as most of them were engrossed in chit chatting, or using their phones.

An interesting observation from this class was that the significance of classroom activities; an important aspect of pupils' motivation seemed to be ignored by the

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teacher. There was no explanation provided for what significance the activities that took place hold for the pupils, or in what context they would apply such knowledge.

The other observation made is in the three sixty (60) minutes long sessions that the researcher has taken part in, the same strategy of teaching was applied regardless of the nature of the lesson. A typical session is initiated by the teacher presenting a brief overview of the previous lesson, stating what the new lesson will revolve around, and then diving into the explanation using the board. The teacher would make sure the pupils understood by using the technique of questioning. The pupils then are instructed to complete a set of activities on what was previously shared in the lesson, which were completed only by a few pupils in class. No visual, auditory, objects or other kinds of teaching strategies were present. Also no instances of group plays, compete acts, songs or opportunities for dialogues were created by the teacher. Regarding the use of collaborative/problem solving strategies, no group or peer cooperative work has taken place in the three sessions. Individual work was the only form observed.

Analysis of rubric two: pupils' behaviour and the teacher's classroom management strategies.

2.3. Descriptions of the behaviour displayed in the class and the teacher's approach to it.

Aspects of classroom management	Description
Pupils' behaviour and level of respect	The range of pupils' misbehaviour include: disruptive talking, using smart phones among others.
Teacher behaviour	Respectful of his pupils. Able to keep his composure for the most part.
The teacher's ability to manage unruly pupils.	The teacher's management style relied mostly on hints, verbal and non verbal, like making eye contact with the pupils or tapping on the desk or use of silence. Some behaviour problems are ignored.
Teacher-pupil rapport	The connection between the teacher and pupils needs to be worked on.

Concerning the discipline issues in this classroom, pupils were observed engaging in off-task comments more than any other form of misbehaviour. Sometimes, it gets too disturbing for the ones in the back to hear some of the things said during the explanation of the lesson and classroom activities. They were also observed sneakily using their phones, instead of paying attention, taking part in the participation, or completing the assigned work. Other behaviour noticed is that some of them did not have their textbook with them when needed.

The teacher, who seemed respectful of his pupils, and able to keep his composure for the most part, relied on interventions that took the form of hints for this category of pupils. The teacher would look in their direction or tap on the desk, or use silence to get their attention. When the hints do not work, the teacher would address them from across the room to get them to stop and respect their peers who want to participate. The remarks were somewhere along the line of 'if you are not interested in the lesson,

at least respect those who want to participate'. Other times, when the lesson is important, and for the purpose of going through with it, those pupils were ignored and left alone. In general, other than giving hints or verbally telling them off which was practically useless in gaining their cooperation and respect, no consequences were applied for their behaviour.

The pupils' lack of respect for the teaching process, as well as for their mates who care about it, and their ignorance for the teacher's directions means that the connection between the teacher and the pupils still needs to be worked on.

2.7 Interpretation

In the area of teaching methodology, the teachers expressed that their objective of teaching English is to help the learners build their communication skills. Part of making classrooms communicative is to involve the pupils in activities where they feel that they are communicating, which could be accomplished by creating opportunities for dialogue that allow them to talk and share their thoughts, and structuring group activities to get them to use whatever knowledge they have of the language and work with it to accomplish something. However, when most of the class time is spent covering grammar points followed by writing, with the teacher doing most of the talk, and little if no time is left for the learners to use the language, their motivation will certainly be killed.

The lack of communicative activities can be attributed to a perception shared among teachers that covering the content they are responsible for is a priority and these kind of activities take time. Therefore, they do not see sufficient time for these activities to be included in the class schedule. Another possibility that may explain why pupils are not given more opportunities for interaction is of fear of discipline problems that comes with it, that may turn those opportunities as Cameron (2001) states into a noisy time for some and a time to opt out for others.

Another essential motivational tool missing is never providing an explanation for the significance of classroom activities. The literature indicates that pupils hate doing

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things with no clear target. They want to know that there is a purpose behind doing an activity. When they do not feel that there is a certain objective, then it is pointless.

The data derived from the questionnaire and classroom observation also showed that pupils took a passive role in classroom participation, and responded poorly to the activities. Research suggests that this fact could change if teachers worked on changing the design of the activities instead of doing them as they are suggested in the textbook, a practice that English teachers do. As argued by Maria de Julio Serrao et al (1984:12), it is the design of the activity, not its content that makes a difference in learner motivation. This could be the solution to the problem of grammar and vocabulary teaching that pupils find ambiguous and dry.

An interesting finding in the class that was observed is that the teacher was clearly trying to create a non-threatening learning environment by giving the learners verbal encouragement to make them feel free to participate, and not worry about making mistakes. This was also exhibited when the teacher would address the whole class when a mistake or a wrong answer is given to avoid any feelings of embarrassment. Building the confidence of the pupils in EFL classes is constituted to be one of the principal component of motivating pupils. According to Bruce Pattison (1976: 290), a course that is not directed toward increasing the learners' interest and building their confidence is prone to failure.

In the area of discipline and classroom management, the study showed that pupils engaged in disruptive talking, showed lack of attention, and have been reported by teachers that they have fallen asleep in class. Other serious types of misbehaviour that emerged from this study were missed out in the literature. These types included the use of smart phones during the sessions and eating.

Another finding concerning the types of misbehaviour that goes against what was argued for in the literature is that the use of L1 was more of a strategy used by learners to ease comprehension. This point does not align with research that suggests that it is used as a strategy to resist or avoid communicating in the target language.

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When teachers were asked about the reason that causes these forms of behaviour, a good portion of them answered it has to do with the same class schedule. This confirms the point argued for that English classes tend to be dull.

Regarding their style of classroom management, in addition to relying on hints, the teachers admitted to having snapped and used harsh punishments or harsh language with the pupils. Results of research on aggressive classroom management indicates that this kind of techniques have a deep impact on the learners, and can have serious short-term and long term effects on them, ranging from losing interest in the subject being taught (Henderson, Fisher and Fraser, 2000), poor school attendance, dropping out of school or getting suspended, and a high propensity to engage in risky behaviours such as smoking, alcohol abuse, and drug use (Piekarska, 2000; Sava, 2002). Also, these techniques go against what teachers advocate for in their classrooms, and that is to create a positive, non-threatening learning environment.

