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INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**TEACHERS' PERCEPTIONS OF SECONDARY SCHOOL STUDENTS'
DISCIPLINE PROBLEMS AND TECHNIQUES TO DEAL WITH
THESE PROBLEMS**

THESIS BY

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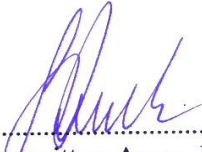
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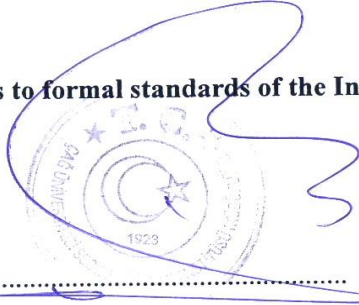DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

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II

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ÖZET

ORTAÖĞRETİM ÖĞRENCİLERİNİN DİSİPLİN SORUNLARI VE BU SORUNLARIN ÇÖZÜMÜNDE KULLANILAN YÖNTEMLERE ÖĞRETMENLERİN ALGILARI

Didem ÖGE

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Sınıf yönetimi, eğitim yönetiminin ilk adımı ve zorlu görevlerinden biridir. Yabancı dil öğretmenleri her gün farklı sınıf yönetimi problemleri ile karşı karşıya gelirler. Bu çalışmanın amacı, ortaokul ingilizce öğretmenlerinin sınıfta en sık karşılaştıkları disiplin sorunları ve bu disiplin sorunlarının üstesinden gelmek için kullandıkları en yaygın çözüm yollarına ilişkin görüşlerini araştırmaktır.

Bu araştırma, bir anket çalışmasıdır. Bu çalışmaya, Adana ilinin dört farklı bölümünden (Seyhan, Çukurova, Yüreğir, Sarıçam), devlet ve özel okullarda görev yapan 63 ingilizce öğretmeni katılmıştır. Hem nitel hem de nicel araştırma yöntemleri kullanılmıştır. Veriler bir anket yoluyla toplanmıştır. Anket üç bölümden oluşmaktadır. İlk bölüm Aksoy (1999) dan uyarlanan ölçme aracının "Sınıfta Karşılaşılan Disiplin Sorunları" ve "Sınıfta Karşılaşılan Disiplin Sorunlarına Karşı Kullanılan Çözüm Yolları" başlıklı bölümlerinden oluşmaktadır. Ayrıca, öğretmenlere ankette bahsedilmeyen fakat karşılaştıkları diğer disiplin sorunları ve bu sorunlara karşı kullandıkları teknikler olup olmadığı açık uçlu iki soru ile sorulmuştur. İkinci bölüm açık uçlu bir soru olan öğrencilerin ingilizce öğrenmede ki negatif tutumlarının sınıfda disiplinsiz davranışlara sebep olup olmadığı ve öğretmenlerin bu konuda ki fikirlerini sormaktadır. Üçüncü kısım da, demografik bilgiler hakkında sorular sorulmuştur. Anket verilerinin analizinde sıklık, yüzde hesaplamaları ve ortalama değer kullanılmıştır. Açık uçlu sorular, içerik analizi yöntemi kullanılarak analiz edilmiştir.

Sonuçlara göre, sınıfta en sık karşılaşılan ilk üç disiplin sorunu öğrencilerin "İzin istemeden konuşmaları", "Birisi konuşurken konuşmayı bölmeleri" ve "Ev

ödevlerini yapmamaları" olarak saptanmıştır. Öğretmenlerin sınıfta karşılaştıkları disiplin sorunlarına karşı kullandıkları ilk üç çözüm yolları ise, "Öğrencileri ikili ve grup aktivitelerine cesaretlendirme", "Öğrencileri ingilizce konuşmaya cesaretlendirme", "Öğrenci ile dersten sonra konuşmak" ve "Öğrencilerin davranışlarına göre puanlama etiketi ve diğer ödüller kullanmak" olarak tanımlanmıştır.

Anahtar Kelimeler: Ortaöğretim, Sınıf Yönetimi, Disiplin Sorunları ve Çözüm Yolları.

ABSTRACT

TEACHERS' PERCEPTIONS OF SECONDARY SCHOOL STUDENTS' DISCIPLINE PROBLEMS AND TECHNIQUES TO DEAL WITH THESE PROBLEMS

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Classroom management is the basic step of educational administration and is one of the challenging tasks. Foreign language teachers come up against different types of classroom management problems everday. The purpose of this study is to investigate the secondary school English teachers' opinions regarding the most frequently encountered discipline problems in the classrooms and the most common discipline techniques used to deal with these problems.

This research was a survey study. 63 teachers of English in state and private schools from 4 different parts of Adana (Seyhan, Çukurova, Yüreğir, Sarıçam) participated in this study. Both qualitative and quantitative research design were employed. The data was collected through a questionnaire. The questionnaire consisted of three parts. The first part consisted of two parts of questionnaire entitled as "Student Discipline Problems in the Classroom" and "Discipline Techniques Used to Deal with Discipline Problems" was adapted from Aksoy (1999). Also, there were two open-ended questions asked to the teachers about any other discipline problems and discipline techniques that were not mentioned in questionnaires. The second part consisted of an open-ended question inquired if students' negative attitudes on learning English might cause undisciplined behaviors in the classroom and teachers' suggestions about this issue. In the third part, there were questions about demographic information. For questionnaires the data was analyzed by employing a descriptive data analysis procedures including frequencies, percentages and mean scores. For open-ended questions, the data was analyzed through the use of content analysis method.

The results indicated that the most frequently encountered discipline problems to be identified were "Talking without permission", "Interrupting others while talking" and " Not doing homework assignments". The most frequently used three techniques to deal with students' problems identified were "Encouraging them to join pair/group activities", "Encouraging them to speak English", "Talking with the student after class" and "Using grading stickers or other kinds of rewards according to their behavior".

Keywords: Secondary School, Classroom Management, Discipline Problems and Discipline Techniques.

ABBREVIATIONS

EFL **:** English as a Foreign Language

TA **:** Transactional Analysis

SPSS **:** Statistical Package for Social Sciences

PCs **:** Personal Computers

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CHAPTER I

1. INTRODUCTION

This study focuses on the discipline techniques used to have effective classroom management in secondary private and state schools. This chapter presents the background of the study and explains the purpose of the study. The research questions, the significance of the study, the justification for the study, limitations of the study and operational definitions are also explained.

1.1 Background of the Study

Classroom management and discipline refers to the methods used by teachers to keep classes organized and functioning despite the disruptive behaviour of students. In the teaching and learning process, effective classroom management is essential for productive student learning and achievement. Thus, to understand it profoundly, it will be necessary to emphasize some definitions of classroom management and discipline.

Discipline is one of the most important areas for teachers to maintain the achievement of educational goals and it relates to the command and control taken as synonymous with punishment and regulation (Sadruddin, 2012). Discipline problems are listed as the major concern for most teachers especially those who are newly qualified. Additionally, the aim of classroom discipline is to ensure appropriate student behaviour is adhered to. According to Balçik and Güleç (2011), classroom management covers the management of students behaviour and it determines the quality of education. It also plays an important role in the teaching and learning process. Thus, teachers should know how important classroom management is and how it effects students' development and learning. Furthermore, classroom management is one of the greatest concerns cited by not only newly qualified but also experienced teachers (Cabaroğlu, 2012). Lots of studies have supported this view and illustrate a clear stance in the academia. For example, Daloğlu (2002) conducted a study and she investigated the influence which a teacher level of experience had on students' behaviour. In doing so, she took into consideration a number of factors including lesson planning, time

management, how the teacher motivated the students and how they started the lesson. The findings showed that there was a clear relationship between the level of teaching experience and the teacher's ability to deal with difficult student.

To attain desirable aims, education is an ongoing process which is best dealt with by a range of mixed activities (Balçik and Güleç, ibid.). In the light of its importance, Aydın (1998), emphasizes that education has an important role from beginning to end of a human life and it begins in the classroom. Moreover, the classroom is a lively part of students lives where the activities of education and teaching occur. Lewis (1999) states that teachers must master certain techniques, if they hope to have well-managed and effective classrooms. In exercising discipline in schools, teachers choose different models and techniques according to students' attitudes, behaviour, and achievement. While deciding these techniques to ensure classroom discipline, teachers may experience and at the same time handle difficulties instead of being able to teach their desired lessons.

1.2. Purpose of the Study

There have been many studies conducted on classroom management, discipline problems and discipline techniques which are used by English teachers to deal with these problems. Over the years, most teachers have faced many challenges such as behavioral and academic problems that disrupt the educational system. These problems also affect learning processes. Because of these problems, teachers usually have to focus on managing behavior rather than managing learning in the classroom. For this reason, teachers have a big role in both overcoming these challenges and managing learning.

As has been described, classroom management is the process of ensuring that lessons go smoothly in spite of disruptive behavior by students and it also implies the prevention of such behavior. This study aims to find out the discipline techniques used to have effective classroom management in secondary private and state schools. Additionally, this study identifies the main causes of discipline problems that secondary school teachers of English face in the classroom as well as discipline techniques which are used by English teachers to deal with these problems. With the help of the present study, as well as learning which student discipline problems that secondary teachers of

English face in the classroom and what discipline techniques used mostly to deal with discipline problems.

The present study focuses on the techniques which are used to deal with misbehaving students and assesses the issues which are most common in the classroom. The present study finds out and provides answers to discipline problems by investigating a number of different techniques used in classrooms. In doing so, it analyzes students' behavior characteristics in relation to such techniques and offers suggestions for future discipline practice. In this regard, this paper analyzes teachers' attitudes towards the students' behavior and assesses why they illustrate inappropriate behavior.

1.3. Research Questions

The purpose of this study is addressed by answering the following research questions:

1. What are secondary school English teachers' perceived causes of discipline problems?

2. What discipline techniques are used as stated by secondary school English teachers to deal with discipline problems?

1.4. Significance of the Study

A variety of factors may interfere in the teaching and learning processes in the classrooms. However, the possibility of misbehavior in language courses is more than other subject courses. This is because; interaction has a great role in language classrooms, and speaking keeps at the forefront. Teacher-student interaction, as well as student-student interaction plays an important role in language classrooms. This study helps teachers identify the student discipline problems in the classroom. Moreover, it gives a chance for the teachers to evaluate their capability in managing the EFL classrooms in relation to the commonly used discipline techniques used in handling these problems. It can also raise the teachers' awareness on the importance of classroom management.

