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Disciplinary Problems in The English Teaching/ Learning

Process: Case of Fourth-year Middle School Learners at Ain- Elhoutz Middle School.

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Dedications

This work is dedicated to my dearest parents who help,

motivate,and encourage me during all my study life.

To my lovely sister, my brother.

To my husband and the light of my eyes my son Ahmed.

To all whom support me

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Abstract

Discipline is the key point of the success of learning in the educational environment. This research focuses on the disciplinary problems in the teaching learning process and its impact on the students and the teachers. This research work is splitted into two chapters to answer the two raised questions. It aimed to give information about the disciplinary problems in the educational level and its impact on the teaching learning progress. Then, the researcher sets some effective strategies for better teaching learning situation. To achieve this end, two research instruments were used: an interview for middle school teachers and a questionnaire for pupils. A case study was conducted in Elyebdri Ahmed middle school dealing with English and French teachers and pupils of fourth year. The data collected was analysed both qualitatively and quantitatively. The findings revealed that disciplinary problems impacted both teaching learning processand some strategies were recommended to use for the teachers and the parents to deal with these problems for better teaching learning process.

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General Introduction

   Education is a human virtue. It is the process of teaching and learning knowledge and morals. It is very essential for people because it helps them acquire valuable ethics that make a positive citizen who is going to participate in the development of the country. Also, education develops the young learners' mind and prepares them for life and gives them the necessary skills and knowledge.

   To implement education effectively, it is important to build good relationship between teachers and learners by a kind of affinity with learners, controlling and managing the classroom effectively, knowing how to deal with the learner academically and emotionally to create the right environment of teaching and learning process.It is also necessary to keep discipline in our schools and to maintain strategies and techniques to realize discipline in classroom and to ensureeffective learning. Teachers should work intensively on their classroom management and strategies for achieving school discipline.

   classroom discipline refers to the strategies a teacher uses to manage student behaviours during lesson, as well as the code of behaviour that the students most comply. This code of behaviour usually includes the school internal system. As discipline is a critical element in teaching and learning, it plays an important role in the teacher professional carrier and the student achievement in the learning process and English particularly. However, disciplinary problems become a serious problem that affect the learning environment and the behaviour of the student especially adolescents, and the development of the school rules and the organization of the training programof the teacher.

   To reach the research objectives the following research questions were raised:

1- What is the impact of disciplinary problems on theEnglishteaching learning process?

2- How can teachers and parents deal with this kind of problems?

Those research questions suggest the following hypotheses:

1- Disciplinary problems can have an impact on English teaching process in different ways.Pupilscan lose focus on their educational goals and concentration during the lesson because of other pupils' bad behaviour, disturbance, mis-respect of the teacher. In addition, teachers lose time in trying to control the classroom and sometimes lose temper and they would leave the teaching profession.

2- Good relationship between parents and their children can solve this kind of problems, and teachers should create different techniques and suggest constructive solutions to such students.

This research work is divided into two chapters: The first one is theoretical and the second is practical. The theoretical chapter concerns a literature review on the disciplinary problems in the teaching learning process. It provides a definition of the school discipline and disciplinary problems in the teaching learning process, the types, the causes of disciplinary problems, and their impact on the teaching learning situation in general and English in particular. Finally, the strategies used to deal with disciplinary problems which include classroom management, the relationship between teachers and learners, and the role of parents.

The second chapter is of an analytic nature, it deals with the description of the research design and the research instruments used in the study to collect data which include pupils' questionnaire and teachers' interview. In addition to, the analysis and the interpretation of the results. The research ends up by some suggestions and recommendation

Chapter One:

Theoretical Overview About The Disciplinary Problems In The English Teaching/Learning Process

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1.1 Introduction:

In this chapter we will deal with the theoretical part concerning the disciplinary problems in the teaching learning process in general and English language in particular. It attempts first, with the definition of the disciplinary problems and the concept of discipline in the schools, then, it clarifies the different types of disciplinary problems. In addition to the factors that cause these problems. After that, it demonstrates the impact of disciplinary problems on the teaching learning situation and finally, the strategies used to deal with this kind of problems including classroom management, the teacher students' relationship and the role of parent to minimise this problem.

1.1.1 School Discipline:

School discipline is one of the most important issues in pedagogical theory and practice in the teaching learning process. It is an essential element in school administration. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The doctrine of school discipline according to Nolte (1980) and Barrell (1978) is based on the concept of "loco parentis" which allows school authorities full responsibility for children 's upbringing, the right of discipline and control. According to Adesina (1990), discipline is the readiness or ability to respect authority and observe conventional or established laws of the society or of any other organisation. Discipline implies self-control, restraint, respect, for self and respect for others. It calls for sacrifice, perseverance, tolerance, and recognition of human dignity; and in the school setting students should be taught to respect the school authority, to observe the school's laws and regulation and to maintain an established standard of behaviour (Adesina, 1990). All in all the school discipline sets congenial atmosphere needed for teaching and learning.

School discipline need a healthy discipline so that learner can learn an teachers teach in an ordered and safe environment for a successful educational process.

1.1.2 Definition of disciplinary problem:

Seeman (1994:45ff) clarifies a disciplinary problemas behaviour that is perceived by the educator as disruptive or potential disruptive to academic action of the school or class as well as the disruptor himself or herself and to the role and responsibilities of the educators. It is a disruptive behaviour that forbidden both the educator and the learner to feel safe and, and to be treated with respect.

Disciplinary problems are the most prevalent problems that disrupt the system of education on school because the student does not behave according to the norm of school and it has an impact on the teaching learning process. Disciplinary problems or disruptive behaviour, according to Arbuckle and little (2004) are referred to as "an activity that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student", or "the myriad activities which disrupt and impede the teaching learning process.

To illustrates this, it is better to consider what a teacher said, as appeared in Sun et al (Shek 2012):

> Chatting during lesson affect teaching and learning most … Whereas other behaviour such as day dreaming only affect self-learning, chatting will alter the whole class atmosphere as well as class progress. Moreover, students are very attentive to the surrounding. So such chatting can be disruptive even you chat in a very low voice.

Thompson (2009) noted that school misconduct is one of the manifest of the problem behaviour syndrome (Jessor R, et al :1977), the term " problem behaviour" was used to refer to all externalizing behaviours that violate explicit rules or implicit norms, disturb the classroom order, and irritate the process of teaching. Disciplinary problems in education and teaching process can basically be dealt with in two ways. The first of them is the disciplinary problems existing all over the school and the second is the disciplinary problems affecting directly the output of education and teaching situation in classroom (Doyle, 1990). In all the world, educators have the

same point concerning the lack of discipline in school make them impossible to teach in the effective way. The majority of educators struggle to find effective solutions to the problem (Porteus, Vally &tamar 2001:1).

1.1.2 **Disciplinary Problems in the English teaching learning Process in Algeria**:

Teaching English as a foreign language in the Algerian schools has become important and it was incorporated as another foreign language (besides French) to be taught in the national educational programme middle and secondary schools and universities. In 1993, English was introduced in to the Algerian educational system at primary schools with French i.e and the parents were free to choose either English or French as foreign language to be taught for their children. Pedagogically speaking, English is regarded as a second foreign language after French. It is introduced at the level of first year middle school. It covers seven years, four at the middle school and three at the secondary school for all streams. It took this position since the educational reform that the state introduced in 2003 (Benrabah, 2005). In 2002, the statement said that the president Abdelmadjid Tebboun ordered the adoption of the English language, starting from the primary stage, following intense and study by experts and specialists.

The pupils at middle school level are supposed to have attended about 250 hours of English teaching classes (4 hours per week for both 3 AM and 4 AM). They are supposed to have acquired basic English (structure and vocabulary) necessary to express the four main functions of the language which are: description, instruction, narration, and socializing in four linguistic skills (listening, speaking, reading and writing)(Slimani said:37). Although these hours of acquired knowledge seems sufficient and significant, learners still having difficulties in using the foreign language (English) and which impact their relationship with their teachers especially if the teachers don't know how to control the classroom.

Like all the schools in the world, Algeria has different disciplinary Problems in teaching learning process and the teaching profession has become hard especially

when facing problems related to discipline with their learners and classroom misbehaviour. This problem is frequently arising, what causes learners to misbehave is unclear and researchers do not yet have enough information to explain the causes from the students' points of view (Stinson, 1993). This makes the teacher more concentrated to handle the misconduct of the learner. the students' disciplinary problems touch learners of all ages especially adolescents and boys are more frequently involved in misconduct than girls. Sprick (2006:1) highlights that "discipline problems in school have always been and continue to be leading frustration for teachers" which means that the students' misbehaviour is a challenge that the teacher faces in his classes. According to Wadden and McGovern(1991), factors such as the large numbers of students who are not in the classroom by choice; the number of students per class; the lack of importance students give to English in the school curriculum when compared to other school subjects such as math or science, and the fact that, in the same group, EFL teachers work with students from different cultural and academic background, can affect discipline in class. On the other hand, English as a school subject is being taught in a different way as math and science, especially if it is new language for the learner; he is faced with procedures which are completely new to him. This may cause a shock and misunderstanding between the learner who try in a way or another to avoid his teacher and disturb all the class, and the teacher who is balanced between controlling his learners' behaviour and how he finishes the English programme. Consequently," we must decide before stepping into classroom what we expect our students to be doing, and we need to formulate a set of strategies for dealing with situations in which our expectations are not met" (Nunhan& Lamb, 1996:123).

1.2Types of Disciplinary Problems:

There are two types of disciplinary problems: The common disciplinary problems and the severe disciplinary problems that are explained in what follows:

1.2.1 Common disciplinary problems:

The extent of disciplinary problems differs from one school to another. It depends on the environment and the factors that determine that problems. On the other hand, there are some common types of disciplinary problems that learners exhibit in schools today, McManus (1995:68) indicates some of them:

- Arriving late at school

- Missing lessons

- Smoking in the toilet

- Playing with matches in classroom

- Making rude remarks towards teachers

- Throwing pencils and pens across the classroom

- Talking when the educators are talking

- Painting graffiti on corridor walls; and damaging classroom fitting

There are also some situations where the learners' behaviour become a real disciplinary problem for the teacher. (Lewis 1991:39) classifies these problems as educators-owned problems, and listed them as follows:

- A learner consistently comes to class late and disrupts the flow of class

- He/she talks while the teacher is addressing the class

- He/she writes graffiti on school property

- Another one continuously calls out in class

- One is not listening and asks questions that have already been answered

- Another one defies the teacher and refuses to follow instructions

- Another one moves around in the class to the point of becoming a distraction.