Concerning their thoughts on the theme of motivation and misbehaviour, the teachers had a shared agreement that that having motivated pupils lowers the rate of classroom misbehaviour. This result validates the view expressed in the literature.

On a general note, the lack of motivational tools which correlated with types of misbehaviour can be associated with the fact that the teacher observed is young, and less experienced. The teacher in the study has a two years teaching experience. According to Francis Fuller and Oliver Bown (1975), teacher at this stage care more about how they look and whether they appear knowledgeable. As they gain more experience, they start to shift their attention to the task of teaching. That is when they put more thoughts on what is best for the learners, and how to interact with them.

2.8 Suggestions and Recommendations

This is a lengthy description that is given to instructs teachers on how they should work with each outlined category of pupils to see them respect their teacher and the rights of their fellow classmates.

2.8.1 Developmental Management in the Classroom

As previously explained, patterns of pupils behaviour in the classroom can be categorized into 4 groups: category A, B, C and D. The classroom management techniques that are about to be described are based on the work of Lewis (2008) who argues that for teachers to be aware of which pupils are manifesting which patterns of behaviour, they first need to treat them as if they all belong to category A.

The purpose behind these categories is to identify management strategies that are most effective for a respective pupil, so that all pupils behaviour can change from Category D to C, to B, then to A, at which they will adopt the habits of responsible pupils.

Sometimes it is hard to decide under which category a pupil's behaviour should be placed. From his experience of helping teachers that have problems in the area of classroom management, Lewis (ibid) says that all 'difficult' classes he had been to had no more than four pupils displaying behaviour of category D. But the thing that happens is that in certain cases pupils of category C and B start to act like those of category D when provoked by teachers. Before discussing which behaviour management techniques are more appropriate to which category, it is important to learn how to encourage appropriate behaviour to minimize its occurrence.

2.8.1.1 What Causes Inappropriate Behaviour?

Views about the causes of inappropriate behaviour are generally based on two beliefs. The first belief has its origins in the deficit model which assumes that pupils misbehave because they have a deficit. This means that such behaviour arises because there is something wrong with the pupil. The model draws attention to their problematic psychological make-up, or the sociological factors that are associated with a lack of conformity in pupils. Proponents of the deficit model suggest that the use of different types of approaches which range from exercising control over the pupil's behaviour, to counseling can help solve problems which are associated with the pupils' lack of conformity.

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The other view being proposed is that pupils' lack of conformity is an indicator of genuine and justifiable dissatisfaction with an educational institution being less able to satisfy their legitimate needs. The assumption is that if pupils behave in an unacceptable manner, it is the curriculum to blame. Either because the covered material is too boring or has no relevance for them or the instructional process does not grab and hold the pupils attention and interest.

Due to the impact of the traditional educational system (traditional as far as the teachers and learners roles and relationship are concerned), many students are accustomed to be passive, 'spoon-fed' learners; they are here to follow the teacher and the textbooks instructions. They do what they are told to do .They are never asked to participate in a way or another in the choice of topics or activities. Everything is imposed on them, the teacher, the textbook, the method, the activities to be performed and so on (BELAID, 2014: 78).

To solve the problem, it is suggested that institutional changes need to be made at the level of curriculum content and processes, timetabling, resources, staff–pupil relationships and pupil-pupil relationships (Greaves, 1987).

Theorists are generally supportive of either extreme, while experienced teachers acknowledge that both factors lead to inappropriate behaviour. Nevertheless, the instructional process and content that the teacher offers is closely connected to the appropriateness of the classroom behaviour of all pupils, especially to the behaviour of those in category C and D. That said, there are certain things that teachers can do to minimize the probability of misbehaviour occurring in the classroom.

1. Avoiding Disruption

Kounin (1970) has stated that classroom where little problems of misbehaviour occur, and less time is wasted on them have certain features that characterize them. These features can be grouped under four broad headings: keeping the lesson flowing smoothly; keeping pupils interested; keeping pupils accountable for their learning; and making pupils feel monitored.

Teachers have to be careful not to demotivate them either by ineffective teaching or unplanned lessons or by a too inhibiting and critical attitude that may put off the learner of EFL². (BELAID, 2014: 78).

2. Keeping the Lesson Flowing

To keep a lesson running smoothly, there are some things that teachers should do, and things that they should avoid. Among the things that should be done are the following:

- They must know exactly what they are going to do and have all the resources needed ready.
- At the beginning of any lesson and topic, pupils should be informed about the aims of the instruction and the activities they are going to work on to accomplish them.
- Whenever possible, the teacher should set up behaviour patterns that are fully understood and agreed on (e.g. toilet passes, distribution of materials, roll-taking, lining up).
- Letting pupils know when an activity is about to change so that they can focus on finishing up what they are working on and get mentally prepared for what they are about to do next.
- Attending to the needs of the majority of pupils and keeping them engaged before working with individual learners who need extra attention.
- Providing pupils with clear directions when introducing a new task, and stating the purpose behind doing a certain task. Explain its connection with the work that has already been done or is about to be undertaken, what will be done, and an approximate time that will be spent on an activity. Give pupils a chance to ask for clarification before instructing them to start working on the activity.

² BELAID.Bekhata (2014) .Strategy-Based Instruction in EFL Writing with Close Reference to Third – Year Secondary school Students (Case of Literary Streams at Besghir Lakhdar Secondary School,Tlemcen) (Magister thesis). Tlemcen University. 78

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- Provide the pupils with the instructions needed before they start working on an activity so that they do not get interrupted while doing their work.

Once those are completed, some of the things that teachers should be avoiding are:

- Avoid spending more time on an activity than is needed (e.g. handing out equipment, explaining, or telling a pupil off).
- Do not interrupt the topic being discussed to move to another one even if you go back to the first topic to complete it (for example, while discussing an answer to question 4, and the teacher remembers something important that he or she forgot to mention when answering question 3, the teacher should finish off answering question 4 without interruption, then return to question 3 to complete it, then move to question 5).
- Do not get sidetracked by questions or requests that are not relevant, especially when a new activity is about to start.