1.5. Justification for the Study

With the help of the present study, English language teachers in both state and private classes will be able to gain an insight into the situations concerning student discipline problems in the classroom and discipline techniques used to deal with these problems. It is hoped that, English language teachers in both state and private schools will be able to improve their managing techniques in dealing with these kinds of discipline problems.

1.6. Limitations of the Study

Most studies are slightly flawed with a number of limitations. This study is limited to selected a number of state and private schools from 4 different parts of Adana (Seyhan, Çukurova, Yüreğir, Sarıçam). For this reason, the results of the study can not be generalized to all English language teachers working private or state schools in Adana. The results can only therefore offer guidance and answers from the sample used in this particular study. This study also suffers some limitations regarding information gained through qualitative research design technique such as open-ended questions and quantitative design technique such as questionnaires. With the interpretations of this paper's data, teaching experience and sex differences are excluded. Moreover, some of the teachers were reluctant to fill in the questionnaire as they had no time or they were very busy.

1.7. Operational Definitions

In this study following terms should be considered with the specific meanings below:

- **Classroom Management:** Classroom management is an important part of teaching, with significant implications for students' learning and well-being (Lewis, Roache & Romi, 2011).

- **Discipline:** In education, discipline refers to modeling the expected behavior for students and eliminating the unwanted behavior as well as using rewards and punishment when needed.

Lewis (1999) explains that:

"Discipline can be distinguished from the broader area of classroom management in that the latter emphasizes the provision of quality instruction as a means of minimizing disruption in classrooms whereas discipline is generally represented as what teachers do in response to students' misbehavior" (p. 155).

- **Misbehavior:** Any student behavior which the teacher believes to impede learning or disturb the lesson (Burden, 1995).

CHAPTER II

2. REVIEW OF LITERATURE

This chapter aims to provide a background for the present research by reviewing the relevant literature regarding why problems occur, classroom management and its strategies, student misbehavior and discipline. This chapter begins by looking at the definitions of classroom management and discipline, then it addresses the importance of classroom management and discipline in education settings by explaining different strategies and models that are used by teachers. Also, at the end it adresses some studies conducted on classroom management and student misbehavior abroad and in Turkey.

2.1. Introduction

Gulcan (2010) explains how education is the development of desired behaviour traits in students. The main components of education and schooling within integral courses are the classroom, teacher and student (Gulcan, 2010). Because of occuring all educational situations in classes, they are the most crucial places for educational practices.

As well as the importance of the classroom, the teacher and the student, classroom rules are also crucial and requisite to maintaining educational processes successfully. According to Başar (2011), classroom rules are usually decided by teachers and play an important role in building a school and classroom atmosphere. Children have to follow these rules because they spend the larger part of their school lives in the classroom. When rules are not followed, undesirable behavior and conflicts occur between students and teachers. To support this, most of the research indicates that teachers allocate great time on undesired behavior in the classroom. Thus, they cannot allocate enough time on the learning process.

2.2. Why Problems Occur

Harmer (2007) touches on that when students come to class, they carry on with their own characteristics and their learning expectations. Moreover, current changes and

what happens on the course affect their behavior. According to Harmer (2007), there are some important headings about problems occurring. These are;

- **The family:** In the process of learning and conveying authority, students' experiences with their families have a strong impact on their behavior. In some occasions, misbehavior may be based on a troublesome home situation and it is reflected in a school situation.

- **Learning expectations:** A student's previous learning experiences affect his/her behavior. Students are influenced by what they did before. Their expectations of the learning experience may diversify as a result of displeasing consciousness of troubled classroom experiences.

- **Approval:** Teachers' approval increases students' self-esteem and consequently they feel that they are not alone. A good rapport with the teacher is very important for a student academically as well as in his/her personal life. It also makes him/her happy to receive a teacher's approval. If the agreement between student and teacher is lacking, the student's encouragement is compromised.

- **What the teacher does:** A teacher's attitudes and behavior are also essential for a successful teaching and learning process. If the teacher comes unprepared or uncertain of what to do in his/her lesson, most probably the students' lose their interest and their motivation will decrease. Thus, they become disconnected with what is going on and problem behavior appears distinctly. As Petty (2004) points out that majority of the discipline problems tested by teachers before the lesson started if teachers come to the class unprepared.

- **Success and failure:** Success is a power to maintain a student's motivation. As teachers, one of our goals is to make sure that students know their achievements, however small.

- **External factors:** External factors such as tiredness, temperature of a classroom, different weather, external noise from outside the class, etc. may affect a student's behavior too. Because of such reasons, students may lose their concentration or could become too relaxed or too nervous.

2.3. Classroom Management

The phrase 'classroom management' indicates to the responses and methods teachers benefit to settle order in classrooms. For effective student learning and achievement, operative classroom management is essential (Bucalos & Lingo, 2005). Perhaps Harmer's (1983) analysis is more favourable, as he stated that an important factor in classroom management is that students "know where they stand" in terms of the boundaries (p. 127). Also, he emphasizes that the power of a teacher is relying on how successful a classroom is handled. In general terms, classroom management, classroom rules, determining the appropriate order in a class, managing teaching and time effectively and inspecting the students' behaviour are the processes of development in a positive learning climate.

The literature on this topic contains a number of different definitions of classroom management. Doyle (1986) defines classroom management in its broadest sense. According to him, classroom management indicates to the activities and methods that teachers handling to keep order. Furthermore, Emmer and Stough (2001) put forward the idea for setting up and preserve an effective classroom management, the statements, instructions and rules are required to reach a successful learning. Lemlech (1999) explains how daily classroom procedure includes organizing the physical environment of the classroom in terms of seating plans, planning lessons, analysing and acting upon student behaviour and envisaging possible future issues.

Undoubtedly, classroom management is the most challenging part of teaching for any teacher whether s/he is a novice or experienced. To support this, Shin and Koh (2007) state that student misbehaviour has interfered with a positive learning environment and dealing with these problems has always been a major concern for teachers. Concerns with regards to managing their students and creating an effective teaching and learning environment is commonly expressed by most teachers. On this point, Irvine and Armento (2001) suggest to both novice and experienced teachers some important points which enable teachers to enhance learning more effectively to manage student behaviour. These points are knowing students' needs, interests, learning preferences, and their abilities. However, the ability to handle students excellently is a demanding part of a teachers' function of professional personality. For example, there

are three metaphors that teachers use for their work which are the role of 'disciplinarian' which ranks third, after which the role of a 'leader' and subsequently a 'knowledge dispenser' (Lewis, Roache & Romi, 2011).

Classrooms have different atmospheres so when the teacher comes into the classroom, his/her behaviour or attitude is affected by external interventions. Cabaroglu (2012) puts forward the idea that teachers are 'active thinkers', 'desicion makers', 'reflective practitioners', 'information processors', 'problem solvers' and 'rational human beings' (p. 120). Although classrooms are complex; organisational contexts influence what teachers say and do in the classroom.

Classroom management is primarily the discipline and management of student misbehavior. As reported by Evertson and Harris (1999), "the meaning of the term classroom management has changed from describing discipline practices and behavioral interventions to serving as a more holistic descriptor of teachers' actions in orchestrating supportive learning environments and building community" (p. 60). Allen (2010) asserts that classroom management is primarily about discipline, although it is a complicated collection of talents.

Teachers' classroom management is one of the biggest matters for effective lessons. According to Öztürk (2007), classroom management problems take place at the beginning of a teacher's career. Considering this fact, every student forms heterogeneous structures having different backgrounds, personalities, concerns and talents. In fact, according to education professors and researchers, most novice teachers leave the profession within the first five years because they encounter problems with student discipline. Due to the lack of preparation in this crucial area, pre-service and newly-qualified teachers are quick to imitate their mentor teachers' practices, many of which use extrinsic reward based bribery systems. According to Garrett (2012) although rewards can have a place in the classroom, they should not be the basics of a teacher's classroom management method (perhaps with the exception of special education settings). It is important for teachers to understand what effective classroom management really entails. To Garrett (2012) there are two common misconceptions about classroom management. The first misconception is the idea that it is something

that one primarily acquires through experience. It cannot be taught. The second misconception is the belief that classroom management is all about knowing the tricks.

When assessing the wide array of research on this area, it is clear that teachers spend most of their times on classroom management problems in their first couple of years in the profession (Sabar, 2004). To support this, Charles (1992) indicates that owing to discipline problems, most teachers are inclined to leave the profession in the first three years. This is the reason why novice teachers are more idealistic about teaching and the classroom environment. Nevertheless, these issues could be challenged by real classroom settings. It is provided that novice teachers are aware of a variety of discipline techniques hereby they can communicate effectively with students and handle their discipline problems.

2.4. Classroom Management Strategies

According to Garrett (2012, p. 47), classroom management is a process that requires thoughtful and purposeful ideas. Also, it consists of strategies that teachers are able to easily implement to create an efficient classroom management environment and thus initiate learning. Moreover, he states that to develop and implement an effective classroom management plan is the understanding that these strategies prevent behavior problems before they happen.

Garret (2012) suggests five different strategies of classroom management.

The first one is developing an organized physical layout of the classroom. He explains that in doing such, the teacher should try to do away with his/her classroom of unwanted behavior and chaos. This is useful as by doing so, the students are less likely to get distracted by objects around the room. Moreover, by displaying students' work, involving students in the design of the classroom, providing space for both academic and social tasks may increase students desire to participate in lessons, desire of as well as feeling valued themselves and their contributions. For successful classroom management, the seating arrangement is one of the most important factors. In the classroom, desks should be free of clutter. The teacher may arrange the desks considering his/her teaching style or the type of interaction desired for instruction. To encourage students' participation, a circle or half circle is one of the best ways.

Especially for colloborative or discussion activities, group seating is better. However, a teacher may arrange seating considering a student's special needs. For example, if a student lacks self-control in socializing or a student has disruptive behaviour, it would be best not to let that student sit at the back of the classroom.

Second is developing clear rules and routines. According to Ur (2012), especially before beginning the first semester's first lesson, a teacher should create a range of classroom rules that clearly specify appropriate behavior taking into consideration the students involvement in the generation of the rules, refering to classroom rules as necessary and writing the rules using positive language. Instead of giving a handout which shows the set of rules about what is acceptable behaviour and what is not, we need to clarify the rules and explaining what they mean and why should we follow them. We need to explain our expectations for students as well as consider involving the students suggestions before finalizing the rules. Perhaps we may list the rules and stick it on wall chart or we may want them to stick it on the front of their notebooks so that we can refer to it whenever necessary. Furthermore, we should write the rules using positive language instead of using imperatives.