The American author, Rosen (1997:51-52), distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely

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

Some researchers viewed that these types of disciplinary problems are the ones the most used and experienced in the everyday teaching situation.

McManus (1995:68) lists several types of misbehaviour which make the work of the educator difficult. These includes: * Repeatedly asking to go to the toilet

- Missing lessons, absconding
- Smoking in the toilet
- Pushing past the educator
- Playing with matches in class
- Making rude remarks to the educator
- Talking when the learner is supposed to be writing
- Being abusive to the educator
- Fighting in class
- Chasing one another around the classroom
- Packing up early, as if to leave

- Taking the educator's property

- Wearing bizarre clothing and make-up

- Threating the educator

- Leaving class early

- Commenting on work

1.2.2 Severe disciplinary problems:

According to Alidzulwi (2000), in the Venda district in South Africa, severe disciplinary problems have been experienced. He indicates that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pangas, and they also fight each other.

Moodj (in: Smith 1999:211), a Netherlands researcher, distinguishes the kinds of perpetrators of school violence as those making themselves guilty of

- Verbal violence (name-calling, creating disorder, bullying)

- More serious behaviour, including vandalism, theft, blackmail

- Extortions, or using a weapon on the school premises

- Planned violence, which includes physical violence with weapons in or outside the school

- Sexual harassment of girls

1.3 Causes of Disciplinary Problems:

There are many factors that cause disciplinary problems in the teaching learning process:

1.3.1 Parental / Home factors:

The role of parents plays a greatest importance in creating a conductive teaching and learning atmosphere. Otherwise, the lack of parental involvement is the major cause of disciplinary problems in schools. Alidzulwi (2000) points out that many parents in Venda are not involved in the education of their children, causing poor

results, high dropout rates, and the absence of discipline in schools. Bowman (2004:3) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factors to disciplinary problems in schools. Low and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. In this study, Varma (1993) also pointed out that those learners who behave badly at school do not receive proper discipline at home.

Hayward (2003:9) indicates that when parents show due civility and respect, their children reflect it in their interaction with their educators. On the other hand, if parents fail to exhibit reverence to others, the learner will imitate this behaviour and show little or no respect for their educators (Low & Barnes, 2003:10-11). In the researchers' opinion the statement made by several authors indicates that parents are the first responsible for the disciplinary problems at schools.

Shaw (2005) opines that home where there was a lot of violence between spouses or when parents corrected students through harsh punishment like beating predisposed them to aggressive behaviour in school. The study also found that the sense of insecurity and low of self-esteem is created by the absence of parents from home. That why the different forms of parental involvement influence the students' discipline.

Some other factors related to the lack of parental involvement in schools that influence discipline were identified by a study in San Francisco Bay area (in: Short et al. 1994:3), namely:

• Single parent homes;

• A lack of parental control at home;

• The negative influence of television;

• Neighbourhood and community problems that influence the home;

• Values differences between the home and the school.

1.3.2 School Environment:

School environment refers to the aggregate of surrounding conditions that include the social and cultural forces that shape the life of a student. A safe and an orderly school environment is the responsibility of the school manager as he is committed to provide that. Bazemore (1997) posits that safe and supportive school environments depend on students, staff and parents demonstrating mutual respect. That is to say that school community, students and parents had to know and understand the standards of behaviour which all students are expected to live up to and the consequences if these standards are not met. Being in a safe learning environment is the right of every student far from bullying and intimidation. Moreover, a school makes reasonable good rules and orders for the benefit of the school and the discipline of the students. Schools have the power to enforce these roles by using punishment according to Rowne (2005).

However, a lawless school environment has a negative impact on the students' discipline, the school manager and teacher. Certainly, student show disrespect for their classmates, teachers and all the members of school promulgating negative actions and act. Students in such a school disrespect their fellow students, teachers and community members and engage in protest which promulgates violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and Tabaco (Mitchell,1996).

1.3.3 The Role of Educator and Curriculum:

The role of educator is significant in the school discipline management and the educator who involves, manages his or her learners in class and treats them well as students able to learn has less disciplinary problems. If the entire school is involved in supporting positive learner behaviour, not only is their behaviour affected favourably, but also their academic achievement (luisseli, putman, Handler & Feinberg 2005:183-198). Contrary to the educator who do not involve learners in classroom, may experience disciplinary problems. Many researchers (Varnham 2005:87-104) believe that the involvement of learners in matters pertaining to their education reduces behavioural problems. In his research Varnham (2005:87-104) found that learners

have tendency of behaving badly at school because they feel that schooling is something that is done to them rather than a process in which they are valued as significant participants.

Discipline at school is influenced by the educators' attitudes. Lordon (in: Short et al.1994:12) categorizes the detrimental attitudes of an educator that may lead to learners' misbehaviour as follows:

• The tardiness syndrome, or the educator who is always late for class and in starting the lesson.

• The "He is not my child" syndrome, or the educator who ignores learners who misbehave in class.

• The "I'll keep a low profile " syndrome, or the educator who is present in body but not in mind.

• The "it's none of my business" syndrome, or the educator who tries to become an ally of the learner by telling the learner, "I'll stick to my business, you stick to yours".

The idea of "My task is only to teach, not to discipline learners" is kind of irresponsibility and lack of commitment influence the learners' behaviour. On the other hand, the curriculum used may be not accessible to everyone or irrelevant or boring. For example if the teacher of English is doing his lesson and the pupils don't understand him or find it difficult to be acquired, this can influence their behaviour. Accordingly, Doveton (1991:131) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the need of their communities, so that it influences their discipline at school. In research done by Raven (in:Besag 1991), it was ascertained that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aim that are promoted by society.

1.3.4 Learners with Emotional Problems:

Learners with emotional problems always seek their attention and show their presence that why they misbehave in front of their teachers. Lewis (1991:86), mentioned that learners may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt. These emotional problems, sometimes, may be aggravated by a number of factors, such as families and home circumstances, the influence of peer group, the school climate, the lack of curriculum, the teachers' qualifications and styles and more.

1.3.5 The Influence of Peer Group:

There is no doubt that peers influence can lead to disciplinary problems and bad behaviours both inside and outside school. However, the extent of this influence can be positive or negative, and it depends on others situational constraints, such as the age and personality of the students and the nature of the group. Ryan (2000) found out that associating with friends who have positive attitudes towards school, enhanced students' own satisfaction with school, whereas associating with friends who have negative attitudes towards school decreased the level of motivation towards school work. A similar study by Burns et al (2000) affirmed that peer groups give potent feedback by their words and actions, which either encourages or discourages certain behaviour and attitudes. Moreover, Burns et al. (2000) stated that self-conscious teenagers worry about how others react to their actions; these are some of the most common ways of how teenagers are influenced by their peers.

1.4 Impactof Disciplinary Problems on The Teaching Learning Process:

The good teaching learning process is affected by the good behaviour of the learner because the teaching and the learning mission come easier for both teacher sand learners. However, it is impacted negatively if there are disciplinary problems between the learner and the teacher; no or little learning will take place in thoroughly undisciplined classroom especially if the learner is not interested in the teachers' courses and personalities.

Many disciplinary problems affect the success of the teaching learning process, among them, there are:

1-Absenteeism:

Absenteeism is a problem that has direct effect on learners and teachers as well. Not just the student who miss their class for reasons, but also the teachers who always feel obliged to find solution how to minimize this situation because every student has different causes for his habitual absenteeism among them is that the learner doesn't like the English teacher and the English course. On the other hand, students are unaware of the effect of their absence on their teachers and their classmates.

Another point of these student is that the abusive absence makes them ignoring what is going on in the class. when coming in class, teachers find themselves obliged to make up the lectures missed by those students, and therefore their classmates may become bored as they have already seen the teaching points.

2-Disruptive Talking:

The ability to talk is not negative, but the continual talking is disruptive. Disruptive talking has an impact on the teachers and the whole group as well as they lose their concentration. Mainly, the disruptive talkers react like this to attire attention of the teachers because of social needs as personal interaction is of great importance to them. Also, they need to experience some kind of success and celebrity through talking by doing some attitudes and actions.

Generally, disruptive talkers are weak in their studies, inattentive, poor listeners and motivators. They come unprepared for school, and rarely do their homework carefully. On the other hand, disruptive talkers influence the classroom atmosphere in different ways; for example, the teacher can't start his lecture without getting his students attention while the students lose their interest of learning and motivation as a result the teacher find his self in trouble with group of students instead of one or two.

3-Defiance:

In general, the students try to test their teachers' limits using some negative actions. If the teacher reacted and tried to discipline them, they challenged him openly and refuse to give up their bad and defiant behaviour. This kind of students' behaviour is really problematic as it implicated negatively on teachers and students. They are never affected by what the teacher does and says, reacted oppositely, and always critic their teachers' treatment.

According to Brophy and Good (1999), teachers who do not have special training in dealing with serious personality disorders, therefore they do not know how to respond and handle this category of students. That leads other students question their teacher authority and sometimes, peers are influenced by the defiant student when they see it's working so that they try it themselves.

Teachers, then, had the difficulty to control the discipline of other students influenced by the defier and they waste all their time and efforts on getting organised and restoring order.

4-Aggression:

Long and brendtro (1993:3) define aggression as a spontaneous, impulsive act of anger. Aggression is an unplanned action full of anger that occurs during the time of stress. In this context, aggressive behaviour refers to verbal, nonverbal, or physical action or response that injure another indirectly or directly to harm another person.

Hunt (1993, pp 16-18) describes five patterns of aggressive behaviour; over aroused aggression, impulsive aggression, affective aggression, predatory aggression, and instrumental aggression.

• Over aroused aggression: students engage in behaviour that is characterized by high levels of activity that results in frequent accidents and aggressive incidents. Students who push and shove their peers often provoke or initiate an aggressive response from their peers. Unlike motivation for other types of aggressive behaviour, students who demonstrates over aroused aggression rarely select their victims.