3. Keeping Pupils Interested

There are a number of teacher-tested ways that can be used to stimulate and maintain a pupil's interest in learning:

- It is important for teachers to vary their voice by changing its volume, speed and tone.
- Show enthusiasm for the subject being taught (that could be done by stating its usefulness and importance, or why it is interesting and/or exciting).
- Varying the way of teaching by using different types of procedure like assignments, debates, excursions, and guest speakers. The teacher should also include techniques that appeal to a range of learning styles (Lazear, 1999), like teacher explanation; teacher–pupil discussion; role plays; pupil–pupil discussion in small or large groups; individual pupil seatwork; and the use of media (e.g. films, videos, the overhead projector, data display, interactive whiteboard, posters, objects). However, it is important to select a process that is appropriate to the particular objective to be achieved.

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- The teacher needs to move around the classroom and consider providing pupils with the chance to move occasionally.
- Making sure that the lesson content is challenging for the pupils yet attainable, and try to make it relevant to their interest whenever possible.

4. Keeping Pupils Accountable for Learning

Having pupils feel that the teacher cares about them and how much work they do, make them avoid engaging in inappropriate behaviours, **“language use will come only when barriers are broken down”**(Rivers, 1983: 112)³

Some of the ways to achieve pupils’ accountability in the classroom include:

- When posing a question to the class, do not immediately approve a correct answer and move on; give an opportunity to different pupils to respond then say whether they are correct.
- Try to establish eye contact with as many pupils as possible when posing a question before calling on a respondent.
- Once the question is asked and a respondent is selected, the teacher should wait a little time (say five seconds) until the pupil selected starts to answer.
- In cases where the answer given by a pupil is incorrect or partly incorrect, taking into consideration the ability of the pupil, wait up to five seconds to encourage him or her to continue the answer.
- Frequently require pupils who have given a correct answer to support their answer with evidence.
- From time to time, have pupils write down on a paper the answers to all the questions asked then move around the whole class and have some answers read.
- The homework set has to be collected and/or corrected.

³ Rivers, W. (1968). *Teaching Foreign Language Skills*. USA. The University of Chicago Press. 112

5. Making Pupils Feel Monitored

It is an approach identified by Kounini so that the inappropriate behaviour of pupils is kept to a minimum. It is a feature of effective teachers who are constantly monitoring the classroom for potential misbehaviour so that they are able to stop it before it starts. It is almost as if they have ‘eyes in the back of their head’. Some of the ways to keep a class monitored are:

- Instead of standing in the centre at the front of the room where teachers are required to sweep their eyes almost 180 degrees to survey an entire class, they should position themselves at a corner of the room so that all pupils are within a 90 degree sweep of their eyes.
- When speaking to one pupil, the teacher should be constantly aware of what is going on in the rest of the class by occasionally breaking eye-contact (like every five seconds) to see who is working, and who is off-task. If a pupil is caught being off-task, he or she should be talked to privately about their behaviour and not publicly from across the room. What is important is that the pupil knows that the teacher is aware of any kind of inappropriate behaviour that takes place in the class.

2.8.2 The Pile of Goodwill

There is one more essential element of good teaching that is crucial for preventing and dealing with inappropriate behaviour in the classroom. It is what Lewis (2008: 37) calls ‘maintaining a pile of goodwill’, which is another way of saying maintain referent power (power based on an ability to develop a relationship). Pupils whose behaviour patterns place them in categories C and D are going to benefit the most from teacher goodwill.

Interacting with pupils is not limited to attempting to change a behaviour that is considered as inappropriate. There are plenty of occasions for interaction between teacher and pupil, and that is when their basic ideas about a teacher are formed. Most importantly, they decide to which level the teacher is concerned about them and their

learning. It is in situations like these where the teacher's use of management strategies get interpreted by the pupils.

Spending some positive time with the pupils is by far the most important thing a teacher can do to build goodwill with them. Investing the time to teach them, listen to them and encourage them can mean a lot to some pupils. This also involves that teachers recognise diverse pupils strengths, help them, let them help and to put themselves out for them. Teachers can go as far as showing interest in what they do beyond the classroom walls, supporting their interests and taking the time to ask questions and listen to whatever problems they may be having. Pupils generally need to believe that they are valued, respected and liked by their teachers and that they have a genuine interest in their welfare.

2.8.2.1 Estimating Goodwill

For a teacher to figure out the size of his or her goodwill pile with any particular pupil, the following questions can be asked:

- When was the last time I did something nice for or to that child?
- When was the last time I spoke to the child in a friendly, supportive manner?
- How often have that pupil and I spent time together talking about something that is important to him or her?
- What is the pupil's favorite film, music, school activity, football team, sport, etc.?
- Who are the pupil's best friends, worst enemies, or casual acquaintances?
- What does the pupil think of his or her schoolwork and other teachers? What does the pupil feel he or she is really good at?
- What is the pupil really interested in?
- Does the pupil know I am aware of his or her competencies and interests?
- How often have I had the pupil help me in a meaningful way?

If the questions went unanswered, that is an indication that the teacher is unable and/or not willing to take the time to talk to the pupils and connect with them.

2.8.3 Setting up Expectations for Appropriate Behaviour

Lewis (2008: 40) suggests that instead of having rules which for certain pupils (mainly those of category C and D) are attached to feelings of negation and being controlled, teachers and pupils should work on establishing rights and responsibilities. An important thing that should be made known to pupils is that teachers try to change or stop certain behaviours so that it does not disrupt the learning of others. Therefore, teachers are required not to allow any pupil to interfere with others' learning.

The process of establishing rights and responsibilities takes place in short classroom meetings which are regular gatherings of all class members where pupils are involved in setting and evaluating positive behaviour expectations, and holding discussions about the positive and negative aspects of classroom routines and members behaviour. In a community interaction like this, all class members are equally involved in raising concerns and expressing what they think, and how they feel about them. Hence, they are given a fair chance to participate in a democratic decision-making process.