Thirdly, establishing a caring relationship with and among students. Students want to feel cared and valued by their teachers and even by their friends, so this relationship between a teacher and a student as well as among students is a powerful tool in order to form a teacher's classroom discipline plan. As a teacher, we should get to know something personal about each student and be aware of students' accomplishments and comment on them. With the help of valuing and caring for them as individuals, they are more willing to comply with our wishes and we accomplish building a trusting relationship. Moreover, time to time sending positive notes, phone calls, praising more and criticizing less allowing them to feel that we are reliable and encourage self-confidents toward us. Also, it is important to remember that when a teacher treats students with respect, they tend to appreciate and like their teacher. Furthermore, using humor to get and maintain students' attention is one of the best ways to form positive student-teacher relationship. Although it has some handicaps, humor allows a person to be intellectually playful with ideas. A teacher should know when and how to use humor in an active and beneficial way in the lesson. For example, a teacher

might discuss a topic and then s/he might ask serious of questions about it and add two surprising questions at the end. Students are surprised and respond with smiles. Then, they are more probable to listen and be more attentively to the rest of the lesson.

The fourth one is planning and implementing engaging instruction. He explains that in doing so, the teacher should have all the materials organized and ready prior to the start of the lesson. If students are aware that a teacher comes to the lesson unprepared, instead of making the lesson up without doing anything special, students will not concentrate and then tend to cause disruption. Furthermore, when a teacher plans his/her lessons, students can be engaged by the liveliness and eagerness of his/her teachers. Another dimension of engaging is to ensure the subject is at the appropriate level of challenge or difficulty. One of the teacher's most essential goals is to try to make his/her students successful but it does not mean that everything is going to be easy all the time. On the other hand, if things are too difficult, students become demoralized. Thus, for an effective classroom, the degree of difficulty must be arranged considering the level of students in a correct way. Moreover, adapting content and activities to students' interests is another way for implementing. Textbooks format of all lessons is the same but it may sometimes lead students' boredom. All the needs and interests of all students are not same. For this reason, a teacher may use the texts, but supplement and adapt them to the needs of his/her students to increase students' interests.

The fifth strategy to establish an effective classroom management plan is addressing discipline issues. Using nonverbal interventions such as facial expressions, eye contact and hand signals to prevent misbehavior is a good way for this. They are discrete, quick and will communicate that you are in calm control of the class. To get a clear picture, using positive teacher language and telling the student what to do rather than what not to do is one of the most effective methods of managing students' behavior, because students from a visual model of what to do. Positive messages are essential to motivation.

All in all, effective classroom management is necessary for successful teaching and learning. It sets the stages for learning. Without an orderly environment, classrooms most probably would be extremely disorganized, chaotic and not facilitate teaching and learning.

Moreover, Pedota (2007, p. 165) suggests the top ten simple strategies to help manage a teacher's classroom regarding 'where there is trust and mutual respect' among students or teachers to students, as well as having rules that are rigid, equal, rational, and followed.

The top-ten list for classroom management:

10. Develop a philosophy of 'we' rather than 'I' and use a personal approach in working with your students.

9. Class rules should be reasonable, fair, equitable, and used in a consistent manner.

8. Your actions, words, and deeds should model the behavior that you expect from your students.

7. Self-esteem is as important for adolescences as it is for you – avoid sarcasm or actions that belittle an individual in front of classmates.

6. Be proactive. Move around the room and keep your eyes moving.

5. Before you speak, get everyone's attention and say what you mean and mean what you say.

4. Keep parents informed. Parents involvement will support your role as a teacher.

3. Always give students hope – make them feel that they can accomplish anything.

2. Treat your students as you yourself would like to be treated.

1. Be yourself. Do not be an imitation of someone else. Success will follow if you allow your own personality to show (p. 165).

By following these strategies, a teacher can set an orderly classroom environment as well as s/he provides an atmosphere shows that s/he is caring about teaching and learning. Moreover, the students will understand how to act in an appropriate and respectable way both in and out of the classroom.

In another study, Smith and Laslett (1993) sensibly point out 'four rules' of classroom management applied by successful teachers in many different situations.

Four rules of classroom management (Smith and Laslett, 1993, p. 3-12):

Rule 1 'Get them in'

- Greeting

- Seating

- Starting

This rule emphasises the point that a lesson should make an energetic start. The process of 'getting them in' involves three phases: greeting, seating, and starting.

Rule 2 'Get them out'

- Concluding

- Dismissing

Carefully planning the end of each lesson is a crucial part of the lesson as well as the transition from one activity to another to avoid dismissing.

Rule 3 'Get on with it'

- Content

- Manner

This rule emphasises the importance of the main part of the lesson's content and its presentation. The teacher should use his/her ability while s/he is matching the content of a lesson to the ability of the pupils to whom it is delivered. Also, teachers should think about how they address and question children and how they convey expectations about behavior.

Rule 4 'Get on with them'

- Who's who?

- What's going on?

For mutual trust and respect, teachers develop good personal relationships with their students forgetting each student as an individual and sensitive.

2.5. Student Misbehavior

Teachers may, from time to time, encounter inappropriate behavior in class. This behavior may physically or psychologically hurt the other students in the class and interrupt the instructional practices. We call this misbehavior is a disruptive behavior. It interferes with teacher's teaching and disrupt the flow of instruction. Maybe, it interrupts a student's own learning and then his/her classmates. Moreover, it reflects on student-teacher interaction. It also interferes with teacher's attention span and s/he can not concentrate.

Durmuscelebi (2010) states that classroom management comprises a variety of forward looking, well developed, leading and composed methods and exercises. Moreover, Durmuscelebi (2010) emphasizes that all classrooms have to have a positive environment to make students feel safe and successful. However, students bring many complicated issues to school nowadays. Additionally, they are subjected to an unpredictable and uncontrollable society that brings about stress. As a result of coming from such an environment, students show misbehavior in their classes. Charles (1999) explaines misbehavior as "behavior that is considered inappropriate for the setting or situation in which it occurs" (p. 2).

Furthermore, Charles (1999) classifies five types of student misbehavior:

a. **Aggression:** physical and verbal attacks on the teacher or other students.
b. **Immortality:** acts such as cheating, lying, and stealing.
c. **Defiance of authority:** refusal of what the teacher requests.
d. **Class disruptions:** talking loudly, calling out, walking around the room, clowning, tossing objects.
e. **Goofing off:** fooling around, out of seat, not doing the assigned tasks, dawdling, daydreaming (p. 2-3).

According to Gulcan (2010), there is no accepted classroom management model that can be practiced for all classes because, it differs subject to a several factors such as

personality traits of teachers, social, physiological, cultural and educational position of students, level of the class, physical properties of the school and organizational structure. Thus, there are many approaches to classroom management. Teachers may use these approaches according to place, time and situations as well as when they select models in accordance with the goals, sources, and requirements.

Gulcan (2010) defines four types of unsuitable student behavior in class:

1. **Behavior disorder:** Actions such as peevishness, inadaptability… etc. Students in this group mostly do not follow authority and may become aggressive at times.
2. **Adaptation problems:** This category refers to those students who have trouble in adapting to new and different situations. Children of families from different groups or living in bad conditions can be in this group.
3. **Not being mature:** This category refers to those students who are able to adapt to social and cognitive innovations. The attention span of the children in this group is weak and their interest in school work is low.
4. **Emotional disorder:** This category refers to those students who are unable to give positive and acceptable reactions to effects. Students in this group are furious and nervous.

Charles (2008) indicates four causes of student misbehavior that take place in instructional environments. Such misbehavior includes physical discomfort, tedium, meaninglessness, and lack of stimulation.

a. Physical discomfort: Students in this category are disturbed by inappropriate noise, temperature, lighting, seating, or workspaces.

b. Tedium: Students lose their attention and get bored when the topic is not addressing to their interest.

c. Meaninglessness: When the work or homework is not about what the students understand, it seems unreasonable.

d. Lacking in stimulation: If the classes do not draw their attention, students take no interest in the classes.

In another study, Burns (cited in Sevgen, 2009) explained why students misbehave in the classroom giving various reasons which include "peer pressure, drugs, poverty, alcoholic parents, homelessness, low self-esteem, lack of social skills, lack of love, boredom, bad instruction, unclear rules, unclear expectations, phychological problems, lack of parental supervision-guidance, and media influence" (p. 38).

To sum up, there are wide range of factors that affect students' behavior directly. Teachers should identify the reasons of their misbehavior and improve some methods to cope with them for effective classroom management.

2.6. Discipline

Discipline is one dimension of classroom management. It has an important influence on teaching and learning processes. Also, it is the reaction shown by the teacher against students' misbehavior.

Polat, Kaya & Akdağ (2013) explain that: The word 'discipline' originates from the Latin 'disciplina' and French 'discipline' (p. 885). Aydın (1998) defines discipline as modeling the expected behavior for students and ignoring the undesirable behavior. Moreover, discipline is explained as teachers' performs to guide students to act appropriately in course. Hence, we can say that settling and sustaining discipline is an essential duty of teachers to provide a safe learning and teaching environment. Skiba and Peterson (2003) define discipline as in a classic meaning which is connected to the concept of forming students in line.

Lewis et al. (ibid.) state that:

"In general, individual generic coping behavior may include: problem solving skills (e.g. time management, direct action), personality traits such as self-belief, mastery, resilience, hardiness, and a sense of moral purpose; and other strategies, such as positive appraisal of events, reward substitution, passive acceptance, and selective ignoring" (p. 55).

It is clear that there are many ways to cope with difficult students, and specific strategies are neither inherently universally positive nor negative, as different situations

call for different responses. The idea that teachers accept punishment because it is easy to manage, works for many students who casually misbehave, and it is greatly reinforcing to teachers (Bucalos & Lingo, 2005.). Punishment however, might harbour negative reinforcement to many students and it may arouse resentful feelings against the teacher. It also threatens good students. Research highlights that although punishment is effective in stopping unwanted behaviour it also generates negative effects on students (Gozutok, 2006).

According to Wolfgang (1999), there is not a specific approach or a true model to control students while there are lots of discipline models offered by different theorists. Due to this, types of discipline models used by teachers may rely on the teachers' personality, experience in teaching, and the grade level they teach.