• Impulsive aggression: Student are generally quiet and passive in their demeanour but seeming have a low tolerance for frustration. When frustrated, the student may burst into a flurry of activity and violence that can be uncharacteristically destructive.

• Affective aggression: Student demonstrates rageful aggression. Their behaviour is described as appearing to be chronically angry, resentful, and hostile.

• Predatory aggression: Students seem to be seeking revenge. Individuals who demonstrate predatory aggression are described as persons who wait for a chance to get back at another person in a hurtful, harmful manner.

• Instrumental aggression: Students act as the intimidating bully. Students who engage in instrumental aggression demonstrate behaviour that allow them to get their own way through intimidation of others. (T.J.Zipoli, 2008)

1.5 Strategies used to deal with this kind of problems:

Disciplinary problems affect not only the learner who is misbehaved, but also the teacher who is suffering to control his tension between his students' attitudes and the effectiveness of the lectures done, and the parents who are always afraid about the future of their children.

1.5.1 Classroom management:

Teacher has to manage his classroom effectively. "The ability to manage a group of pupils is not a natural gift with which teachers are born. It is something teachers have to work at; to be learned, practiced, and improved" (Walker and Newman1991).

The reaction of the teacher is different from one to another when the student behaves badly. The personality of the teacher affects the control of the students. While handling with any kind of misbehaviour one must be also sure that each kind of punishment is in the line with the policy of the school (Harmer 1990:215). That why, every teacher concerned with the process of classroom management because it supports both teaching and learning in order to prevent behaviour issues and to improve learning.

Classroom management is the method and the strategies used by the teacher, and it is defined in different ways. According to Brophy (2006:17), "Classroom management refers to actions taken by teachers to create and maintain a learning environment conductive to successful instruction (arranging the environment, establishing rules and procedures, maintaining students' attention to lesson and engagement in activities)". In other words, it is a process of creating and maintaining orderly classroom.

Evertson and Weinstein (2006 :4): "The action teachers take to create environment that support and facilitates both academic and social emotional learning; it refers to the procedures, strategies, and instructional techniques that teachers use to manage student behaviour and learning activities. Richards (1990 :10) also defines it as the ways in which students' behaviour, movement, and interaction during a lesson are organized and controlled by the teacher.

Bellon and Blank (1992) say that term classroom management and discipline are often used interchangeably. It is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students, the term the prevention of disruptive behaviour.

Tan, Persons, Hinson, and Sardo Brown (2003) find that classroom management refers to all those activities necessary to create and maintain and orderly learned environment such as planning and preparation of materials, organization, and decoration of classroom and certainly the establishment and enforcement of routines and rules.

It is also closely related to issues of motivation, discipline and respect; Krause, Bouchner and Duchesni (2003) claim that classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.

 The teacher who succeeds in maintaining students' discipline to create conductive classroom is an effective teacher. Teachers' strategies to manage the discipline serve as motivation in learning (Muller, Katz, & Dance, 1999), assistance to achieve goals, expectation and responsibility (Woods, 1990), and influential factor to improve academic performance (Gitome, Katola, &Nyabwari, 2013).

There are many strategies to manage the students' behaviour and classroom, among them there are:

•   The positive discipline is a model of instruction that facilitates learners to develop character, responsibility, self -control and obedience to rule (Savage & Savage, 2010) by emphasizing the positive point of behaviour (Nelsen& Lott, 2012).

•   The teacher has to observe actions of the students and their consequences on learning. According to Skinner (1974:181), operant conditioning of learning believed that teachers need to manage their students' behaviour through reinforcement. This reinforcement can be positive (if the student does something pleasant, he receives a reward from his teacher) or negative (like weekend homework, less of opportunities…etc.

•   The teacher should be assertive teacher, Canter (1976) describes such a teacher as:" One who clearly communicates her wants and need toher students, and is prepared to reinforce her words with appropriates actions. She responds in manner which maximizes her potential to get her needs met, but in no way violates the best interest of the students".

Here are some strategies adapted from many teachers views articles:

•   The teacher should develop expectations for behaviour and create set of rules at the beginning of the school year to contribute a successful learning and orderly environment.

•   The teacher should put some activities and behaviours that led to easy classroom operation including their procedures to teach them and specific guidelines

for how to act a situation. These should be thought at the beginning of each lecture and are reinforced through reminder rather than consequences.

• The good academic management reduced the misbehaviour between the Englishteacher and the learner, for example: selecting an interest learning activities, using PBIS, (Positive Behaviour Interventions and Supports) to establish the behavioural support and social culture needed for all students in a school.

• The teacher is a model of respect, carrying, and encouragement, students feel relaxed and interested without fear if he creates a safe environment.

• The teacher should make an equality between his students and treat them in the same way, in order to avoid problems between students.

• The teacher should have a set of authority to be taken seriously by the students' confidence and strong presence.

- The teacher ought to act as a leader rather than a boss in term of engaging thestudents in decision making, clear expectation to students, and listening to student.

- The teacher had to show and share with their students that they are capable and responsible for constructing positive learning environment. Soares (2007) replicated that building rapport and developing awareness, raising activities, constituted an effective way to minimize behaviour problems in the foreign languages classroom such as disruptive talking incomplete homework and unwillingness to speak only English in class. The author highlighted thatteachers had to learn to value students as individual and show them they are capable of going beyond their perceived limitations (Soares, 2007:53)

1.5.2 the relationship between teachers and students:

Building good relationship between the teacher and the learner improves a successful learning environment. According to Lindsay and Knight: "Personal relationships also play a big part in classroom learning. A good rapport between teacher and learner is likely to be beneficial to the learning process.

According to Payne (2001:111):

> Relationships always being as one individual to another. First and foremost, in all relationships with students is the relationship between each teacher and student, than between each student and each administrators, and finally, among all of the players, including student-to-student relationships.

Student-teacher relationship is important basic of the students' success behaviour and the teacher development. Pianta (1999:62) defines this kind of relationships as the « emotions–based experiences that emerge out of teachers on going interaction with their students». It is considered as the heart of teaching as Rita Pierson noted in her famous TED talk: " kids aren't going to learn from someone they don't like", and the secret of that increase the emotional development of the student.

Good teaching and learning depend on good communication and positive interaction between teachers and students and positive teaching learning environment. If the students have positive relationship with his teachers, Its impacts his learning, his motivation and behaviour positively. One of the main objectives in teaching, is to create an atmosphere that may enhance the learning process. By displaying a good attitude, being communicative, and creating a secure setting, the teacher may be able to help students to feel comfortable and motivated to learn a foreign language (Vilar beltran: 1995).

 Another important goal in the teaching profession is building a healthy learning environment. According to Davis (2003:207):

Operating as sociology agrees, teachers can influence students' social and intellectual experiences via their abilities to instil values in children such as the motivation to learn, by providing classroom contexts that stimulate students' motivation and learning; by addressing students'need to belong; and by serving a regulatory function for the development of emotional, behavioural, and academic skills.

He adds:

> Moreover, supportive relationship with teachers may play an important developed role during the translating to and through middle school.

However, developing relationships with early adolescent unique challenges to middle school teachers. (2003:207)

Kruger and van Schalkwyk (1997) look at various ways of promoting good relations in classroom. It was found that behaving consistently, and being open and approachable will ensure a healthy relationship (162). In support of this Roberston (1996) contends that using humour, friendly greeting and non-verbal supportive behaviour may help improve such relations. Spaulding (1992,70), however, is of the opinion that teachers should avoid 'humour targeted at learners. On the other hand, Kruger and Van Schalkwyk (1997) discovered that the quality of the relationships in the classroom has a great influence on the extent of productive or disruptive behaviour that is evidenced in the classroom context. However, authority and discipline are important in the relationship of the teacher with his learner to not lose the control of the classroom. Oosthuizen, Roux and Van der Walt (2003) are of the opinion that the application of discipline should not be construed as solely a clamp-down on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring and guiding relationship with learners.

1.5.3 The role of parents:

The role of parent in the discipline of their children is crucial because they are the first school that educates them. They have also an important role in controlling their behaviour because they are aware about risks that may face them. Communication between parents and their children giving birth a good and strong relationship. They have the duty to care for their children until they are beyond school-going age. According to Vyver and Joubert (in Van Schalkwyk and Oosthuizen, 1995:145) this duty implies that a parent has to provide guidance in respect of various areas of life in order to prepare a child physically, mentally, spiritually, morally and culturally for adult life. It further entitles the parent to mould the child's character and to teach him acceptable habits, to make reasonable decisions regarding the child's education and to take disciplinary measures against a child in order to ensure that the child is obedient (Van Schalkwyk and Oosthuizen, 1995:145).

Teaching respect is a fundamental point in parenting. Parents teach their children love, respect for a responsible behaviour. Then children will learn how to respect them and respect other people. They will respect their classmates and educators and there will be less discipline problems encountered by educators at schools. As a result, there will be a healthy relationship and environment at school.

The parenting involvement and supervision has an impact on the discipline of the child in the classroom. Specifically, parents are invited to be more involved in their child's schooling. They have to communicate and contact teachers frequently, as well as coordinated behaviour -change approaches, are very useful and could be formalized into a disciplinary consequences. In addition to that, their role is to be the support and the counselling of their children; they focus on problem-solving or personal issues interfering with learning.

The parents are also responsible for their child's disciplinary actions. They have to discuss and plan with them the school policy on discipline and behaviour management and how to constitutes preventive measures. They help the school and the teachers with high percentage in conducting the discipline of the learner, reducing the students' disciplinary problems cases and promote a culture of respect for the teachers, between classmates and for the school regulation.

The role of parents contributes in resolving the problems of discipline of the students in and out of school. Below are some suggestions:

- Parents have to check the homework of their children.

- Parents have to monitor the school attendance and timing.

- Have communication and dialogue with them.

- Encourage their children to do activities together for keeping them busy sothat they won't engage in social vices.

- Controlling their attitudes, programs they watch on television and their friends who go out with them.

- Stay in communication with teachers on students' behaviour and schoolperformance.

- Punishing students for misbehaviour outside school and far from their peers.

- Avoid buying mobiles for their children.

- Parents have to make their children love their subjects and English in particular by communication with them and doing activities in English to close the relationship between their children and teachers.