Rudolf Dreikurs (1972) and Glasser (1986) believe that pupils are rational people, and by letting them experience the positive and negative results of their behaviour choices, they can learn to make better choices. They will not take an excuse for any unacceptable behaviour, whether it is due to having boring teachers, or going through family problems.

2.8.3.1 Classroom Rights and Responsibilities

In addition to recognizing the pupils' right to learn, the classroom must be a place where all of them feel safe, physically and emotionally. Therefore, protecting pupils from any harassment is a requirement that falls under the teacher's responsibilities. Some pupils tend to be a bit reticent, thus a teacher may have to ask them directly if they want him/her to do or say anything if any attempts of physical or emotional bullying are made by a classmate.

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Since the teacher's role in having the pupils' rights protected is clearly established, it is crucial that pupils identify the desired behaviour to be adopted, and some of the things that are to be avoided to respect the rights of fellow pupils. There are two parts to this. The first one focuses on what pupils should or should not do if they want to act in a responsible manner. This type of responsibility is termed Personal or Individual responsibility. The second one is about the behaviour they should motivate their fellow classmate to demonstrate or avoid so that all class members behave more responsibly. For instance, when pupils are paying attention to what a classmate is saying, they should also encourage other pupils to listen and not interrupt his or her speech. This type of responsibility is termed Communal responsibility.

For these rights to be protected there are certain things that teachers need to be doing.

2.8.4 Responding to Pupils Manifesting Category (A) Behaviour

When pupils do not respond to the teachers' subtle hints like pausing, moving closer to them or checking their work, teachers can resort to verbal hints namely general hints, specific hints, restatement of expectations, or I-messages to address an unacceptable behaviour caused by pupils who belong to category A, while specifying whether they want to encourage a good behaviour or discourage a bad one, and whether the hints are focused toward Personal or Communal Responsibility.

In his book 'Understanding Pupils' Behaviour' (2008: 45-50), Lewis provides some examples of how these hints can be stated.

1. General Hint

If the intention of the teacher is to give a general description of the situation, she could say:

- Positive focus (Personal responsibility):

Some pupils are acting very responsibly.

Just about everyone appears to be respecting their classmates' rights.

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- Negative focus (Personal responsibility):

Some pupils are ignoring the rights of their friends.

I see a pupil who is being unfair.

- Positive focus (Communal responsibility):

Some pupils seem willing to discourage their friends from ignoring the rights of other classmates.

- Negative focus (Communal responsibility):

Some pupils aren't encouraging their friends to behave responsibly.

2. Specific Hint

When describing a specific behaviour, for instance, if a teacher notices that the noise in the classroom is preventing some pupils from focusing their attention on class activities, she might say:

- Positive focus (Personal responsibility):

It looks like most children are allowing others to hear.

Only a few pupils are making it difficult for others to hear.

- Negative focus (Personal responsibility):

There is so much noise that some pupils can't hear my explanations.

I notice that there are some pupils who are finding it difficult to hear because of the noise.

- Positive focus (Communal responsibility):

It looks like most children are trying to see that their classmates allow others to hear.

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- Negative focus (Communal responsibility):

Very few pupils seem willing to encourage others to reduce the noise, so that their classmates can hear the explanations.

Similarly, if a teacher is worried about the possibility that a pupil may get hit by a stapler as a classmate tries to throw it to her might say:

- Positive Focus (Personal responsibility):

Nearly all pupils are being careful when passing equipment.

Pupils are generally passing equipment in ways that keep us all safe.

- Negative Focus (Personal responsibility):

Pupils are put at risk when things are thrown in the classroom.

I just saw a stapler thrown in the room. That's dangerous.

- Positive Focus (Communal responsibility):

Some pupils seem willing to remind their friends to be careful when passing equipment.

- Negative Focus (Communal responsibility):

I just saw a stapler thrown in the room. No one seemed worried about it.

Finally, if a teacher is worried that a harassment incident is about to occur she could say:

- Positive focus (Personal responsibility):

Pupils seem to know how to treat each other respectfully.

I see that most pupils know how to be nice to their classmates.

- Negative focus (Personal responsibility):

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Some pupils are talking disrespectfully to each other and someone's bound to get upset.

Some pupils are scaring others because of the way they are treating them.

- Positive Focus (Communal responsibility):

I see that some of you are willing to help your friends be nice to classmates.

- Negative focus (Communal responsibility):

Pupils don't seem prepared to stop others from talking disrespectfully to their classmates.

3. Restatement of Expectations

This kind of hint is about re-emphasizing the importance of following the agreed-upon behaviours set in class meetings. For instance, to express her wish for the pupils to communicate respectfully, the teacher might say:

- Positive Focus (Personal responsibility):

We said that pupils should talk nicely to each other, didn't we?

I thought that pupils were expected to let their classmates get on with their work, without interruption.

- Negative focus (Personal responsibility):

Didn't we agree that pupils wouldn't talk disrespectfully to each other?

I thought that classmates' work was not to be interrupted.

- Positive Focus (Communal responsibility):

We said that all pupils should help their friends with the work.

- Negative focus (Communal responsibility):

We agreed that we all would stop others from talking disrespectfully to their classmates.

4. I-messages

The fourth and final kind of hint is known as an 'I-message' (Gordon, 1970). This one indicates what the problem is, identifies the behaviour that is causing it, and the kind of feeling the teacher has for it. For instance, if the situations are the same as the ones mentioned above a teacher could say:

- Positive focus (Personal responsibility):

I'm pleased to see that some pupils are waiting quietly to begin.

I'm relieved to see that pupils are treating each other nicely.

- Negative focus (Personal responsibility):

I'm upset that some pupils talk during instruction because others miss out.

I get scared when things are thrown in the classroom. Someone could be seriously damaged.

- Positive focus (Communal Responsibility):

It's good to see some pupils are prepared to stop their friends from throwing things in the classroom. Someone could have been hurt.

- Negative focus (Communal Responsibility):

I'm disappointed that some pupils are allowing others to talk during instruction because others can't hear and won't know what to do.

If verbal hinting does not work even when repeated several times, that means that the pupil's behaviour does not belong to category (A).