According to Landahl (2013), survelliance is a classic disciplinary technique that has been used from past to present in schools. With the help of the teacher's gaze, the students would understand that the lesson had begun. Thus, the art of teachers using their eyes at the beginning of the lesson is important. To support this,

Foucalt (1980) noted that:

'the gaze' provides institutions with a disciplinary technique in that "there is no need for arms, physical violence, material constraints. Just a gaze. An inspecting gaze, a gaze which each individual under its weight will end by interiorising to the point that he is his own overseer, each individual thus exercising this surveillance over, and against, himself" (p. 155).

Against the idea of discipline, which was primarily maintained by cruel and violent methods in schools of the past, the gaze cannot leave physical marks, there might still be long-lasting traces left in the mind of the student. Thus, the eye of power combines mildness with effectiveness.

2.7. Discipline Models

Discipline is one of the most important elements of classroom management. Although there are numerous discipline models proposed for classroom management,

the purpose in all of these models is to achieve effective education and training (Habacı, Tanrıkulu, Atıcı, Ürker & Adıgüzelli, 2013).

There are differences between teachers in terms of understanding discipline. For example; while one teacher may believe that a behaviour is considered to be undisciplined, according to another teacher it is not such. Every teacher has a unique approach to discipline and each class also has a unique structure. If the teacher has the knowledge of discipline models in the management of the classroom in which a lot of variables are effective, he/she can contribute to the development of his or her own style.

In literature, there are many different models and techniques that have been put forward by scholars in order to assist teachers to control discipline; however, there is not any model about which one can say is the best. To provide discipline within the classroom, the teacher uses a part of each model whenever necessary. According to Kızıldağ's (2007) study, the 'discipline models' indicated in the following table (p. 26). Table 1 presents discipline models and categorizes the models by giving the names of the founders, years and models names.

Table 1. *Overall Views of Classroom Management Models*

Name	Year	Model
Fritz Redl and William	1951, 1959	Groups Dynamic Model
Jacob Kounin	1971	Instructional Management Model
Rudolf Dreikurs	1972	Social Discipline Model
B.F. Skinner	1953 – 1973	Behavior Modification Model
Haim Ginott	1971	Behavior Modification Model
Lee and Marlene Canter	1976, 1992, 1993	Assertive Discipline Model
Fredric Jones	1979, 1987	Positive Discipline Model
Linda Albert	1989, 1996	Cooperative Discipline Model
Thomas Gordon	1974, 1989	Supportive Discipline Model
William Glasser	1969, 1985, 1992	Reality Discipline Model
Richard Curwin and Allen Mendler	1988	Discipline with dignity Model
Eric Berne and HarrisThomas A. Harris	1969	Communication Model
Louis Raths and Sidney B. Simon.	1966	Valuing Model
Siegfired Engelman	1966	Behavior/Punishment Model
Barbara Coloroso	1970	Behavior/Punishment Model
Alfie Kohn	1994	Inner Discipline

1. Group Dynamics Model (1951, 1959)

This model focuses on the nature group and individual behavior. In the model, the teacher uses a range of techniques to attempt to solve misbehavior actively, such as "sending signals, using physical proximity, humor, ignoring students, establishing the routines, making frank appraisal, and punishment to solve the misbehavior actively."

2. Instructional Management Model (1971)

Jacob Kounin focuses on "the importance of instructional management to control behavior in class." To prevent classroom management, Kounin's primary focus is on how teachers plan and establish the lessons.

3. The Social Discipline Model (1972)

This model is also known as democratic teaching. According to Dreikurs, the main impetus of inappropriate behavior is the need to belong to a society. Nevertheless,

this aim is not easy for students. Thus, they may demonstrate some unwanted behavior, such as "attention seeking, revenge, inadequacy, power and might divert the students so as to disrupt learning/teaching in class." There can be a solution to this issue however, if the teachers establish rules from the beginning such will be understood and respected by all.

4. The Behavior Modification Model (1953, 1973)

This model is also known as a 'behavior shaping model' and thus the focus is on the behavior. Moreover the "stimuli, response and reinforcement chain of conditioning of an animal from Skinner's experiments was generalized to human learning" in this model. The teacher highlights what behavior is correct by offering praise and thus reinforcing it.

5. The Assertiveness Model (1976, 1992, 1993)

This model focuses on the students' rights to education and the teachers' right to provide such education. It is primarily concerned with the ability to allow students to learn in a comfortable environment and teachers to facilitate such. Therefore, a teacher's primary role is to orchestrate learning in the best possible way.

6. Positive Discipline (1979, 1987)

Jones's positive discipline model focuses on using gestures, eye contact, posture and behavior in order to control the students. Jones identifies such behavioral techniques as being of most importance to avoiding inappropriate behavior. Additionally, he believes that the student should understand the rules and be disciplined in a way which enables him/her to recognize his/her own mistakes and act upon them.

7. Cooperative Discipline Model (1989, 1996)

Linda Albert highlights that autonomous decision-making is an important factor for learning. She explains how students should be given the choice as to their behavior. She believes the role of the teacher should be to act as a role-model for the students in terms of modeling their behavior and encourage them to act in such a way including promoting team-work within the class. The cooperative discipline model is also about ensuring that students feel part of a team and thus do not want to disrespect not only the teacher but also the other students' learning.

8. The Supportive Model (1974, 1989)

In this model, the student will find the best way to behave if the teacher provides guidance and support to the students. Furthermore, this model is autonomous in the way that students are encouraged to assess their own behavior.

9. The Reality Model (1969, 1985, 1992)

This model recommends that class rules should be set out with the students at the beginning of the term-semester. As with the previous three models, the student and teacher must work together to achieve the aim. The rules are clearly established and therefore the student understands the consequences should any of such rules be broken. When disruptive behavior occurs, the teacher's primary focus should be on the student reflecting on the inappropriate behavior, thus, s/he lets him/her provide alternative solutions.

10. Discipline with Dignity Model (1988)

The founders of this model assert that "solving misbehavior problems is a long-term process". Enabling the student to behave appropriately and motivating students to learn are parts of teaching. Thus, a teacher must ensure that s/he does not hinder student motivation while dealing with disruptive behavior. In this model, the student's own feeling of responsibility increases for the actions s/he takes and is more important than his/her actual obedience. This is seen as a learning curve for the student with self-reflection.

11. The Communication Model (1969)

In this model, while dealing with disruptive behavior, the teacher has to act as an adult and send a message to the adult inside the student. According to this model, the teacher uses questions and directive or nondirective statements. Also, s/he lets the student know that his/her feelings are accepted. Later, showing how to analyze the behavior with Transactional Analysis (TA), the teacher helps the student find their own solutions.

12. The Valuing Model (1966)

The basis of this model is teacher's complaints about disruptive behavior of students and s/he helps the student by the technique of clarifying the values of the student instead of imposing his/her own values on the student. Active listening and

organizing group exercises, such as role-playing and discussing dilemmas are the strategies of the teacher in this model.

13. The Behaviorism/Punishment Model (1970)

It emphasizes corporal punishment, which includes directive statements, reinforcement, isolation, physical intervention and reinforcement. Supporters of the model assert that punishment is necessary only if the student does not comply with the rules.

14. Inner Discipline (1994)

This model claims that discipline or classroom management form a more holistic approach. However, the inner discipline model points out the importance of protecting the student's self identity and self-respect. Thus, the teacher should have a real philosophy of discipline so that students may have an explicit understanding of the demanded behavior code.

15. Beyond Discipline (1996)

Rewards or punishments are unnecessary and this model is based on the idea that the classroom management models are more or less the same.

2.8. Studies on Classroom Management, Discipline and Misbehavior

The words which are "management" and "discipline" have an important place in everyones' life especially in an education field. The importance of these words are growing year by year and there have been many studies on classroom management, discipline problems and student misbehavior. Al-amarat (2011) emphasizes that "the classroom management and mastering order inside the classroom are the most important factors in the educational process and basic requirements" (p. 37).

To achieve a positive and productive classroom environment, effective classroom management is an essential and an inevitable reality. Therefore, there have been many studies conducted on classroom management and student misbehavior abroad and in Turkey.

Dağlı and Baysal (2011) conducted a study to investigate the second level of primary school teachers' opinions regarding the most frequently encountered discipline problems in the classrooms and the most common discipline techniques used to deal

with these problems with 720 second level teachers and 43 primary schools. According to the results, talking without permission, complaining about classmates and disruptive/excessive talking were the most frequently encountered discipline problems. On the other hand, warning students through body language, talking to the student after class and redirecting the students' attention were the top three techniques used to deal with students' disruptive behavior.

In a study by Altınel (2006) with 6 teachers of English, 6 teachers of different lessons and 22 misbehaving students at 6 schools with different socio-economic levels (low, middle and high) in Adana city Seyhan district. Teachers' perceptions about misbehavior in EFL classes were investigated and the study revealed that disturbing the flow of lessons, dealing with other things, talking to friends etc. were the teachers' perceptions of student misbehavior. Additionally, it was found that teachers mostly adopted verbal strategies such as; verbal warnings, communicating with parents, threatening, talking with students and giving responsibilities and also nonverbal strategies such as using eye contact and ignoring students as a means to handle misbehavior.

Durmuşçelebi (2010) in Kayseri with 245 teachers working in 79 private primary schools and 166 state primary schools used a questionnaire in order to investigate students misbehavior and classroom management in both kind of schools with a comparative approach. According to the results of this study, complaints about friends, talking without permission, not listening to the teacher, doing other things during the lesson and fighting with friends were the most common encountered misbahavior.

Türnüklü and Galton (2001) conducted a study with twenty primary school teachers from Turkey and England. The results indicated that most of the classroom management problems in both countries were similar. Their study showed that the most prevalent disruptive behavior in both countries was 'noisy or ilicit talking' with respectively 51.4% and 49.5%. Then, 'inappropriate movement' and 'disturbing friends' were other most frequent misbehavior. Moreover, it was found that the frequency of misbehavior depended on different factors such as the student's age, gender, the time of day, different part of the lesson and so on.

In addition to studies in Turkey, there have been some important studies abroad. For example, in Australia, Roache and Lewis (2011) examined teachers' views of their management styles with 145 primary and 363 secondary school teachers. They found that punishment with aggressive and hostile behavior increased student misbehavior and distraction. In contrast, the combination of rewards and punishments set in a context of discussion, involvement, trust and validation of appropriate behavior encouraged student responsibility and reduced misbehavior.

Lewis, Romi, Qui and Katz (2005) carried out a study about teachers' classroom discipline in Australia, China and Israel with 748 teahers and 5521 students. According to the results, teachers' disciplinary strategies were related to a number of variables including students' age and sex, teachers' sex, and different national settings. The results indicated that Chinese teachers appeared more supportive and were less authoritarian than Israeli and Australian teachers. In contrast, Australian classrooms had the most punishment while Israeli teachers were situated between these two positions. As was mentioned, cultural factors might be posited as part of the reason for these patterns.