1.6 Conclusion:

This chapter attempts to provide a general overview of the relevant literature concerning the disciplinary problems in the teaching learning process in general and English in particular. It discusses the types and the causes of disciplinary problems and their impacts on the teaching learning situation. Then, the strategies used to deal with this kind of problems including the classroom management, the relationship between teacher and pupils and the role of parents for a successful teaching learning process.

Chapter Two:

Data Analysis and Discussion of The Results

ChapterTwo:

2.1 Introduction

2.2Research Methodology

2.3Case Study

2.4Population and Sampling

> **2.4.1Teachers' Profile**
> **2.4.2Learners' Profile**

2.5Data Collection Tools

2.5.1Teachers' Interview

2.5.2Learners' Questionnaire

2.6Analysis of The Results

2.6.1Teachers' Interview

> **2.6.2 Learners' Questionnaire**

2.7Interpretation and Discussion of The Main Result

2.8Suggestions and Recommendations

2.9Conclusion

2.1 INTRODUCTION:

This chapter presents the practical side of the research. It describes the research methodology followed to reach the targeted objectives. It is divided into three sections: the first one concerns the description of the research design used in the current study, the second one deals with the data analysis and interpretation of the main findings and the third one is related to some suggestions and recommendations provided after the analysis of the issue.

2.2 Research Methodology:

It is an important stage in conducting any research to select the research method.For this reason, and in order to achieve reliable results, the researcher has to choose an appropriate research methodology. The following sub-section will be devoted for the discussion of the research methodology used in this research work.

2.3 Case Study:

This research is a case study which aims to collect data about the disciplinary problems and their impact on the teaching learning process and the strategies used to fight these problems. According to Gerring (2004:342) a case study is: "an intensive study of a single unit for the purpose of understanding larger class (similar) units". In the same vein, Yin(1993:11) points out that a case study "refers to an event, an entity, an individual, or even a unit of analysis". Hence, the researcher tries to shed light on a sample population (see 2.4.2) in order to have a general idea about the impact of disciplinary problems on learners' education at the level of middle schools.

2.4 Population and Sampling:

The research sample for this study comprised two categories, thirty-five pupils of fourth year middle school of mixed gender and ages. In addition to five teachers of English and French.

2.4.1Teachers' Profile:

The researcher conducted the interview with five teachers from the Middle School of Elyebdri Ahmed, Ain Elhoutz, at Tlemcen. They were threeEnglish and two French teachers of one male and four females with different qualifications.Most of them have magister and master degrees having long time of experiences in teaching at

middle schools. Because the number of English teachers was small, it was thought that the opinion of teachers of French may be helpful and enriching the data as they were teachers of a foreign language like English.

2.4.2Learners' Profile:

The participants are fourth year pupils from Elyebdri Ahmed Middle School at Tlemcen.They are 35 pupils from different groups and mixed gender in order to vary data and help collecting different and various points of view of the studied situation.

2.5 Data Collection Tools:

Data collection is the process of gathering and measuring information for a research work. Gay (1987) describes data collection instruments as devices used to gather data, like questionnaire, tests, interview and checklists. It goes without saying that each instrument has its own strengths and weaknesses. The instruments used in this study in order to collect data were the questionnaire which was designed for the pupils and asemi structured interview for teachers. They were described bellow:

2.5.1Teachers' Interview:

Accordingly, Gillham (2000 :01) defines the interview as "a conversation usually between two people, but it is a conversation where one person the interviewer is seeking the response for a particular purpose from the other person".

In the current study, the researcher formulated a semi-structure interview made up of ten questions based on both closed-ended and open-ended questions for five teachers (English and French).Its aim is to learn about the teachers' opinions about the disciplinary problems they faced with their pupils and the techniques used for better classroom management. Moreover, it aimed at discovering the nature of relationship between the teacher and the learner. The description of the questions is presented in what follows:

Q1: How long have you been teaching English in the middle school?

Teachers were asked to give the years of the teaching experience in the middle schools.

Q2: Do you face any disciplinary problems with your pupils?

The target of this question was to know if the teachers have disciplinary problems with their pupils in the classroom.

Q3: What do you think of the students' discipline in the middle schools?

The aim of this question was to explore the teachers' point of view about the students' discipline in the middle school.

Q4: What makes some pupils behave badly in the classroom?

The objective of this question is to extract information about the sources of pupils' misbehaviour in the classroom.

Q5: Do you think that good relationship exists between teachers and pupils?

This question aimed to know the nature of relationship the teachers had with their learners.

Q6: Do you think that middle school gives importance to discipline?

This item aimed at knowing if the middle schools are aware about the importance of discipline.

Q7: Does teaching experience matter in education and discipline?

The target of this question was to know if the teaching experience had an impact on education and discipline.

Q8: Does the problem of discipline affect your teaching process?

The target of thisquestionwas to have an idea on how the problem of discipline affect their teaching process.

Q9: Does the parental control affect the teaching learning process?

This question was asked to understand how parental control affect the teaching learning process.

Q10: What do you do for better classroom management?

The purpose of this question was to identify the strategies used by the teachers for better classroom management.

2.5.2Learners' Questionnaire:

The questionnaire is a research instrument that researcher uses for collecting data. It is helpful in a way it helps to gather reliable data from varied and large number of participants. Gillham (2008:2) defined "Questionnaire are just one of a range of ways of getting information from people usually by posing director indirect questions". It is composed of different types of questions; close-ended questions, the researcher made a set of answers and the participants chose one from them, and the open-ended-ended questions, in which the participants had the opportunity to answer in their own word giving their opinions and background information, and the last type of questions is the multiple- choice question that consists of more than two responses.The questionnaire used in this study is of the multiple- choice type to vary data quantitatively and qualitatively. As the respondents don't master the English language, the researcher drafted the questionnaire in standard Arabic. After including the respondents' answers, he translated it into English.

The questionnaire was composed of nine questions was addressed to thirty- five pupils. It aimed to identify the nature of pupils' feeling towards their teacher. The target of this questionnaire was to determine the sources of misbehaved pupils in classroom. The questions are described as follow:

The first and the second questions aimed at knowing the pupils' ageand if they were pupils repeating the year or not followed by asking about the pupils feeling towards learning English and teachers of English (question 3 and 4)

Q5: Do you face any kind of disciplinary problem with yourEnglish teacher?

The objective of this question was to know either the pupils have problems with theirteachers or not.

Q6: What are the disciplinary problems you notice from your classmates with your teachers?

The purpose of this question was to identify the disciplinary problems provoked by some pupils with their teachers.

Q7: What makes some pupils behave badly in the classroom?

This question aimed to know the sources of misbehaviour of the pupils in the classroom.

Q8: Do you think respect exist between the teacher and the learner nowadays?

The aim of this question was to inform about the respect between the teacher and the pupils nowadays.

Q9: Does the problem of discipline affect your learning?

This question aimed to know how the problems of discipline affect the learning process.

2.6. Analysis of The Results:

The data analysis is the process of evaluating the gathered data in order to help the researcher to find answers to the research questions.

After choosing and applying the right research instruments; it follows the step of analysing the obtained answers. Data analysis procedure enables the researcher to find answers for the questions through two different methods whether quantitative or qualitative.The first one aims at describing data by statistics such as numbers, tables, graphs, while the second one provides a critical analysis and interpretations of the statistical aspects mentioned before. Thus, the researcher depends on both quantitative and qualitative procedures to analyse her data in this present research work.

In this part, the resultsachieved are presented in the following questionnaire and interview results analysis:
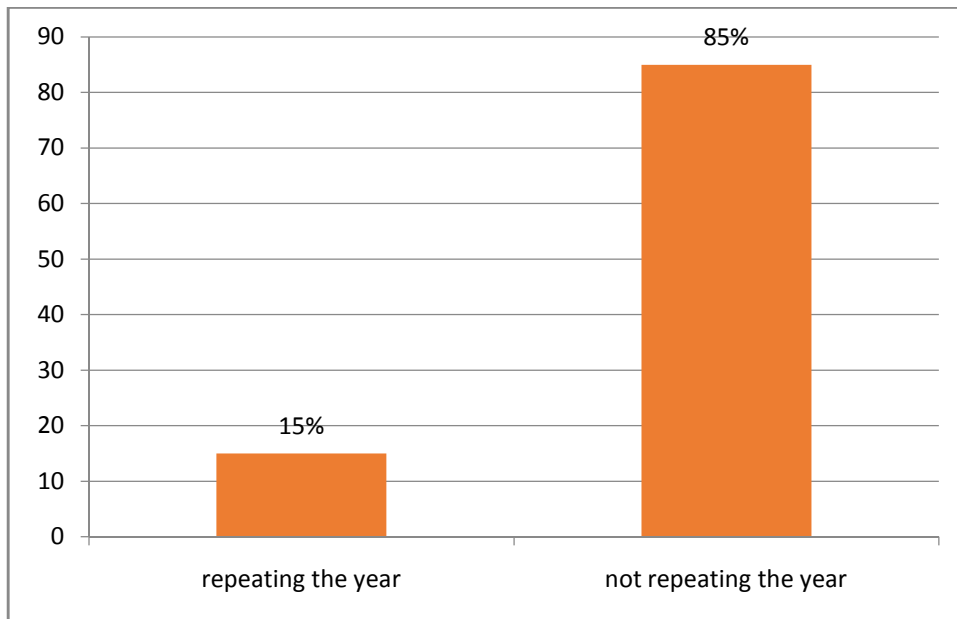
2.6.1. Learners' Questionnaire:

Q1:-How old are you?