2.8.5 Responding to Pupils Manifesting Category (B) Behaviour

Supporting the pupils' appropriate behaviour starts by clearly stating how their behaviour is expected to be like, while basing those expectations on the right of class members to have optimal opportunities to learn, in an environment where they feel safe emotionally and physically.

When pupils act responsibly, it is extremely important that the teacher provides some kind of recognition even when the behaviour does not result in achievement so that difficult pupils put more effort maintaining their responsible behaviour.

When recognition and rewards are ignored, and the pupils start acting irresponsibly, there are certain steps that a teacher has to go through when addressing the behaviour. The first step is identifying the pupil, then explaining how the behaviour is denying other pupils' rights, and finally, demanding that the behaviour changes to one that is more responsible.

If the demand is met with verbal resistance, like 'It is not my fault...' then the teacher has to move to the next step where she repeats her demand in a calm neutral voice, so it is made clear that the aim behind it is for the pupil's behaviour to stop.

If calm repetitions fail in getting the pupil to behave, the next step would be to ask the pupil to choose one of two options, either stop the behaviour, or continue knowing that his or her behaviour will result in an unpleasant consequence.

The other reason to stay calm is when pupils observe their teacher's behaviour they will learn through her what is an appropriate behaviour. If a teacher shows any form of aggression, the pupils will question her belief in their right to learn in an environment free of harassment. As stated by Gary Fenstermacher, there is nothing that teaches a pupil responsibility like a teacher modeling it herself:

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The manner of a teacher takes on particular importance, in so far as it serves as a model for the pupils ... as something the pupil will see and believe proper, or imitate, or accept as a standard for how things will be (2001)⁴.

As indicated by Robert Roeser, Jacquelynne Eccles and Arnold Sameroff (2000),

Teachers need to protect adolescents from situations they perceive as threatening to their self ... or threatening to their social image. If not, then adolescents will feel less motivated to learn and more unhappy and will be more likely to manifest academic or social problems⁵.

Consequently, it is important for a teacher to stay calm and cool in similar situations, otherwise both she and the pupils will find themselves stuck in vicious cycles of conflict.

Assuming that the pupil's behaviour persists, the teacher should follow through with a reasonable set of consequences until the pupil gives in. There are six forms of consequences that have shown to be effective in such scenarios.

The first two of these involves isolating the pupil from others in the class, while the second involves removing him from the classroom, and placing him in another teacher's class, or in the office of a senior staff member. Isolation can be in a form of time-out or detention. The two are different in terms of who decides when the pupil returns to class.

Detention is a time during which the pupil is instructed to finish uncompleted work, do extra work, write lines, discuss his problematic behaviour, or sit until he gets bored. The designated time-out area should not be a place that brings shame to the pupil, because the purpose of it is for him to write out a plan demonstrating how he will change his behaviour to fit the expectations set in the classroom. For instance, a

⁴ Fenstermacher, G. (2001), cited in Lewis, R.R. (2009) (2nd edition). *Understanding Pupil Behaviour: Classroom Management Techniques for Teachers*. Taylor & Francis e-Library. 65-66

⁵ Roeser, R., Eccles, J., and Sameroff, A. (2000), cited in Lewis, R.R. *ibid.*, 66

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pupil can be given a set of questions to address during this time like the following that have been suggested by Lewis (2008: 59):

- What did you do that caused you to be in time-out?
- Why did you do it?
- Was it responsible?
- What were likely to be some good outcomes of what you did?
- What were likely to be some bad outcomes of what you did?
- What could you do instead if the same situation were to recur?
- What do you plan to do instead? What is more responsible?

Once the pupil decides that he is ready to behave more appropriately, he should be allowed back to the class and try afresh.

The words used when a pupil is instructed to a time-out have to be well selected. For instance, instead of saying:

You! Get to time-out! Now!

It would be more appropriate to say something like: ‘You know that you can only stay in class if you are willing to be fair. Please go to the time-out room. See if you can figure out how to handle a situation like this better next time. As soon as you’ve got it worked out, come and speak to me. Hopefully, it won’t take too long’.

The third form of consequence suggested is to take away a pupil’s privileges like free time, excursions, practical work, and so on. The fourth one would be to send the pupil to another teacher, or assistant principal. The fifth form that can be used is to reach out to the pupil’s parents and inform them of the issue, so they can arrange some form of punishment. The sixth and last form of consequence is to get the pupil temporarily suspended from school.

If the pupil does not cooperate with the teacher’s instructions, like changing his seat when asked to, he is definitely a category C pupil.

2.8.6 Responding to Pupils Manifesting Category (C) Behaviour

This category of pupils' behaviour represents those who resist cooperating with any form of behaviour management whether it is hints, explanations, recognition and rewards, or punishment. Eventually teachers find no other solution but to ask them to leave and send them to talk to a principal. Sometimes, teachers do this by raising their voice, pointing out their fingers to the door and slamming it once the pupil is out, which is certainly not the right way to handle this kind of situation.

However, if teachers want their referent power maximized, it is better that they speak one-to-one with that individual, instead of letting the principal carry out the talk.

2.8.6.1 Talking with Pupils Displaying Category (C) Behaviour

What makes category C pupils different from those whose behaviour classifies them in category D is the willingness of the former to alter any behaviour that was interfering with the legitimate rights of class members. The point of talking to pupils is to bring their adult side out of them and get them recommitted to rights and to admit that because of the inappropriateness of their behaviour they had to leave the classroom.

There are a total of nine steps to initiate a productive discussion with a pupil.

1. Welcome

The way a teacher welcomes a pupil into the conversation matters when trying to get him into his adult state. Therefore, teachers are advised to welcome them as if they are talking to an adult by saying something along the lines of 'glad you made it Alexis, good to see you'.

2. Seek the pupil's help to deal with the problem.

How a teacher speaks to a pupil has meaning and impact, thus she should interact with him assuming they are on the same level by asking him to assist her to understand what happened. For instance, it may be helpful to insert phrases like 'There's something I hope you can help me with'.

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3. The teacher should state what the problem is, what effect it is having on others (including her) and how it makes her feel.