CHAPTER III

3. METHODOLOGY

This chapter presents information about the nature of research, the participants, the instruments and the data collection procedure.

3.1. Research Design

This survey study aims to identify answering secondary school English teachers' perceived causes of discipline problems and the discipline techniques they use to have effective classroom management in secondary private and state schools. It also tries to find the answers with regards to whether students' negative attitudes towards learning English impacted upon their likelihood of being disruptive. This is assessed by way of an open-ended question.

In the present study, a qualitative and a quantitative research design has been used. The qualitative data collection method is used because it allows a range of data collection techniques and methods of analysis. Also, as determined by Miles and Huberman (1994), there are some advantages of adopting a qualitative research. Some examples are as follows:

➤ Qualitative studies emphasize on participant's real 'lived experience'.

➤ They are vivid, and provide rich data.

➤ They reflect participant's own feelings, attitudes, and behavior.

➤ There is a flexibility in data collection time and method, so this allows the researcher to understand deeply what really has been going on.

On the other hand, there are some advantages of adopting the quantitative method. According to Kruger (2003), this method allows the researcher to summarize vast sources of information and facilitating comparison within categories and over time. Among the quantitative methods, survey research is used to elicit the answers. Survey

study is defined "a study which is described the characteristics of a population" (Frankel, Hyun & Wallen, 2012, p.393). The instrument used in the study included: questionnaires and open-ended questions.

3.2. Participants

The participants were 63 private and state Turkish secondary school English language teachers in Adana in the 2013-2014 Academic year. For this survey, a number of state and private schools were selected from 4 different parts of Adana (Seyhan, Çukurova, Yüreğir, Sarıçam). The cluster sampling method was used to select the participants. Frankel et al. (ibid.) defined cluster sampling as the "selection of groups of clusters, of subjects rather than individual" (p. 96).

Moreover, random sample was used while selecting private and state schools. According to Frankel et al. (ibid.) random sampling is "a process in which a certain subgroups, or strata, are selected for the sample in the same proportion as they exist in the population" (p. 95).

3.3. Data Collection Instruments

In the study, a questionnaire and open-ended questions were used as instruments. A questionnaire has been used in an attempt to acquire as much information as possible on the teachers' views on student discipline problems and reasons for these problems.

According to Ekmekçi (1999), a questionnaire is used for getting information about the situation and behavior of the respondents by asking descriptive questions. It analyses respondents' experiences on a specific topic.

McMillan and Schumacher (1997) explain the questionnaire "by the way of data collection supplies the opportunity to get a great deal of information quickly and easily in a non-threatening way" (p. 274). Furthermore, they emphasize the advantages of using questionnaire as follows:

➢ It is economical.
➢ It is easy to data analysis.
➢ It is usually quick turnaround.

➤ It provides time for subjects to think about the responses.

➤ It can be anonymous.

Also, there were three open-ended questions asked to the participants. Cohen, Manion and Morrison (2007) emphasize that open-ended questions are useful for the researcher to provide some support for respondents, so that they know the kind of reply being sought. The open-ended questions were filled in by the teachers in their own time.

Moreover, Cohen et al. (ibid.) emphasize the strong points of open-ended question as follows:

➤ It can catch the authenticity.

➤ It can supply richness to the research.

➤ It can show honesty and candor of the participant.

➤ It can include depth of response.

The questionnaire entitled as "Student Discipline Problems in the Classroom" and "Discipline Techniques Used to Deal with Discipline Problems" (See Appendix 1) was adapted from Aksoy (1999). It consisted of two parts: close-ended questions and open-ended questions.

3.3.1. Close-ended Part of the Questionnaire

The first part of the questionnaire is related to student discipline problems in the classroom which consisted of 25 close-ended statements (Part 1, Appendix 1) and the second part of the questionnaire is related to discipline techniques used to deal with discipline problems which consisted of 23 close-ended statements (Part 1, Appendix 2). The participants rated each item on a 5-point Likert scale, ranging from 1 (never) to 5 (always). The participants were asked to show their responses about the frequency of the discipline problems that they face and the discipline techniques used to deal with these problems in the questionnaire. The questionnaire was filled in by the teachers in their own time.

3.3.2. Open-ended Part of the Questionnaire

In part one of the questionnaire, there are two tables with close-ended questions, each of the tables are followed by one open-ended question. There is one more open-ended question in part two. Thus, there are three open-ended questions in total. Open-ended question 1 (Part 1) was about any other discipline problems that were not mentioned in Appendix 1 that the teachers met in the classroom. Open-ended question 2 (Part 1) aimed to find out any other discipline techniques that were not mentioned in Appendix 2, used to deal with discipline problems that the teachers employed in the classroom. Open-ended question 3 (Part 2) inquired if students' negative attitudes on learning English might cause undisciplined behavior in the classroom.

The third part of the questionnaire was about demographic information – there were questions about the participants' experience, gender, the kind of school that the teachers are teaching English at and the location (one of the four districts of Adana where the school is located).

3.4. Reliability and Validity of the Questionnaire

Methods of verifying study and questionaires can involve investigating the following terms; validity, reliability and generalizability (Cabaroğlu, 1999). Reliability is achieved by adopting a similar format to other studies and by the standardization of instruments. Miles et al. (ibid.) explain that reliability is a question of "whether the process of the study is consistent, reasonably stable over time, and across researchers and methods" (p. 278).

For the reliability of close-ended Part 1, Appendix 1 of the questionnaire which is named "Student discipline problems in the classroom", Cronbach Alpha was applied and 0.914 was found. It can be concluded that the questionnaire used for data collection had very high reliability. When we look at the reliability of close-ended Part 1, Appendix 2 of the questionnaire which is named "Discipline techniques used to deal with discipline problems", Cronbach Alpha was applied 0.807 was found. It can be concluded that the questionnaire used for data collection was considered to be reliable as all of the items in the questionnaire.

3.5. Data Analysis

The questions in the questionnaire was analyzed via Statistical Package for Social Sciences Windows Release 17 (SPSS) program. The data was analyzed by employing a descriptive data analysis procedures including frequencies, percentages and mean scores. For open-ended questions the data was analyzed through the use of content analysis method. The results of the SPSS were shown on tables.

CHAPTER IV

4. FINDINGS AND DISCUSSION

This chapter presents the findings of the study that have been collected through a questionnaire (see Appendix 1). The findings are described using the research questions as a basis (see Section 1.3.).

4.1. English Language Teachers' Perceptions of Discipline Problems

In this part, teachers' perceptions about discipline problems in their classrooms were analyzed.

4.1.1. Findings of Discipline Problems

Discipline problems were classified in three groups as the most, medium and the least frequent problems. For this classification, the first 25 statements in the questionnaire about discipline problems were evaluated in terms of mean scores. Even if the highest mean scores are almost 3 identifying "sometimes". Then, the first group consists of the problems having mean scores between 2.5 and above. The second group consists of the problems having mean scores between 2 and 2.5 and the third group consists of the problems having mean scores between 2 and less.

4.1.2. The Most Frequent Discipline Problems

Table 2. The Most Frequent Discipline Problems in the Classroom

No	Discipline Problems	Never		Rarely		Sometimes		Often		Always		
		f	*p*	*F*	*p*	*f*	*p*	*f*	*p*	*f*	*p*	Mean
6	Talking without permission	1	1,6	10	16	26	41	20	32	6	9,5	**3,32**
21	Interrupting others while talking	2	3,1	18	28	23	36	19	30	2	3,1	**3,02**
13	Not doing homework assignments	3	4,8	12	19	37	59	11	18	0	0	**2,89**
2	Not fulfilling the teacher's desires regarding the lesson	3	5,1	14	24	31	53	10	17	1	1,7	2,86
25	Not bringing necessary class materials (course book, notebook, etc.)	4	6,3	16	25	31	49	10	16	2	3,2	2,84
7	Talking extremely and disturbingly	5	7,8	18	28	29	45	10	16	2	3,1	2,78
23	Behaving rudely and irrespectively to classmates	2	3,1	21	33	31	48	9	14	1	1,6	2,78
8	Exhibiting behaviors to spoil the course of the lesson (For example, circulating a note secretly, laughing, whistling, performing mimics)	3	4,8	23	37	25	40	12	19	0	0	2,73
15	Showing interest in other things during the lesson (For example, reading extracurricular books, painting/drawing pictures)	2	3,2	28	44	21	33	12	19	0	0	2,68
22	Interrupting the teacher while teaching	4	6,3	26	41	26	41	6	9,4	2	3,1	2,63
3	Coming to class late	3	4,7	30	47	22	34	9	14	0	0	2,58
14	Wandering in the classroom without permission	7	11	27	42	18	28	11	17	1	1,6	2,56

10	Cheating	9	14	19	30	29	45	6	9,4	1	1,6	2,55
1	Behaving rudely and disrespectfully to teacher	8	13	20	31	31	48	4	6,3	1	1,6	2,53
5	Assaulting verbally (Quarrelling)	8	13	26	41	19	30	9	14	1	1,6	2,51

Note: *f*= frequency; p= percentage

As is seen in Table 2, mean scores of the most frequent discipline problems were given in decreasing order. It is also seen that the mean scores are 2.5 and above. Then, we respectively see the following behavior with teacher's perspectives. According to the Table 2, *Talking without permission* was the most frequently faced behavior with a mean score of 3.32. This problem is also found as the most frequently encountered discipline problem in Aksoy's (1999) and Çetin's (2002) researches. Furthermore, Sayın's study (2001) is similar to the present study. That is to say, talking without permission was the misbehavior teachers 'mostly' experienced. For this misbehavior, six of the teachers believed that their students always talked without permission. Twenty of the teachers stated that their students often talked without permission, 26 of the teachers thought that their students sometimes talked without permission during the lesson, 10 of the teachers believed that their students rarely exhibited this misbehavior. Only one of the teachers thought that their students never talked without permission during the lesson.