Pupils	Age
16	14
08	15
6	16
2	17

Table2.1: The age of the pupils

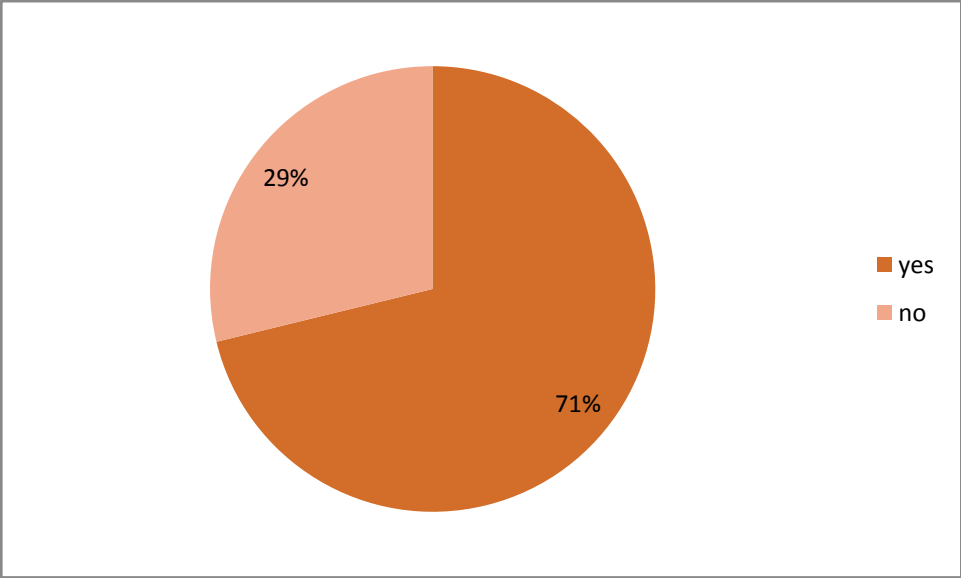 The result obtained showed that the age of the students varies between 14 and 17 years old.

Q2:-Are you a Pupil repeating the year?

Figure2.1: - Pupils' repeating the year

  The target of this question was to know how many pupils are repeating the year,so we find that 15% (10 p) are repeating and 85% (25 p) are not.
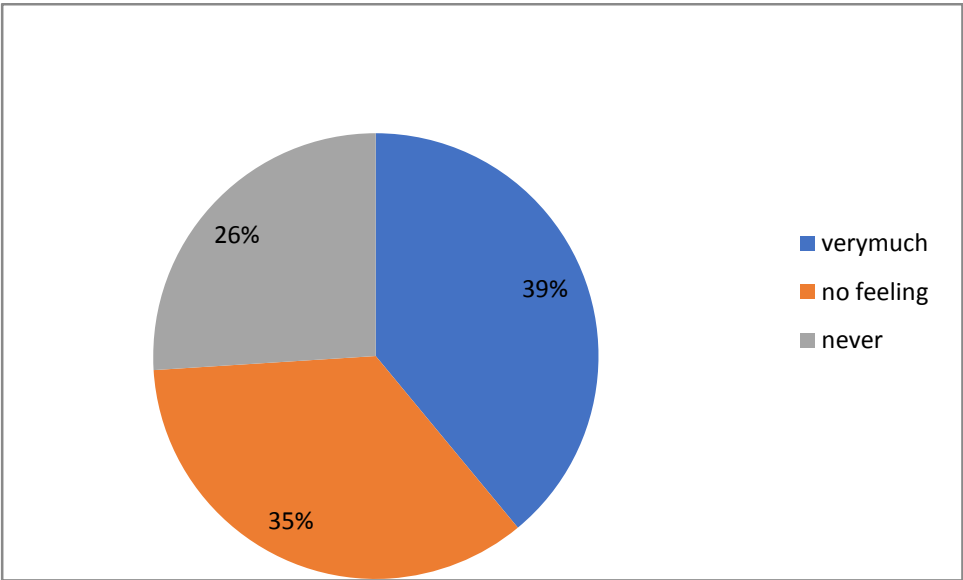
 Q3:-Do you like learning English?

Figure2.2. Pupils' Feeling TowardsLearningEnglish

The aim of this question was to know the feeling of the pupils towards learning English. The result obtained from this question shows that 71,18%of the students like to learn English and 28,82% are obliged to learn it.

*Q4:*-Do you like all your teacher of English?

Figure2.3: Pupils' Feeling Towards their English Teachers

  The target of this question was to identify the nature of the students' feeling towards their teachers of English. Indeed 26%(9 p) informants stated that they hate

them.whereas,39% (14 p) informants said that they love their English teachers very much. However, the remaining 35%(12p) informants answer that they are indifferent.
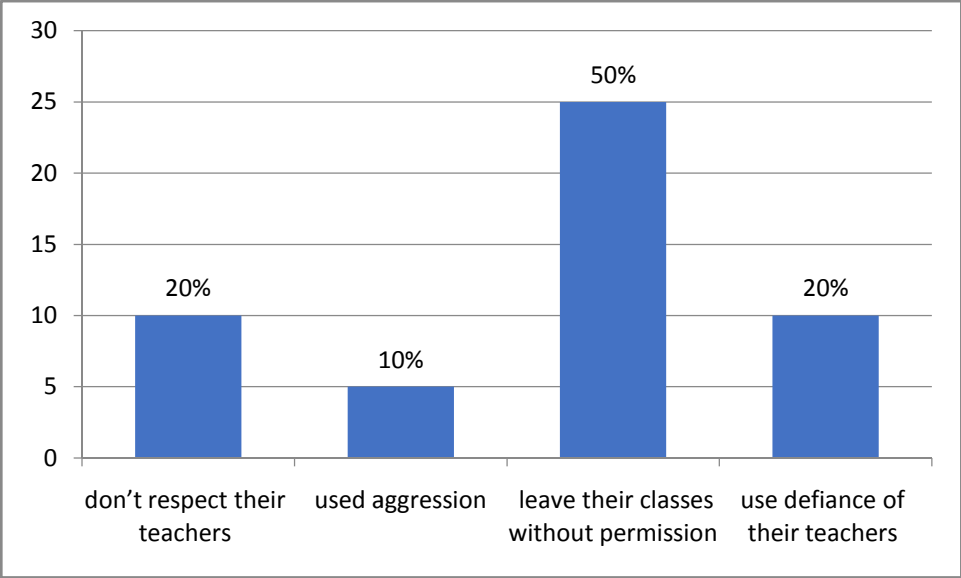
Q5:-Do you face any kind of problems with your teachers of English?
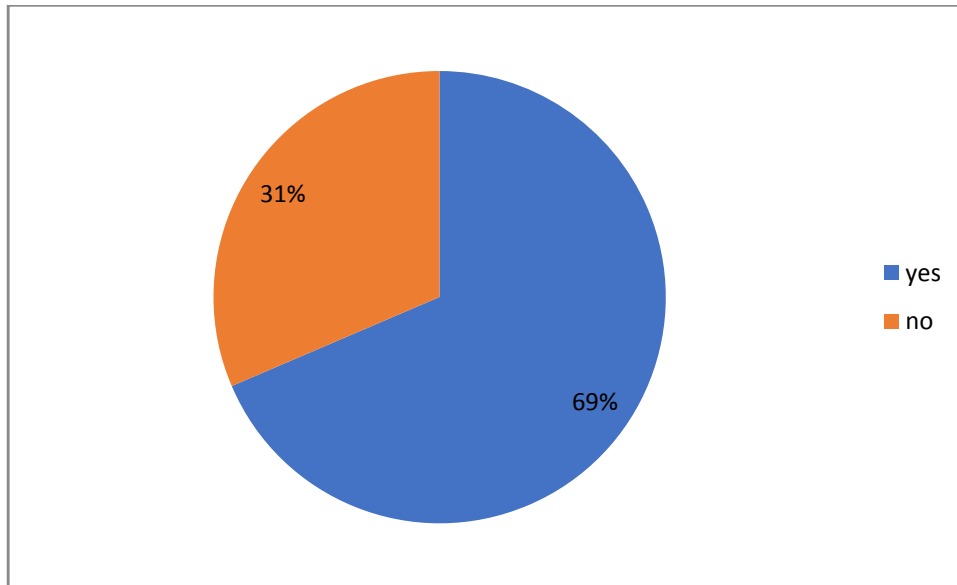
*Figure2.4:*Pupils' problems with their teachers

The result denotes that (24 pupils)69% from 35 don't have any kind of problems with theirEnglish teachers, while the rest 31% (11 pupils) face some problems.

Q6:-What are the disciplinary problems you notice from your classmates with your teachers?

Figure2.5: Classmates' Disciplinary Problems

The result achieved concerning this question showed that 10% of pupils don't respect their teachers, 5% used aggression, 25% leave their classes without permission, and 10% of them use defiance of their teachers.

Q7:-What makes some pupils behave badly in the classroom?
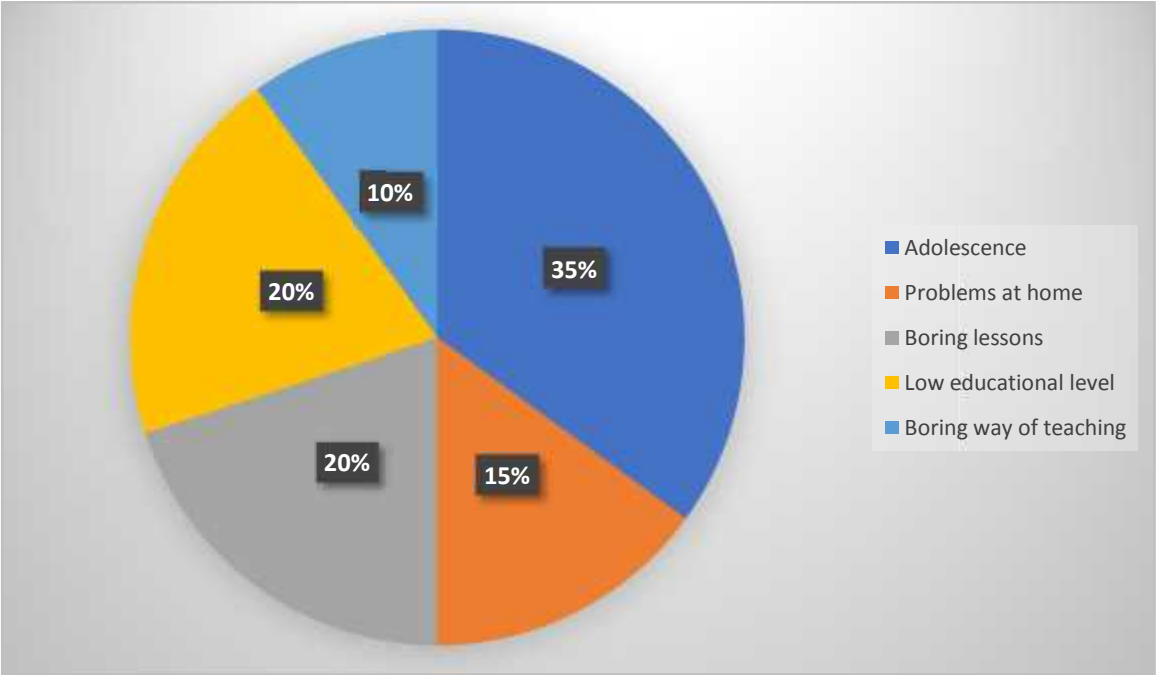
Figure:2.6: Causes of Disciplinary Problems in theClassroom