The teacher should voice her concern about how the inappropriateness of the pupil's behaviour is affecting others in the class, instead of telling him that it is unacceptable. This should be done by using an I-message in which the teacher has to identify three things, in no particular order:

- The exhibited behaviour that is disrupting the pupils around, the teacher, or both.
- The way it affects his peers, the teacher or both.
- How it makes the teacher feel.

I-messages help teachers make the pupils realise the trouble their behaviour is causing, and accept responsibility without resorting to blame, or telling them what to do.

The assumption is that one of the main reasons that pupils in this category misbehave is their lack of awareness of the impact their behaviour has on others since they are too focused on getting their own goals achieved. Once they realise the problem they are creating for their peers and the teacher, they may be willing to change it for the better, or at least discuss why they do not deem their behaviour as inappropriate.

However, unless the teacher has built a proper connection with a pupil where he cares about her welfare, I-messages may be ineffective.

If an I-message prompts the pupil to defend himself, then the next step would be to listen actively to the pupil.

4. Listen, and paraphrase the pupil's facts and feelings, then reframe what is heard to reassure the pupil.

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Listening actively involves repeating what the pupil has stated, and saying it using different words to show that the information has been processed. The teacher should also figure out how the pupil is feeling and take it into consideration.

For instance, the pupil might defend himself by saying something like ‘it was not me’. The following serves as an example of how a teacher might respond.

- It wasn’t me. ‘So there were others talking also?’ (Rephrasing words).
- It wasn’t me. ‘Do you think I’m singling you out unfairly?’ (Highlighting the message layered beneath their words).
- It wasn’t me. ‘Are you upset because you think I’m picking on you?’ (Strengthening the implicit message).
- It wasn’t me. ‘Are you angry because you think I don’t like you?’ (Identifying the implied emotion in their words).

Listening While Validating

If a pupil was heard cursing at a classmate and the first thing he says when approached by the teacher is ‘he made me’, the teacher could respond by saying, ‘so you wouldn’t normally swear at other pupils, you only swore at him because you were provoked’. This is referred to as the process of reframing which shows the pupil in a good light while allowing him to admit to wrongdoing. The teacher then should follow up with ‘So, you did curse’.

While listening to a pupil, the teacher has to avoid asking for more information, contradicting, advising the pupil, or denying his feelings. But, she needs to pay close attention to his body language. For instance, instead of saying ‘please, look at me’, when the pupil is avoiding eye contact, it is better to say, ‘I can see you are unhappy to be here. Do you feel I’m being unfair in asking to talk with you?’ The talk then begins when the pupil responds to the teacher's question.

Listening to the pupil's responses and excuses will be followed by a confrontation stage.

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5. Confront the irrational parts of the pupil's argument. Try to show they are unreasonable.

This is where the absurd parts of their excuses or behaviour are pointed out. While confronting every excuse is not possible, these are some examples on how a teacher can respond to the most common excuses that pupils make to justify their behaviour.

- I was only talking about the work. 'But are you saying that your need to keep up justifies interfering with the learning of your friends?'
- I threw it because she needed it in a hurry. 'So you feel it's OK to place your friends in danger to save a few seconds?'
- She started it. 'Are you saying that because she did the wrong thing that justifies you handling it so unreasonably?'
- I can't come on time, my mum brings me. 'So there's nothing you can do to get here on time? Nothing at all?'
- I lost my books so I can't bring them. 'So because you haven't made the effort to replace the lost stuff, you feel it's OK to keep interfering with your classmates' learning by borrowing their stuff?'

Confrontation Via a Hypothetical

A different way to carry out a confrontation is to give the pupil a hypothetical scenario to make him understand that his arguments are unreasonable. The idea can be illustrated in the example below in which a pupil tries to justify his aggressive behaviour:

The pupil: 'Look! School is like that. Some kids are a bit rough with others. Everyone expects it. It's no big deal.'

The teacher: 'So really a bit of rough stuff among pupils is OK. Teachers should butt out.'

The pupil: 'Yeah'

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The teacher: ‘OK then, if tomorrow we take into your grade a kid who’s 190 cm and 90 kg, tougher than you, and doesn’t like the way you look, are you saying we shouldn’t get involved if he wants to rearrange your face?’

Confrontation Via Repeated Questioning

Using this technique, a pupil can find it very hard to lie deliberately when confronted by the same question over and over again. For instance, a pupil would not be able to keep up with the following dialogue.

T: Hi Alexis, glad you could make it. I need you to help me. Today in class I asked you repeatedly not to interrupt your friends. They were trying to get the work done. When I asked you to stop you denied everything and argued, which was even more distracting. That’s not really fair to them.

A: I didn’t say anything in class!

T: Nothing?

A: Not a thing!

T: There was no time today that you talked at the wrong time?

A: No!

T: No time at all?

A: Not really.

T: Not once?

By the end of this dialogue, a pupil may tacitly acknowledge that they did talk when he was not supposed to.

6. Get the pupil’s agreement that there is a ‘problem’.

At this stage the teacher has to get the pupil to acknowledge that his pattern of behaviour is problematic. One way to do that is say, ‘So you can see that there is a problem’, the teacher must not take maybe as an answer.

7. Have the pupil provide a solution that meets both his and your needs; if necessary, suggest some solutions.

This is where the pupil is asked to think of a solution that leaves both sides feeling satisfied. For instance, a teacher can start like, 'Let's try to work out some ways we can solve this problem.' Alternatively, both sides can work on making a list of what could be an appropriate solution that meets their needs, and go through it until they settle on one solution. Basically, in this process the teacher is requesting to know how the pupil would behave when provoked by the same situation that had him act inappropriately.

The teacher has to use her intelligence and imagination to come up with creative solutions so that this step is successfully completed. It may not be such an easy task at first, but with practice, there is always room for improvement.

8. Clearly define the selected solution.

Having reached an agreement, it is usually important to decide on who is going to do what and when? What does the teacher and the pupil need? And who is going to get it?

9. Set a timetable to evaluate its effectiveness.

The last step of the discussion is to make sure that the solution they decided on is working to their satisfaction.