Then, the teachers reported that discipline problem *Interrupting others while talking* was the second problem behavior among the discipline problems (mean score=3.02). Discipline problem 13 *Not doing homework assignments* was the third frequently encountered misbehavior with a mean score of 2.89. The other discipline problems; *Not fulfilling the teacher's desires regarding the lesson* with a mean score of 2.86, *Not bringing necessary class materials* with a mean score of 2.84, *Talking extremely and disturbingly* with a mean score of 2.78, *Behaving rudely and irrespectively to classmates* had a mean score of 2.78, *Exhibiting behaviors to spoil the course of the lesson* had a mean score of 2.73, *Showing interest in other things during*

the lesson with a mean score of 2.68, *Interrupting the teacher while teaching* with a mean score of 2.63, *Coming to class late* with a mean score was 2.58, *Wandering in the classroom without permission* had with a mean score of 2.56, *Cheating* with a mean score of 2.55, *Behaving rudely and disrespectfully to teacher* with a mean score of 2.53, *Assaulting verbally* had a mean score of 2.51 were following the first, second and the third most frequently faced student discipline problems in the classroom.

It can be thought that "talking" is a dimension of the most common discipline problems in the class. Because of their age, they cannot control their mental development. Moreover, their lack of maturity contributes to disruptiveness in class. This behavior not only involves two desk mates' chatting but also two students far from each other in the seating arrangement talking. It usually occurs when another student is already talking with permission. One starts talking, then another answers back, and it goes on like a chain. In addition to talkativeness problem, we can see exhibiting behavior to spoil the course of the lesson in an upper level. The students sometimes interfere the peaceful athmosphere of the course making something just for fun. It is common to encounter this kind of misbehavior in line with the literature. Robertson (2003) emphasize that the students can search for excitement by interfering with the progress of the lesson.

Another dimension is about students' responsibilities like homework, course materials and most of the teachers suffer from this situation. *Showing interest in other things* is a different problem and it is thought that the technological development is the most important factor of this behavior because mobile phones, cameras and tablet PCs are indispensable nowadays. *Coming to class late* is another frequently encountered problem and it has a negative effect both on students and teacher. Some students make it habit but this misbehavior distracts both students and a teacher attention.

4.1.3. The Medium Frequent Discipline Problems

Table 3. The Medium Frequent Discipline Problems in the Classroom

No	Discipline Problems	Never f	Never p	Rarely F	Rarely p	Sometimes f	Sometimes p	Often f	Often p	Always f	Always p	Mean
11	Telling lies	6	9,4	26	41	29	45	2	3,1	1	1,6	2,47
24	Daydreaming in the lesson	8	13	30	47	23	36	3	4,7	0	0	2,33
17	Nicknaming	15	23	23	36	18	28	8	13	0	0	2,3
20	Damaging things belonging to the school	11	18	29	46	17	27	6	9,5	0	0	2,29
18	Damaging others' belongings	10	16	31	48	19	30	4	6,3	0	0	2,27
12	Using bad language	10	16	31	50	18	29	3	4,8	0	0	2,23
4	Fighting	12	19	31	48	17	27	3	4,7	1	1,6	2,22
9	Eating or drinking during the lesson	23	37	24	38	11	18	3	4,8	2	3,2	2

As it seen in Table 3, in terms of mean scores of the medium frequent discipline problems, we can also see the following behavior respectively with teacher's perspectives; *Telling lies* with a mean score of 2.47, *Daydreaming in the lesson* had a mean score of 2.33, *Nicknaming* with a mean score of 2.3, *Damaging things belonging to the school* had a mean score of 2.29, *Damaging others' belongings* with a mean score of 2.27, *Using bad language* with a mean score of 2.23, *Fighting* with a mean score of 2.22, *Eating or drinking during the lesson* with a mean score of 2.

Telling lies could be thought as a trivial behavior of children, unless it happened frequently. When the teacher observed a student who very frequently lies, then, this behavior should be handled as a serious problem by him/her. Because, there are too many negative results of frequent lying for both liar student and classmates. For example, distrust and negative response by classmates, peer rejection, and various educational problems (Shore, 2014). Avoid disciplining a student for lying unless you are certain that s/he has lied. In some cases the student might not want to accept an

unpleasant situation that he or she is faced with. This could be a constant stressful situation at home or school. Then, daydreaming can be the result of this feeling.

4.1.4. The Least Frequent Discipline Problems

Table 4. The Least Frequent Discipline Problems in the Classroom

		Never		Rarely		Sometimes		Often		Always		
No	Discipline Problems	*f*	*p*	*F*	*p*	*f*	*p*	*f*	*p*	*f*	*p*	Mean
16	Sleeping in the lesson	35	55	17	27	12	19	0	0	0	0	1,64
19	Damaging the teacher's belongings	45	70	10	16	8	13	1	1,6	0	0	1,45

According to the Table 4 *Sleeping in the lesson* with a mean score of 1.64, *Damaging the teachers' belongings* with a mean score of 1.45 is the least frequently encountered student misbehavior. These are extreme examples of behavior and it is thought that none of the students can dare to damage especially teachers' belongings.

4.2. English Language Teachers' Perceptions of Discipline Techniques

In this part, teachers' perceptions about discipline techniques in their classrooms were analyzed.

4.2.1. Findings of Discipline Techniques

The next 23 statements in the questionnaire were classified as discipline techniques. As is seen in Table 5, 6 and 7, mean scores of discipline techniques used to deal with discipline problems were given in decreasing order. If the techniques are classified in three groups, to present "always and often" choices, the first group could be thought as "the most frequent techniques" with the mean scores between 3.5 and above. To present the "sometimes" choice, the second group will include "the medium frequent techniques" with the mean scores between 2.5 and 3.5. The third group as "the least frequent techniques" has the mean scores between 2.5 and less.

4.2.2. The Most Frequent Techniques

Table 5. The Most Frequent Discipline Techniques

No	Discipline Techniques	Never f	Never p	Rarely f	Rarely p	Sometimes f	Sometimes p	Often f	Often p	Always f	Always p	Mean
23	Encouraging them to join pair/group activities	1	1,6	2	3,1	9	14,1	21	32,8	31	48,4	**4,23**
22	Encouraging them to speak English	2	3,1	3	4,7	7	10,9	23	35,9	29	45,3	**4,16**
2	Talking with the student after class	1	1,6	6	9,5	14	22,2	25	39,7	17	27	**3,81**
18	Using grading stickers or other kinds of reward according to their behaviours	4	6,3	3	4,7	11	17,2	29	45,3	17	26,6	**3,81**
19	Organising the rules at the beginning of the term together and stick it on the wall	2	3,1	11	17,2	11	17,2	20	31,3	20	31,3	3,7
12	Informing the student's family	0	0	4	6,3	27	42,2	19	29,7	14	21,9	3,67
4	Warning the students with body language	4	6,3	5	7,8	18	28,1	23	35,9	14	21,9	3,59
7	Changing the location of the student	0	0	7	11,1	23	36,5	25	39,7	8	12,7	3,54

Note: *f*= frequency; p= percentage

It can be respectively seen in Table 5, which discipline technique is the most frequently used by teachers to deal with students' discipline problems. In the questionnaire results of the discipline techniques, *Encouraging them to join pair/group activities* was the most frequently used technique with a mean score of 4.23. *Encouraging them to speak English* follows it with a mean score of 4.16. Their mean scores show that they are the techniques always used. Also, encouraging can be

identified with the motivating effort of the teachers to make the students participate in the activities and let them to speak English even making mistakes. *Talking with the student after class* and *Using grading stickers or other kinds of rewards according to their behavior* come the third frequently used techniques with a mean score of 3.81. Talking with after class is a strategy in which teacher has a one-to-one talk and tries to solve the problem in an isolated area. The teacher questions the behavior and works with the student to negotiate for a common solution and this strategy generally works because talking with a teacher fells a student valuable and makes him/her strong. *Organizing the rules at the beginning of the term together and sticking it on the wall* with a mean score of 3.7*, Informing the student's family* with a mean score of 3.67*, Warning the students with body language and changing the location of the student* with a mean score of 3.59 are the following techniques with high mean scores. Accordingly, teachers are using communication methods as a way to deal with problems in class. Classroom decisions and actions also greatly depend on the teacher's own attitudes, intentions, beliefs and values. For maximizing student interaction in class, encouraging them friendly can make students relaxed in their learning environment, then there is a much better chance of useful interaction occurring. If the other most frequent techniques are evaluated it can be seen that they are also the positive techniques used for students motivation. With a mean score of 3.59, warning the students with body language is a strategy which teacher uses his/her facial expressions and/or gestures to show that s/he is uncomfortable with student behavior. With the help of this strategy, the teacher alerts the misbehaving student for s/he is aware of what's happening. Charles (1992) asserts that 90 percent of discipline in the classroom based on the usage of body language. Furthermore, Savage (1999) emphasizes the effective use of stance, eye contact, gestures and mimics to provide discipline.

4.2.3 The Medium Frequent Techniques

Table 6. The Medium Frequent Discipline Techniques

No	Discipline Techniques	Never		Rarely		Sometimes		Often		Always		Mean
		f	*p*	*f*	*p*	*f*	*p*	*f*	*p*	*f*	*p*	
6	Attracting the student's attention another direction	0	0	7	11,5	24	39,3	23	37,7	7	11,5	3,49
3	Ignoring unwanted behavior according to situation	7	11,5	11	18	26	42,6	16	26,2	1	1,6	2,89
1	Talking to students in the presence of his friends	3	5,1	23	39	24	40,7	4	6,8	5	8,5	2,75
5	Warning the students tapping lightly to his/her arm or shoulder	14	22,2	14	22,2	22	34,9	9	14,3	4	6,3	2,6
8	Not letting students exit recess	11	18,6	18	30,5	18	30,5	9	15,3	3	5,1	2,58
16	Assigning extra homework	15	23,4	12	18,8	26	40,6	10	15,6	1	1,6	2,53
13	Scolding to the student	13	21,3	13	21,3	27	44,3	6	9,8	2	3,3	2,52

As it seen in Table 6, when the medium frequent techniques have been observed in decreasing order; *Attracting the student's attention another direction* with a mean score of 3.49*, Ignoring unwanted behavior according to situation* with a mean score of 2.89*, Talking to students in the presence of his friends* had a mean score of 2.75*, Warning the students tapping lightly to his/her arm or shoulder* with a mean score of 2.6*, Not letting students exit recess* with a mean score of 2.58*, Assigning extra homework* had a mean score of 2.53, *Scolding to the students* with a mean score of 2.52 occur in the group. Here, the most important finding is thought that the technique getting harsh and unkind, the mean score and frequency is decreasing.