The findings demonstrated that the most common causes that gives the rise of misbehaviour by pupils in the classroom, and the result was the majority of the pupils(35%) saw that adolescence is the major cause that make some pupils misbehaved in the classroom. 15% found that problems at home a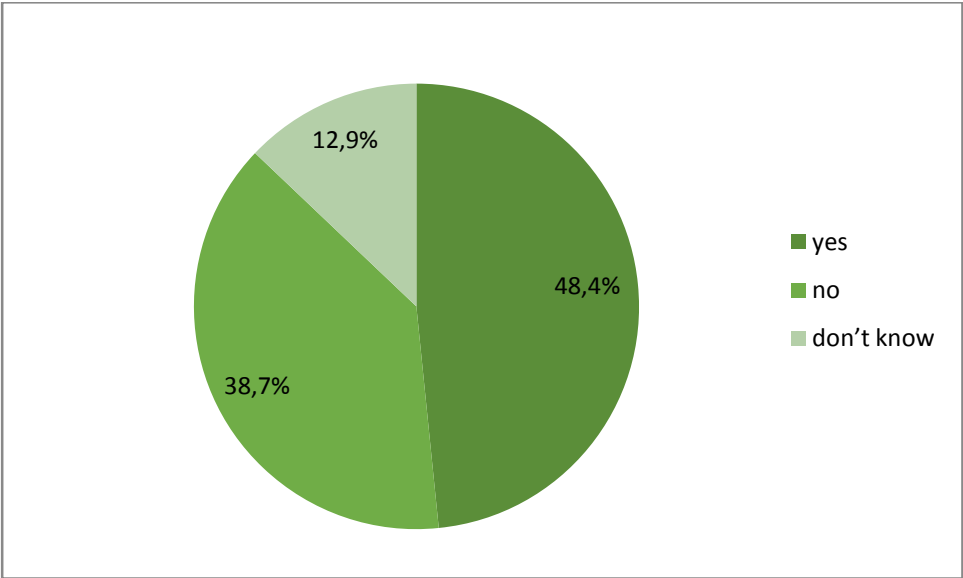re factors.Whereas, 20% said that boring lessons and low educational level are reasons of misbehaving.Meanwhile, 10% stated that boring way of teaching makes pupils behave badly in the classroom.

Q8:-Do you think respect exist between teachers and learners nowadays?

Figure2.7: Respect Between Teacher and Learner

This figure demonstrates that 48,40% of pupils think that respect is still existing between the teacher and the learner in schools.While, 38,70% is not the case.Whereas, 12,90% of them don't know.

Q9:-Does the problem of discipline affect your learning process?
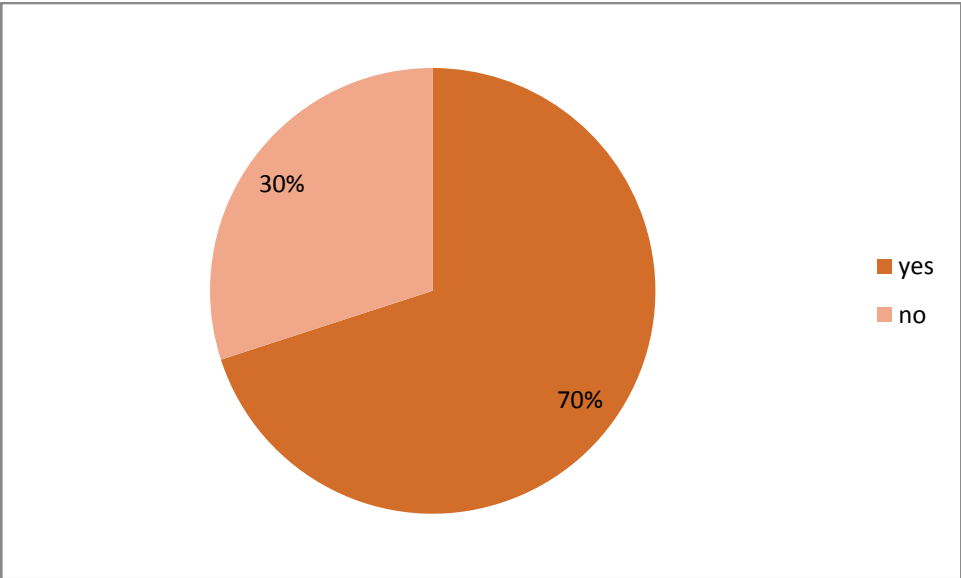
Figure2.8: Effect of disciplinary problems on the English learning Process

The aim of this question was to know whether the pupils can learn in class with undisciplined pupils. The result revealed that the most 70% of them are disturbed from their classmates so that they can't concentrate inside the classroom and they lose focus on their educational goals,while,30% are not the case.

2.6.2. Teachers' Interview:

Q1:-How long have you been teaching in the middle school?

Figure2.9:Experience of Teaching

The aim of this question was to know the years of experience of the teachers and to had an idea about how experienced teachers act with learners, so the result revealed that most of them are experienced ones. 2 teachers of them teach between 8 to 10 years, and 3 teachers teach between 11 to 24 years.

Q2:-Do you face any disciplinary problems with your pupils?
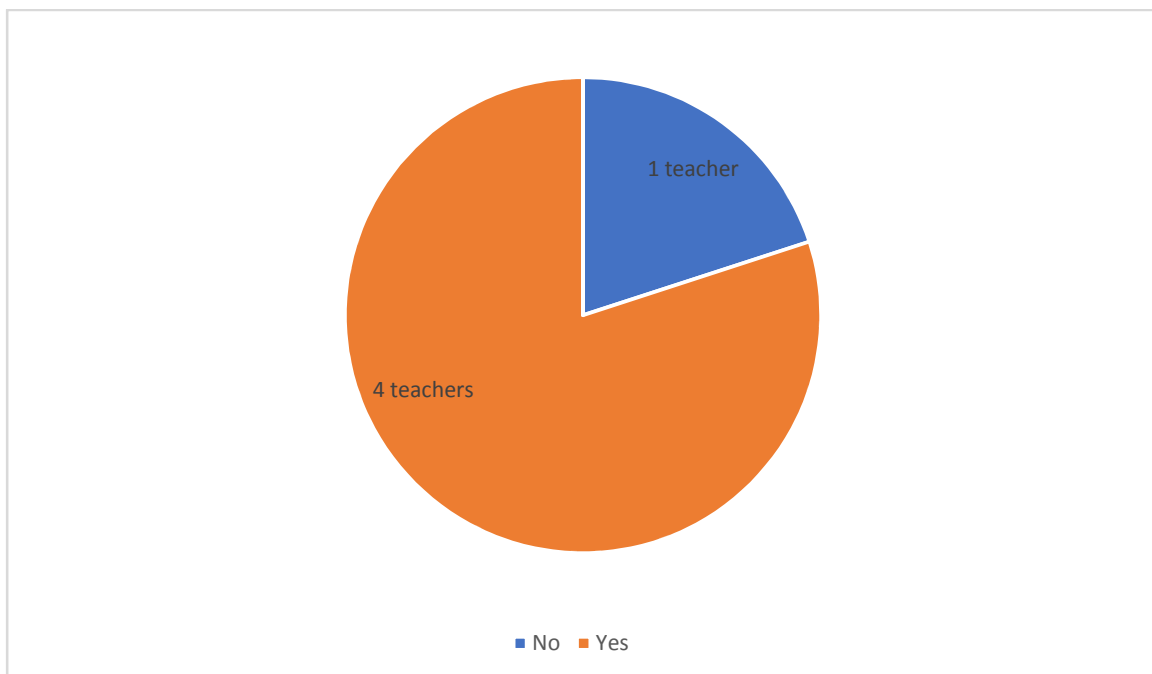
Figure2.10:Problems of Discipline with Pupils

This question was set to see if the teachers have any kind of disciplinary problems with their pupils or not, and the result was 4 teachers of them said that they face many disciplinary problems and 1 teacher has no problems with their pupils. And when seeking which gender caused more problems, the majority of the teachers (3) revealed that boys cause more problems than girls, and (2) said that both girls and boys cause disciplinary problems.

Q3:-what do you think of the students' discipline in the middle schools?

The result of this question was the same by all the teachers interviewed and 5/5 of them said that year after year the pupils' discipline disappear and they have difficulties to control their indiscipline.

Q4:-What makes some pupils behave badly in the classroom?

The result of this question was mainly the same by all the teachers.It is summarized in what follows:

•   The lack of parental control.

•   Bad way of teaching and controlling the class.

•   Learners emotional problems.

•   Influence of bad behaviour by some learners to their classmates.

•   The teacher's maltreatment to his pupils and the use of verbal violence.