2.8.6.2 Goodwill and the Talk

When teachers try to see the problem from the pupil's point of view, they show that they are concerned and care about them. When pupils are treated almost as equals to the teacher, a strong relationship will be maintained between them, which will contribute to the teacher's pile of goodwill. Pupils then will be more open to compromise to get the problem solved.

If the pupil's behaviour does not improve after the teacher has talked to him three or four times, then she may have been talking to a pupil of category D. Other signs that

show that the teacher is dealing with a category D pupil are: showing no remorse when the teacher uses their referent power to try and persuade them to handle a situation differently, or when the teacher expresses her concern over the impact of the pupil's behaviour on his classmates, but the pupil replays saying that 'they are not my friends', or 'they do not like me'.

2.8.7 Responding to Pupils Manifesting Category (D) Behaviour

Pupils in this category sometimes show a slight improvement in their behaviour, but it does not signify responsibility or regard for others' rights in any deep sense. The way to think of the behaviour of pupils in this category is not in terms of whether it falls into the category of severe or minor, but rather how often it reoccurs.

2.8.7.1 Basic Assumptions

Based on the group-oriented approach, a theory developed by Dreikurs, feeling connected and accepted into a group is a shared desire among all learners. When they lack a sense of belonging, they mistakenly believe that committing troublesome acts will get them the recognition and acceptance they want. The second assumption is that they would consider changing and maintaining new behaviours for a possibility of getting accepted by the group.

Here where the pile of goodwill plays a crucial rule. That is, when the teacher puts in minimal effort to try to build a pile of goodwill with pupils; the potential that they will engage in problem behaviour to be recognized is magnified.

2.8.7.2 Aims of Inappropriate Behaviour

This category of pupils has a common characteristic - their refusal to respond to any form of teacher treatment whether it is hints, rewards and recognitions, demands, punishment or talking to them on a one-on-one basis. Furthermore, they can be put into subcategories, distinguished by the reasons behind their behaviour which are called mistaken beliefs, because what pupils are really aiming for is to be liked and appreciated. These aims are identified by Dreikurs as:

Chapter Two: Data Collection and Analysis

1. Attention-seekers: the pupil misbehaves to draw attention to him in a bid to get recognition, the teacher responds, the pupil stops the misbehaviour for a while, then reverts to his behaviour.
2. Power-seekers: pupils who believe that they have to have people do as they please, and refuse to do what others suggest to feel approved of. Pupils who seek power tend to be argumentative, deceitful, contradictory, tantrum-prone or stubborn. They usually show resistance when told-off by a teacher, and try to provoke her to get her into a fight.
3. Revenge-seekers: those pupils have a desire to hurt people as much as they have been hurt by them. They only feel satisfied when others are hurting too. The way they act can be very hurtful: they may steal, destroy property, or get violent and vicious.
4. Withdrawal: such pupils begin to withdraw because of their perceived inferiority, and simply give up on trying. Their way of dealing with their incompetency is either to misbehave, or try to go unnoticed so that they do not feel hurt by it. Because of their profound sense of discouragement, teachers who work with them to overcome it generally end up giving up.

2.8.7.3 Dealing with Pupils' Behaviour

The mistaken beliefs defined can be of great help for teacher so they can interpret the behaviour of their pupils. To handle the inappropriate behaviour of category D pupils, 8 steps have been outlined.

1. A teacher has to fight her first impulse (try to understand that the pupil is hurting inside).

The first step to be taken is to stay away from immediate responses that may stir the situation further, like responding to a power-seeker with anger or exasperation, conveying helplessness or despair to a withdrawal pupil, getting annoyed or irritated by an attention-seeker, or using fear or hurting revenge-seekers to keep them quiet. Therefore, the response has always to be calm and well thought out.

2. Encourage the pupil at every opportunity.

A teacher who encourages all pupils including those who maintain a good behaviour is sending a message that they do not have to act irresponsibly to be recognised, and that reestablishing a sense of recognition and belonging can be done through normal acceptable behaviour.

Motivation techniques succeed better if the atmosphere of English class is relaxed and if the teacher provides continuous support and encouragement

⁶(Rivers 1968:42)

According to Dreikurs, an important aspect that relates to encouragement is to make a distinction between recognising achievement and recognising effort. That is to say, pupils should not be only approved of based on the final product of their work, but should be also be recognised for the process that led to the final result regardless of the quality of the product, because that is where they are putting their effort.

It can take time for pupils to realise that recognition cannot be gained through irresponsible acts; in the meantime there are some things that teachers have to do to handle their behaviour.

3. Separate the deed from the doer. Express a liking for the pupil while still applying consequences for inappropriate behaviour.

As much as it is important to recognise pupils for their good behaviour, they should also face consequences for their inappropriate behaviour. If consequences are not applied, the pupil will get the idea that that the teacher is thinking, 'Poor you, we do not expect more, so we will not'. It is vital that teachers communicate to category D pupils that they believe that they can accomplish what is expected of them. Even when they are struggling with self-doubt, a teacher should never indicate that she has no faith in them.

⁶ Rivers, W. (1968). *Teaching Foreign Language Skills*. USA. The University of Chicago Press. 42

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4. Show an awareness of some skill the pupil believes he or she is good at. If possible, set up a situation where you can observe the pupil being competent.

As stated by Dreikurs, pupils who belong to category D have low self-esteem. Thus, for them to believe that they are valued, the teacher can make the effort to watch them do something they are competent at, like playing Basketball, visiting a Music, or Phys Ed lesson. A second strategy to demonstrate that they are of value is to choose a topic or a process for the normal syllabus because it is within the area of knowledge that the pupil is competent in, like putting on a slide show presentation on Karate.

5. Have the pupil help you in a meaningful way.

For a teacher to show her pupils that she truly sees value in them, it is helpful to let them help out around the classroom to make them feel involved.

6. Show some interest in something that interests the child.

Getting to know what they like to do outside of school can be difficult, but is of great importance for two reasons. First, by integrating topics that connect to what they like to do into the syllabus, pupils may be more encouraged to do class work. Second, if for instance the teacher knew that the pupil has developed a liking for technology, she can approach him and say something like, ‘I was thinking about buying a new TV and can’t decide whether to get a plasma or LCD screen. They tell me you know about these things. What do you think is the best to buy and why?’ This makes him feel that the teacher sees value in him.