4.2.4 The Least Frequent Techniques

Table 7. The Least Frequent Discipline Techniques

No	Discipline Techniques	Never		Rarely		Sometimes		Often		Always		
		F	*p*	*f*	*p*	*f*	*p*	*f*	*p*	*f*	*p*	**Mean**
15	Threatening students to complain them to their parents	9	14,1	1	39,1	21	32,8	9	14,1	0	0	2,47
9	Not letting students attend fun lesson activities	15	23,8	19	30,2	19	30,2	7	11,1	3	4,8	2,43
17	Reducing their performance grade	22	34,9	15	23,8	20	31,7	4	6,3	2	3,2	2,19
10	Sending student to school administrators	13	20,3	37	57,8	10	15,6	4	6,3	0	0	2,08
11	Sending student to school counseling services	22	34,4	23	35,9	15	23,4	4	6,3	0	0	2,02
21	Giving harder performance tasks	40	63,5	16	25,4	6	9,5	1	1,6	0	0	1,49
20	Asking harder questions in written exams	43	68,3	15	23,8	4	6,3	1	1,6	0	0	1,41
14	Punishing student physically	49	76,6	12	18,8	2	3,1	1	1,6	0	0	1,3

According to the Table 7, *Threatening students to complain to their parents* has a mean score of 2.47, *Not letting students attend fun lesson activities* with a mean score of 2.43, *Reducing their performance grade* had a mean score of 2.19, *Sending student to school administrators* with a mean score of 2.08, *Sending student to school counseling services* with a mean score of 2.02, *Giving harder performance tasks* with a mean score of 1.49, *Asking harder questions in written exams* with a mean score of 1.41, *Punishing student physically* with a mean score of 1.3 are the least frequent techniques with less mean scores. Accordingly, it can be said that teachers do not apply physical punishment much as a way of problem solving. Most of these techniques are apart from teacher-student relationship like school administrators and school counseling services. In this

context, it can be thought that teachers prefer to solve discipline problems on their own. On the other hand, reducing grades and asking harder questions are not preferred by teachers and is very important for teachers. A favorable finding of this research regards physical punishment. However, a very large percentage of teachers do not show this behavior to discipline students. According to Al-amarat (2011), punishment produces fear of learning and leads students to hate education. In addition to this, if the atmosphere is full of punishment and there is no freedom for learners, it is difficult to expect from them creativity and achievement.

4.3. Findings from the Open-ended Questions

The qualitative data of the study were gathered through 3 open-ended questions. The findings from the qualitative data are presented in three sections: Section 4.3.1. , 4.3.2. and 4.3.3.

4.3.1. Other Discipline Problems that the Teachers Face in the Classroom

The first open-ended question aims to find out any other discipline problems that the teachers face in the classroom. Thirty-two teachers responded the first question. Table 8 presents the percentages and the frequencies of the types of discipline problems that the teachers face. The discipline problems are presented in the table in order of frequency for an easy reference.

Table 8. Other Discipline Problems that the Teachers Face in the Classroom

Problem Number	Discipline Problems	F	%
1	Bringing their mobile phones to class	25	39,6
2	Chewing gum	22	34,9
3	Disturbing other students during the lesson physically	22	34,9
4	Lack of concentration	17	27
5	Making disturbing jokes	15	23,8
6	Disregarding the English lesson	15	23,8
7	Criticizing the course book and the activities inside	5	7,9
8	Envy	4	6,3
9	Weeping girls	3	4,7
10	Violating school uniform policy	1	1,5
11	Stealing teacher's belongings	1	1,5

Thirty-two teachers reported eleven entries in total for the first question, and the problem *Bringing their mobile phones to class* (Problem 1) is ranked as the first among 25 teachers. Among the other 10 entries, the most faced two problems that were ranked by 22 teachers were *Chewing gum* (Problem 2) and *Disturbing other students during the lesson physically* (Problem 3). The problem *Lack of concentration* (Proplem 4) followed those problems by 17 teachers. The next faced two problems were *Making disturbing jokes* (Problem 5) and *Disregarding the English lesson* (Problem 6) that were brought up by 15 teachers. *Criticizing the course book and the activities inside* (Problem 7) was cited by five teachers. Subsequently, four teachers mentioned that they faced the problem *Envy* (Problem 8). Three of the teachers stated the problem *Weeping girls* (Problem 9). Consequently, the following 2 problems were brought up by only one respondent: *Violating school uniform policy* (Problem 10) and *Stealing teacher's belongings* (Problem 11).

Bringing their mobile phones to class and using them is a big problem nowadays. Roland (2002) indicated that the usage of mobile phones in the classroom is an everyday problem observed by Norwegian teachers in schools. With using a mobile phone, a pupil may send abusive text messages and it may increase the bullying between pupils.

On the other hand, gum chewing in school is another dimension that the teachers suffer from. Nowadays, there are different ideas about the allowance of chewing gum in school. In this study, most of the teachers stated the problem of chewing gum in their classes because it can impede the learning process. Although it is an enjoyable activity, class is not the place for it. It can be noisy and distracting for the teacher and the other students as well as it being a sticky substance that may damage school property.

Another dimension is about touching other pupils during the lesson. Tate (2006) indicated that students sat for long times without any active doings so they lose their interest and start to be naughty and disturb a classmate with spontaneous hits. On the other hand, Shectman (2008) stated that these little mischiefs result from the lack of awareness of the students and a lack of sensitivity to the needs of others. Moreover, this minor physical misbehavior is sometimes a sign of boredom, the need for attention, and a way to gain social status.

4.3.2. Other Discipline Techniques Used by English Language Teachers

The second open-ended question aims to elicit any other discipline techniques used to deal with discipline problems that the teachers use in the classroom. Twenty-nine teachers responded the second question. Table 9 presents the percentages and the frequencies of the types of techniques that the teachers employ for dealing with discipline problems. The discipline techniques are presented in the table in order of frequency for an easy reference.

Table 9. Other Discipline Techniques Used by English Language Teachers

Technique Number	Discipline Techniques	F	%
1	Using songs, games and jokes	20	31,7
2	Giving responsibility to a student	11	17,5
3	Being well-organized and being prepared for the lesson	9	14,2
4	Not being too friendly towards students in class	7	11,1
5	Sermons	7	11,1
6	Showing the students that they are valued	3	4,7
7	Using constructive criticism	3	4,7
8	Dismissing the student from the class	3	4,7
9	Collecting a small amount of money	2	3,1

Twenty-nine teachers reported nine entries in total for the second question, and the responses given to the question revealed that the most frequently used discipline technique *Using songs, games and jokes* (Technique 1) is ranked as the first among 20 teachers. *Giving responsibility to a student* (Technique 2) was cited by 11 teachers. Subsequently, nine teachers mentioned that they employ *Being well-organized and being prepared for the lesson* (Technique 3). Next, *Not being too friendly towards students in class* (Technique 4) and *Sermons* (Technique 5), were cited by seven teachers. Three participants for each entry mentioned *Showing the students that they are valued* (Technique 6), *Using constructive criticism* (Technique 7) and *Dismissing the student from the class* (Technique 8). Consequently, *Collecting a small amount of money* (Technique 9) were brought up by two teachers.

Most of the teachers believe that using songs, games and sometimes jokes permanently increases the learners' desire to learn the language as well as a great opportunity to repeat the target subject as an encouraging way for learners. Also, they are valuable recourses to expand students' abilities in listening, speaking, reading and

writing. According to Rivers (1987) they are the tools in the course of which educational topics are presented successfully.

As a discipline technique, teachers also touch on giving responsibility to a student. Students bring to any classroom a great amount of expectations, energy and enthusiasm. As teachers, it is a good idea to get them to invest these valuable resources into the learning process. By giving responsibility to the students for the learning process, they feel empowered and engage in the lessons as well as increase their attention, willingness and understanding. Moreover, a supportive classroom community. To support this, Ingersoll (2007) touches on the fact that teaching is a professional balance between giving responsibilities and using power.

Being well-organized and being prepared before the lesson is also used as a discipline technique by teachers. With the help of preliminary preparation before the lesson, a teacher prevents the possible problems. To achieve this technique good planning has an important role and it arouses students' curiosity as to what comes next and they may engage in the lesson.

4.3.3. Students' Negative Attitudes on Learning English about Undisciplined Behavior and Teachers' Suggestions

The third open-ended question aims to find out the answers with regards to whether students' negative attitudes towards learning English impacted upon their likelihood of being disruptive as well as it wants from teachers to share their experiences and suggestions to avoid undisciplined behavior in the classroom. Thirty teachers responded the third question. Table 10 presents the percentages and the frequencies of the suggestions that were given by teachers. These suggestions are presented in the table in order of frequency for an easy reference.

Table 10. Teachers' Suggestions Against Students' Negative Attitudes on Learning English

Suggestion Number	Suggestions	F	%
1	Arouse students' interest and curiosity	18	28,6
2	Bringing and using extra materials	16	24,4
3	Praise for appropriate behavior	14	22,2
4	Using humor constructively	11	17,5
5	Showing self as supporter and helper to the students	8	12,7
6	Telling students the importance and the advantages of learning another language	7	11,1
7	Varying teaching techniques	5	7,9
8	Choosing topics and tasks that will activate students	5	7,9
9	Winning students love	5	7,9
10	Increasing motivation	4	6,3
11	Having tolerance	2	3,1

Thirty teachers reported eleven entries in total for the third question, and the suggestion *Arouse students' interest and curiosity* (Suggestion 1) is ranked as the first among 18 teachers. The suggestion *Bringing and using extra materials* (Suggestion 2) followed this strategy by 16 teachers. The next popular suggestion was *Praise for appropriate behavior* (Suggestion 3) that was brought up by 14 teachers. *Using humor constructively* (Suggestion 4) was cited by 11 teachers. Subsequently, eight teachers mentioned that they suggest *Showing self as supporter and helper to the students* (Suggestion 5). Seven of the teachers stated the suggestion *Telling students the importance and the advantages of learning another language* (Suggestion 6). Five participants for each entry mentioned *Varying teaching techniques* (Suggestion 7)*, Choosing topics and tasks that will activate students* (Suggestion 8)*, Winning students love* (Suggestion 9). Next, *Increasing motivation* (Suggestion 10) *was* cited by four

teachers. Consequently, *Having tolerance* (Suggestion 11) was brought up by only two respondents.

Language learning is a difficult process which can sometimes be discouraging and demotivating. It is obvious that to understand, produce and control the target language a persistent effort is required. However, students' negative attitudes towards learning English impacted upon their likelihood of being disruptive. To prevent such, teachers shared some suggestions. To arouse students' interest and curiosity, the most important point is trying to make students like English with using or bringing extra and enjoyable materials such as songs, games, pictures, videos, power points etc. to the classroom. Also, students are afraid of talking another language in presence of other students and they are not aware of the importance of learning a second language. Telling them the importance and the advantages of learning another language is one of the most important dimensions. Learning a second language increases the ability of communicating with people who speak different languages and the creativity of a person. In an increasingly globalized world, it is very essential in the job market to know another language. Moreover, learning a new language allows students to explore and better understand another culture and it can literally change the way one sees the world.