Q5:-Do you think that good relationship exists between teachers and pupils?
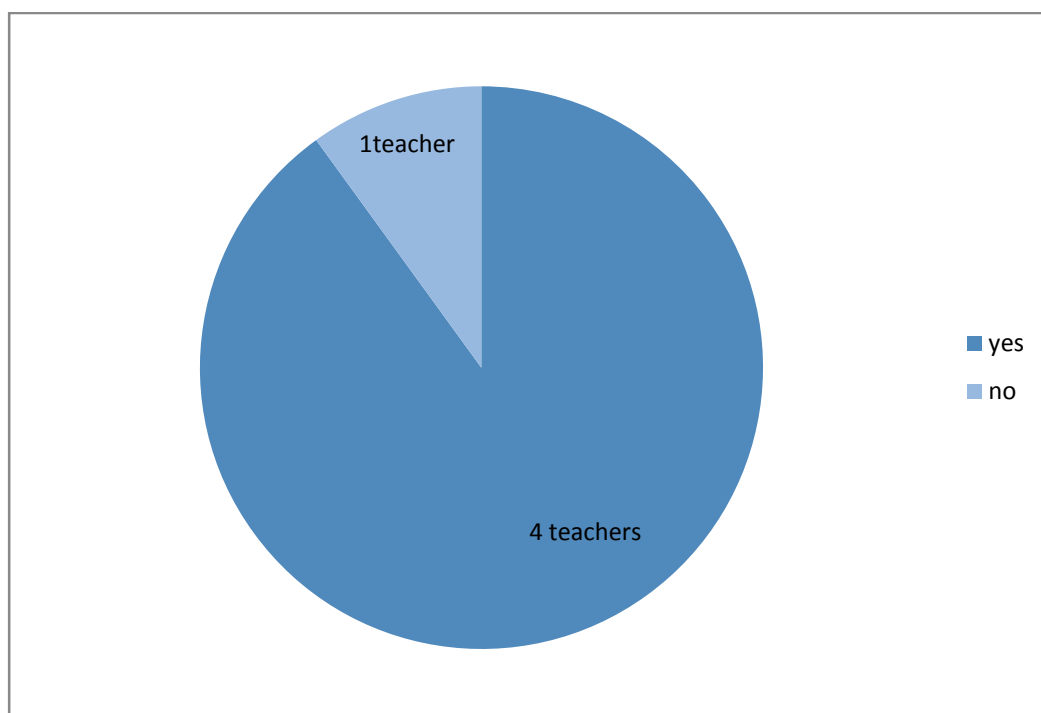
Figure2.11: Relationship Between Teacher and Learner

As for the results, a high number of teachers (4) indicates that they teach with love and emotions to build good and meaningful relationship with their pupils, while, the remaining (1) teachers said that respect and seriousness are more important than to have good relationship.

_Q6:_-Do you think middle schools give importance to discipline?

The answer obtained from this question indicates that the entire informants 5/5 stated that discipline in school come first, after there is the education.

_Q7:_-Does teaching experience matter in education and discipline?

All the teachers agreed about the teaching experience and its impact on education and discipline because as much as the teacher is experienced, as much he/she knows the pupils' personalities and how to control them.

_Q8:_-Does the problem of discipline affect your teaching process?
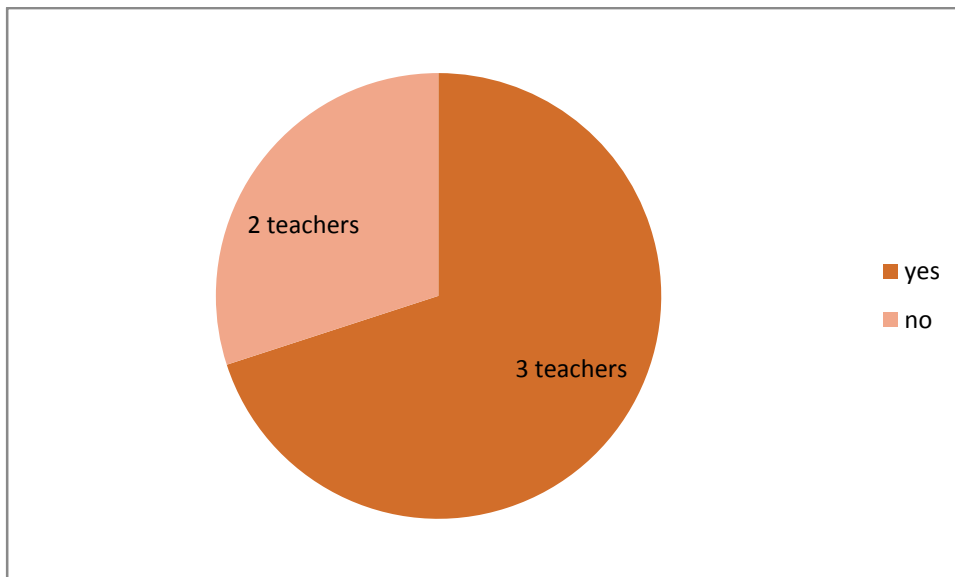
Figure2.12: Effect of disciplinary problems on teaching process

As for the result, 3 teachers said that undisciplined pupils bother them and obstruct their teaching process, so that they can't teach comfortably, they lose tempers and often think to leave their profession,whereas, the other 2 teachers confirmed that

the most important for them is to finish their programme of teaching and they don't mind of their pupils' discipline.

Q9:-Does parental control affect the teaching learning process?

The answer obtained from this question revealed that the 5 teachers said that with the help of parental control, they reach better teaching learning process.
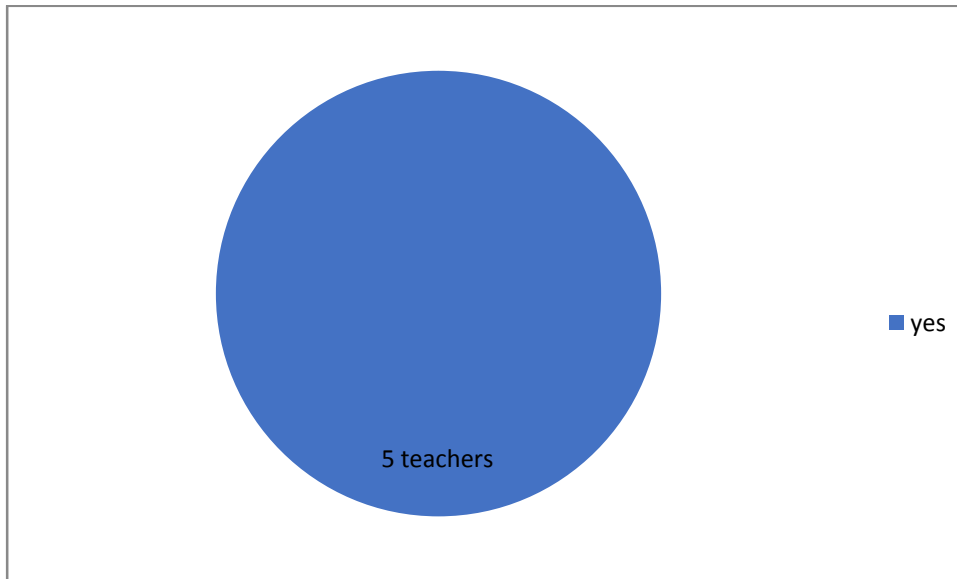
Figure2.13:. Effects of Parental Control on the teaching learning process

Q10:-What do you do for better classroom management?

The most important strategies for better classroom management that all the teachers listed were the following:

• Direct your instructions so that pupils know what is going to happen.

• Make sure that classroom is comfortable and safe.

• Come to class prepared.

• Show confidence in your teaching.

• Attention in entire class.

• Build good relationship with pupils and make them love the English courses.

• Involve everybody's participation.

2-7. Interpretation and Discussion of The Main Results:

The pupils' questionnaire and the teachers' interview were used to collect a considerable amount of data related to the issue of disciplinary problems in the teaching/learning process in the case under study which close relation to English learning.The analysis of the results makes the researcherable to find answers to the research questions.

Concerning the first hypothesis, which denotes that disciplinary problems have an impact on English teaching/learning process in making pupils lose focus and concentration during the lesson because of other pupils' bad behaviour, disturbance and mis-respect of the teacher. In addition, teachers lose time in trying to control the classroom and lose sometimes temper. The pupils' questionnaire results (Q8 and Q9)showed that the majority of the learners are affected negatively by this problem since discipline plays an important role in their learning process, so they couldn't concentrate inside the classroom because of other's bad behaviour and mis-respect to the teaching environment.Then, they couldn't achieve the educational goals. On the other side, the teachers' interview (Q7 and Q8) revealed that the pupils' achievement is influenced in away or another by the teachers' experience. They alsofeel irritated in class when facing undisciplined pupils because they bother him and disturb their classmates, therefore, most of them became angry and lose their tempers controls in class.So, they would leave the teaching profession. Thus, the first hypothesis is confirmed.

The second hypothesisdenotes that good relationship between parents and their children can solve the problem of discipline, and teachers should create different techniques and methods to fight thiskind of problem and to affect the teaching learning process. Through the analysis of the teachers' interview (Q8 and Q9), the teachers were aware of the strategies used to deal with this kind of problems so that they built positive and strong relationship with the pupilsand care about their pupils' need and their academic future. Furthermore, classroom management is important

and it could affect the learning if the teachers use theappropriate strategies toorganize their classroom,monitor students' behaviour,and manage their success. They also stated that the role of parents is crucial because home environmenthad an impact on the discipline of the pupils. Good treatment and rich parental guidance resulted a good relationship and positive behaviour. Therefore, the second hypothesis is confirmed.

2.8. Suggestions and recommendations:

After studying the problematic and in the light of the obtained results and with the help of some articles,the researcher has thought of some recommendations and suggestions that may offer some help for both teachers and learners. Thus, for teachers to have the appropriate knowledge about the techniques and strategies on how to deal with the problem of discipline with the learners and how to create an effective classroom management plan, and for the pupils to know their appropriate role in the classroom and their duty towards their teachers:

For Teachers:

- Teachers should not give space for learners to discuss or act violently in class or in school. They must always be available in the school premises by walking around and attending classes punctually during their teaching periods. When the teacher is not available in the class learners find time to do or discuss mischief.
- Teachers should create a friendly atmosphere (by using pupils' name, encouraging them, using praise and reward, employing games to practice new materials.
- Teachers should use and plan activities that allow students to develop real life communication in relation to the scheduled syllabus.
- Teachers should determine some rules and procedures to control the classroom and the pupils' behaviour.
- Teachers should consider their management styles which mainly focused on controlling the learning environment.

- The teacher should avoid anger because the teacher who remains calm is far more effective than the one who easily loses his temper.

- Teacher should avoid raising his voice as shouting to assert his authority,because quiet and soft voice can be often a better way to grape his attention.

- Teacher should place more emphasis on classroom setting arrangement due to its remarkable influence on students' learning.

- Make observation of the pupils' discussion process,note difficulties, feedback his observation to the group, and offer suggesting for overcoming difficulties that the pupils have encountered.