7. Modify the pupil’s curriculum and assessment (usually a more kinesthetic/visual learner).

This involves relying less on linguistic skills and putting more emphasis on visual and performance skills. Pupils in this category should also be assessed based on their visual output, which can be in the form of producing diagrams, graphic organisers, maps, drawings, paintings, videos, demonstrations mimes, or performing plays.

8. Collect enough data to be confident of the pupil's mistaken belief.

Dreikurs stated that category D pupils have to be aware of the primary reason that drives their behaviour, and that it is a mistaken belief. The purpose of doing so is to make them decide on what they value most: to be liked and accepted, or to go after their mistaken belief and decrease their chances of getting accepted into the group. For this reason it is necessary that teachers observe the pupils' behaviour in different situations to see if they notice a pattern of behaviour that characterise one of the mistaken beliefs.

2.9 Conclusion

This chapter reports the results of the data derived from the teachers' questionnaire and classroom observation, followed through with data interpretation. The findings showed that the pupils' tendency to misbehave in EFL classrooms have to do with their motivation which is reported to be at its lower levels. The chapter concludes with a set of classroom management techniques that have been recommended for teachers to improve motivation and discipline in their own EFL classrooms.

GENERAL CONCLUSION

General Conclusion

This study explored the effects of motivation on learner discipline in secondary school English classrooms. The research question guiding the study is: How far does the lack of the motivational aspects of EFL classrooms determine the learners' behaviour? the latter is divided into two sub-questions: (a) What are the reasons behind pupils' lack of motivation? (b) How do pupils behave under low levels of motivation? based on the literature reviewed, the following hypotheses were formulated:

The existing research on learner motivation in EFL classrooms states that their tendency to lack motivation is attributed to factors like focusing on linguistic competence instead of arranging communicative activities that stimulate the pupils' interest which is the point of language teaching, learning English in a lecture-like environment, relying too much on the textbook, same class schedule, the education system which is very rigid, teachers who are strict and admonishing, their lack of training among other reasons.

For the second sub-question, the prepositions that were explored are: Unmotivated pupils engage in avoidance behaviours such as disruptive talking, tardiness and poor attendance, unwillingness to speak in the target language, sleeping in class, inaudible response, ignoring the teacher among other forms of misbehaviour.

This paper was structured into two chapters. The first chapter has provided a review of the literature on motivation and discipline in EFL classrooms. A review of current classroom management practices is also included in the thesis. Chapter two gives a description of the methodology implemented. An analysis of the data attained through the instruments follows. The results of the analysis are presented, along an interpretation of the main results. The chapter closes with a set of recommendations for teachers on aspects of classroom practices and management.

Analysis of teacher questionnaire and classroom observation data shows that four areas related to the instructional process proved problematic: lack of communicative

General Conclusion

activities, the use of the textbook as the only resource, no explanation for the significance of the assigned activities is provided and same class schedule.

The data also highlighted discipline problems. For example, all four teachers mentioned disruptive talking as a reoccurring issue when carrying out the lessons. This was followed by sleeping, eating and playing with phones, and lack of attention. Thus, the data succeeded in confirming the hypotheses devised for both sub-questions.

Therefore, the present study is hoped to open the door for other researchers to make a further exploration about the effect of discipline problems on Learners 'achievement and provide others alternatives and recommendations.

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APPENDICES

Appendix A: Teacher Questionnaire

Appendix A: Teacher Questionnaire

Dear teachers,

This questionnaire is designed to shed some light on some of the challenges of teaching first year scientific stream learners. I would be grateful if you accept to fill in these questions.

1. Gender Male Female

2. How long have you been teaching English in secondary school?

.....

3. Can you describe your experience teaching secondary school pupils?

.....

.....

4. What is your learners' attitude towards English?

.....

.....

.....

5. What do you think your learners like and dislike about their English class?

.....

.....

.....

6. What is your teaching objective?

Improve the pupils' English language proficiency

Improve pupils' communication

Other

7. What do you focus on in your lessons in terms of skills?

Appendix A: Teacher Questionnaire

Listening

Speaking

Reading

Writing

8. Do you think that EFL teachers are putting their best efforts in class to develop their pupils' communicative competence?

Yes

No

9. During your teaching, are your pupils motivated enough?

Yes

No

10. What are the reasons behind pupils' lack of motivation?

The content of the lesson is not interesting

Your way of teaching is not satisfying their needs

Other reasons (specify)

.....
.....

11. Pupils unmotivated behavior will later on lead to discipline problems, do you:

Strongly agree

Agree

Disagree

Strongly disagree

12. Have you ever tried to use motivation as a technique to overcome discipline problems?

Yes

No

I will try it

Appendix A: Teacher Questionnaire

Why?

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

13. How frequently do your learners misbehave in class?

Quite often

Sometimes

Rarely

14. What are the most frequent types of misbehavior that cause disruption to the flow of your class?

.....
.....

15. What do you think is the reason behind this behavior?

Lack of activity in class

Same class schedule

Others (specify)

16. How do you approach pupils' misbehavior?

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

17. In your opinion, what is the effect of motivation on discipline?

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

Appendix A: Teacher Questionnaire

Thank you for your time and participation

Appendix A: Teacher Questionnaire

Appendix B: Classroom Observation Grid

Date: April 8th, 2019

Number of pupils: 29

Nature of the lesson: listening and speaking

Items to be observed	Description		
	Session One	Session two	Session three
Pupils' motivation			
Classroom participation			
Teacher motivation			
Asking questions about the lesson			
Type of interaction in class			
The level of language used			
Pupils complete their work			
Use of L1			
The significance of classroom activities			
collaborative/problem solving strategies			
The use of a range of learning strategies, like visual, auditory, kinesthetic and tactile approaches			
Use of resources			
Teacher-pupil rapport			
Pupils' behavior and level of respect			
The teacher's ability to manage unruly pupils			
Teacher behavior			