Another important thing is winning their love. Lessons should be made fun. If they like us and our lesson, they will be open to learn. To make this, praising for appropriate behavior, sometimes using humor constructively and showing them a teacher as supporter and helper are the ways that the teachers can follow. Furthermore, English must not be a lesson that gives anxiety and fear. Teachers must have tolerance because the teacher is very important for students' attitudes towards the learning process. Positive attitude is a must for successful learning atmosphere. Positive energy and a belief in the student's ability to develop a comfortable atmosphere for the students in the classroom and it leads to the students becoming more motivated. In addition to these, learning takes place in many ways, so using various language teaching methodologies is also a way to prevent undisciplined behavior. As a teacher we should know that the students in our classrooms have greatly different learning profiles. For this reason sometimes a teacher can use different teaching techniques and

methodologies according to the students' needs to engage them in the lesson and prevent possible misbehavior.

CHAPTER V

5. CONCLUSIONS and IMPLICATIONS

In this chapter, the procedures for collecting and analysing the data, and findings for this study are summarised. As a final step, the limitations of the study, and suggestions for further research are presented.

5.1. Summary of the Study

The main purpose of this study was to identify answering the main causes of discipline problems that secondary school English teachers face in the classroom and the discipline techniques they use to have effective classroom management in secondary private and state schools. It also tried to find the answers with regards to whether students' negative attitudes towards learning English impacted upon their likelihood of being disruptive.

This study was carried out with 63 EFL teachers, 40 of whom were from private schools and 23 of whom were from state schools. The data were collected from both private and state secondary school English teachers in Adana by means of two parts of a questionnaire titled "Student Discipline Problems in the Classroom" and "Discipline Techniques Used to Deal with Discipline Problems" (See Appendix 1) adapted from Aksoy (1999). The qualitative data collected from the open-ended questions and the data gathered from the quantitative data were analyzed using the Statistical Package for Social Science (SPSS) version 17. Descriptive statistics were used to analyze the items in the questionnaire. The following research questions guided the study to achieve the aims stated above:

1. What are secondary school English teachers' perceived causes of discipline problems?

2. What discipline techniques are used as stated by secondary school English teachers to deal with discipline problems?

5.2. Conclusions

When the results were evaluated the following findings were gained:

Among the discipline problems, *Talking without permission* was the most frequently perceived misbehavior among the teachers in this study. More than half of the participants reported that their students talked without permission during the lesson. This is because, speaking has a great role in EFL classes in language courses. A language-learning classroom tends to run much differently from a typical lecture-style classroom. No matter what the age of the students, a teacher should consider the type of classroom interaction that will be most beneficial for the particular lesson that s/he is teaching. In the studies conducted in our country, some misbehavior has similarities with the questionnaire results of the present study. For instance; in secondary classes of private elementary school, Başar (1994) observed the following student misbehavior; disturbing friends, leaving seats without reason, talking without permission, and not doing the assigned tasks. *Interrupting others while talking* was the second problem behavior among the discipline problems. Because language classes require more interaction, it is possible this problem behavior may seen more often. *Not doing homework assignments, Not fulfilling the teacher's desires regarding the lesson, Not bringing necessary class materials, Talking extremely and disturbingly, Behaving rudely and irrespectively to classmates, Exhibiting behaviors to spoil the course of the lesson, Showing interest in other things during the lesson, the teacher while teaching, Wandering in the classroom without permission, Cheating, Behaving rudely and disrespectfully to teacher, Assaulting verbally* were the other misbehavior which seen frequently among discipline problems.

Except from the questionnaire statements, qualitative findings revealed that other discipline problems that English teachers faced in the classroom include; bringing their mobile phones to class, chewing gum, disturbing other students during the lesson physically, lack of concentration, making disturbing jokes, disregarding the English lesson, criticizing the course book and activities inside, envy, weeping girls, violating school uniform policy, and stealing teacher's belongings.

Among the discipline techniques, *Encouraging them to join pair/group activities* was the most frequently used technique. More than half of the participants reported that

they encouraged their students to join pair/group activities during the lesson. We can respectively seen this technique in language classes more because English courses are mostly based on pair/group activities as well as encouraging students safely can also be identified as a motivational tool that is used by teachers. With the help of encouraging, students' motivation will increase and disruptive behavior will decrase. *Encouraging them to speak English, Talking with the student after class, Using grading stickers or other kinds of rewards according to their behavior, Organizing the rules at the beginning of the term together and sticking it on the wall, Informing the student's family, Warning the students with body language and changing the location of the student,* were the other discipline techniques which used frequently.

Except from the questionnaire statements, qualitative findings reveal that other techniques that English teachers used in the classroom include; using songs, games and jokes, giving responsibility to a student, being well-organized and being prepared for the lesson, not being too friendly towards students in class, sermons, showing the students that they are valued, using constructive criticism, dismissing the student from the class, and collecting a small amount of money.

According to teachers' suggestions against students' negative attitudes on learning English reveals that English teachers' suggestions are; arouse students' interest and curiosity, bringing and using extra materials, praise for appropriate behavior, using humor constructively, showing self as supporter and helper to the students, telling students the importance and the advantages of learning another language, varying teaching techniques, choosing topics and tasks that will activate students, winning students love, increasing motivation, and having tolerance.

5.3. Limitations of the Study and Suggestions for Further Research

The present study was carried out with secondary school English language teachers in private and state schools from 4 different parts of Adana (Seyhan, Çukurova, Yüreğir, Sarıçam) and a total of 63 teachers of English participated in this study. As earlier noted in limitation part (1.6.) the number of the participants was not enough to put forth the whole picture about EFL teachers' perception of discipline problems and discipline techniques methods, therefore, more and detailed studies are needed to be

done to confirm as well as the number of the participants may be increased for providing larger perceptions. Besides, the future studies may be carried out using much more teachers who are teaching from 4 different parts of Adana for comparing the differences among state and private English language teachers' discipline problems and techniques to deal with these problems.

As for data collection tools, interviews with teachers and students may be administered to triangulate the data. Besides, classroom observations and video recording may be useful to get a broader insight concerning the causes of the misbehaviour and teachers' classroom management strategies. We assume that these limitations may be overcome through further studies, and in this way, more input for the research with more validity can be provided.

The present study illustrated the issue from the teachers' perspectives. In further studies, in order to get a broad understanding of the issues about students' misbehavior, students' perceptions may also be considered.

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7. APPENDICES

7.1. APPENDIX 1: Student Discipline Problems in the Classroom Questionnaire

This questionnaire is an attempt to gather information about the main causes of discipline problems that secondary school teachers of English face in the classroom and what discipline techniques are used by the teachers of English to deal with discipline problems. Your ideas are highly valued and your cooperation genuinely appreciated. The data thus collected only serves this particular research and will remain confidential. Please feel free to share your opinions when answering the following items. If you are interested in the results of this survey, please do not hesitate to leave your e-mail address in the end. A copy of the results will be sent to you afterwards.

<u>PART 1</u>

a- never; b- rarely; c- sometimes; d- often; e- always

Discipline Problems	a	b	c	d	e
1. Behaving rudely and disrespectfully to teacher					
2. Not fulfilling the teacher's desires regarding the lesson					
3. Coming to class late					
4. Fighting					
5. Assaulting verbally (Quarrelling)					
6. Talking without permission					
7. Talking extremely and disturbingly					
8. Exhibiting behaviors to spoil the course of the lesson (For example, circulating a note secretly, lauging,					

whistling, performing mimics)					
9. Eating or drinking during the lesson					
10. Cheating					
11. Telling lies					
12. Using bad language					
13. Not doing homework assignments					
14. Wandering in the classroom without permission					
15. Showing interest in other things during the lesson (For example, reading extracurricular books, painting/drawing pictures)					
16. Sleeping in the lesson					
17. Nicknaming					
18. Damaging others' belongings					
19. Damaging the teacher's belongings					
20. Damaging things belonging to the school					
21. Interrupting others while talking					
22. Interrupting the teacher while teaching					
23. Behaving rudely and disrespectively to classmates					

24. Daydreaming in the lesson					
25. Not bringing necessary class materials (coursebook, notebook, etc.)					

<u>Open-ended question</u>

1. After giving response to above items, if you have any other discipline problems you met in the classroom, please add. You are welcome to answer either in English or in Turkish.

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7.2. APPENDIX 2: Discipline Techniques used to deal with discipline problems Questionnaire

a- never; b- rarely; c- sometimes; d- often; e- always

Discipline Techniques	a	b	c	d	e
1. Talking to students in the presence of his friends					
2. Talking with the student after class					
3. Ignoring unwanted behavior according to situation					
4. Warning the students with body language					
5. Warning the students tapping lightly to his/her arm or shoulder					
6. Attracting the student's attention another direction					
7. Changing the location of the student					
8. Not letting students exit recess					
9. Not letting students attend fun lesson activities					
10. Sending student to school administrators					
11. Sending student to school counseling services					
12. Informing the student's family					
13. Scolding to the student					

14. Punishing student physically					
15. Threatening students to complain them to their parents					
16. Assigning extra homework					
17. Reducing their performance grade					
18. Using grading stickers or other kinds of reward according to their behaviours					
19. Organising the rules at the beginning of the term together and stick it on the wall					
20. Asking harder questions in written exams					
21. Giving harder performance tasks					
22. Encouraging them to speak English					
23. Encouraging them to join pair/group activities					

Open-ended question

2. Do you have any other discipline techniques used to deal with discipline problems you use in the classroom? If yes, please add. You are welcome to answer either in English or in Turkish.

....

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PART 2

Open-ended question

3. Is it possible the students' negative attitudes on learning English might cause undisciplined behavior in the classroom? What do you think about it? Please share your experience and give suggestions. You are welcome to answer either in English or in Turkish.

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PART 3: Personal Information

1. How many years have you taught English in a secondary school?

.... year(s)

2. What is your gender?

a. male **b.** female

3. What kind of school are you teaching English?

a. private **b.** state

4. In which district of Adana is your school?

a. Seyhan **b.** Çukurova **c.** Yüreğir **d.** Sarıçam

** If you are interested in the results, please

leave your

e-mail:

Thank you very much for your time and cooperation. ☺