For the learners:

- Learners need more awareness about good behaving in class and its impact on their learning achievements.

- Learners must respect the rules and the procedures of teaching and learning in order to manage their classroom effectively.

- Learners have to be prepared for class, participate in classroom activities and complete the assignments given by the teacher, and facilitates their teachers' task by being active, attentive, and interacting with them.

- Learners must take an active role in their classroom by being responsible of their learning to achieve their educational goals.

2.9. Conclusion:

This chapter is of great importance in this research work,it provided an overview of the research design and the methodology used to collect data, the researcher tried to give a global understanding of the data collection procedures using a pupils' questionnaire and a teachers' interview.Then, it came the presentation of the data analysis and interpretation phase. Also, he gave a detailed description of the analysis of the results. Finally, a number of suggestions and recommendations were addressed to both teachers and pupils.

General Conclusion:

General Conclusion:

General Conclusion:

Discipline has a crucial place in the area of education for the safety of learners and teachers and the success of the educational process. Disciplinary problems become a part of the daily life of the pupils, they impact them negatively and affect the teaching and the learning process. The current study has focused on how can the disciplinary problems affect the teaching learning processparticularly English and which strategies used to control the pupils' behaviour for an effective teaching learning result.

This research study tried to answer the following questions:

1) What is the impact of disciplinary problems on the teaching learning process?
2) How can teachers and parents deal with this kind of problems?

These questions led to the following hypotheses:

a. Disciplinary problems can have an impact on teaching learning process in different ways. Pupils can lose focus on their educational goals and concentration during the lesson because of other pupils' bad behaviour, disturbance and mis-respect of the teacher. In addition, teachers lose time in trying to control classroom and sometimes lose temper.

b. Good relationship between parents and their children can solve this kind of problems, and teachers create different techniques in the classroom and suggest constructive solutions to such a student.

The first chapter is the theoretical part. It includes an overview about the disciplinary problems in the teaching learning process in general and English in particular, defining the concept of school discipline which is the rules and strategies applied in school to manage the learners' behaviour and practices used to encourage self-discipline, and disciplinary problems as the actions that disturb the system of education in schools because of the learners' bad behaviour. Moreover, it presents the types and the causes of the pupils' misbehaviour and their impact on the teaching learning situation. Therefore,
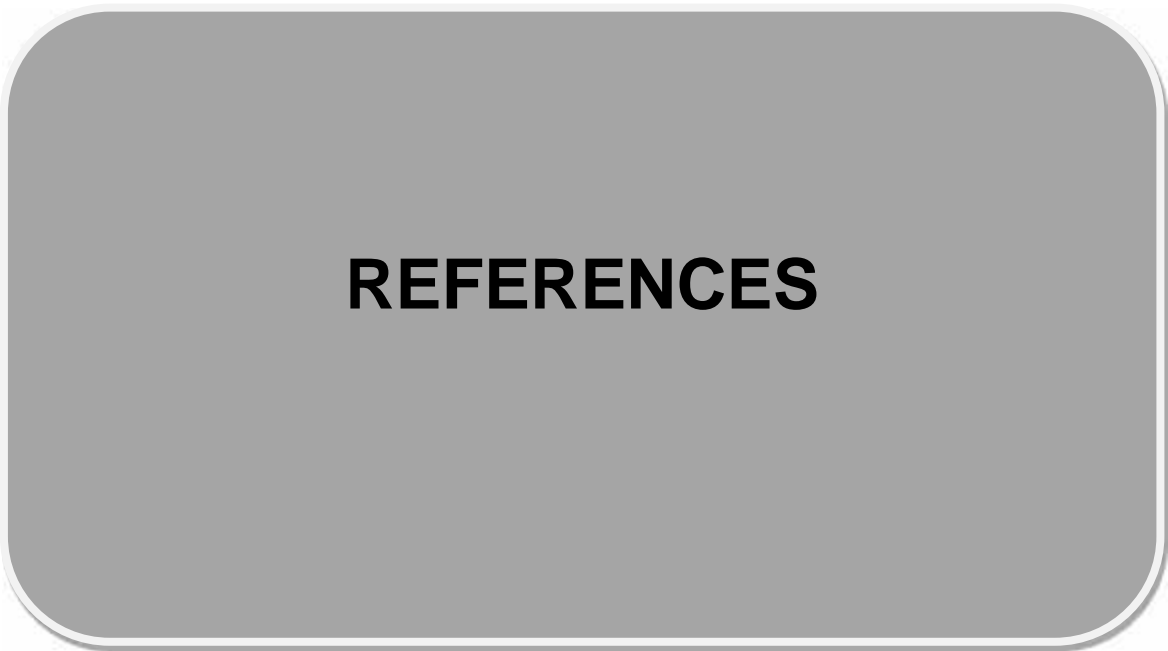
General Conclusion:

the research assumes to present the strategies used to deal with this kind of problems including the classroom management, the relationship between the teacher and the learner,and the role of parentsfor an effective teaching learning process.

The second chapter was the practical part of this research. The researcher made an interview with teachers of English and French and gave a questionnaire for learners of fourth year in middle school.The data were collected and analysed. Then, the researcher dealt with some suggestions and recommendations that help teachers to manage the problems of misbehaviour using different techniques and classroom management plan and for the learners to know their roles and duties in the classroom towards their teachers.

The results' achieved were interesting in which the researcher found that disciplinary problems have negative impacts on both teachers and learners and the educational environment. On the other hand, they set the different causes that make some pupils behave badly in the classroom and the types of relationship between the teacher and the learner. In addition to these, teachers mention the role of parental control and its effect on teaching and learning and the strategies used for better classroom management. The results obtained from the current study confirm the first and the second hypotheses put by the researcher.

In this research the researcher faced some obstacles and difficulties while collecting information, among them was time which makes this investigation unfinished because of deadline since the topic of disciplinary problems in the teaching learning process is deep and wide. In addition, the lack of references like books, and the researcher faced difficulties in finding the appropriate sources.

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APPENDICES

APPENDIX (A): Pupils' Questionnaire

Dear Pupils,

Our research is about the disciplinary problems in the teaching learning process.You are kindly requested to answer the following questions by putting a tick on appropriate answer according to you and make a comment where necessary. Your complete response will be most useful and helpful. With my great thankfulness.

1/ How old are you?

……………………………………………………………………….

2/ Are you a Pupil repeating the year?

yes ☐   No ☐

3/ Do you like learning English?

Yes ☐   No ☐

4/ Do you like you English teachers?

Yes ☐   No ☐

5/ Do you face any kind of problem with you English teachers?

Yes ☐   No ☐

6/ What are the disciplinary problems you notice from your classmates with your teachers?

Don't respect their teacher ☐   Used aggression ☐

Leave classes without permission ☐   Use defiance of their teachers ☐

7/ What make some pupils behave badly in the classroom?

Adolescence ☐   Problems at home ☐

Boring lessons ☐   Boring way of teaching ☐

Low educational level ☐

8/ Do you think respect exist between teacher and learner nowadays?

Yes ☐   No ☐

9/ Does the problem of discipline affect your learning?

Yes ☐   No ☐

APPENDIX (B): Teachers' interview

Dear teachers,

Our academic research is about the disciplinary problems in the teaching learning process. You are kindly requested to answer these questions to know your opinions. Your answers will be helpful for me to complete my research project. Thank you for your help.

1/ How long have you been teaching in the middle school?

2/ Do you face any disciplinary problems in the teaching learning process?

3/ What do you think about the Pupils' discipline in the middle schools?

4/ What makes some pupils behave badly in the classroom?

5/ Do you think good relationship exists between teachers and learners?

6/ Do you think that middle schools give importance to discipline?

7/ Does teaching experience matter in education and discipline?

8/ Does problem of discipline affect you teaching process?

9/ Does parental control affect the teaching learning process?

10/ What do you do for better classroom management?

Résumé:

La discipline est le point clé de la réussite de l'apprentissage dans l'environnement éducatif. Cette recherche se concentre sur les problèmes de discipline dans le processus d'enseignement et d'apprentissage et son impact sur les étudiants et les enseignants. Ce travail de recherche est divisé en deux chapitres pour répondre aux deux questions posées. Il vise à donner des informations sur les problèmes de discipline au niveau de l'éducation et son impact sur le progrès de l'enseignement et de l'apprentissage. Ensuite, le chercheur établit quelques stratégies efficaces pour améliorer la situation de l'enseignement et de l'apprentissage. Pour atteindre cet objectif, deux instruments de recherche ont été utilisés : un entretien avec les enseignants du collège et un questionnaire pour les élèves. Une étude de cas a été menée à l'école intermédiaire Elyebdri Ahmed auprès des professeurs d'anglais et de français et des élèves de quatrième année. Les données recueillies ont été analysées de manière qualitative et quantitative. Les résultats ont révélé que les problèmes de discipline ont eu un impact sur le processus d'enseignement et d'apprentissage et certaines stratégies ont été recommandées aux enseignants et aux parents pour gérer ces problèmes et améliorer le processus d'enseignement et d'apprentissage.

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التأديب: هو النقطة الرئيسية لنجاح التعلم في البيئة التعليمية. تركز هذه البحوث على المشاكل التأديبية في عملية التعلم التعليمي وأثرها على الطلاب والمعلمين. ينقسم عمل البحث هذا إلى فصلين   عن السؤالين   ين. ويهدف إلى تقديم معلومات عن المشاكل التأديبية في المستوى التعليمي وأثرها على تقدم التعليم. يضع الباحث بعض الاستراتيجيات الفعالة لتحسين وضع التعليم. ولبلوغ هذه الغاية،   وسيلتان بحثيتان: مقابلة لمدرسي المدارس المتوسطة واستبيان للتلاميذ. وأجريت دراسة حالة في مدرسة الإيبدري أحمد الإعدادية تناولت معلمين وتلاميذ من اللغتين الإذ ليزية والفرنسية في السنة الرابعة. وتم تحليل البيانات التي تم جمعها من ناحي النوعية والكمية. وكشفت النتائج عن أن المشاكل التأديبية تؤثر على عملية التعلم في التدريس، كما أوصي استخدام بعض الاستراتيجيات للمعلمين والآباء لمعالجة هذه المشاكل من أجل تحسين عملية التعلم في مجال التدريس.