The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheidar University- Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Branch of English

Classroom Management: An emphasis on Positive Discipline

The case of Third year students at the English Department, University of Biskra.

Dissertation Submitted to the Branch of Foreign

Languages, in Partial fulfillment of the requirements for the degree of

MASTER (LMD) Sciences of Language

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June 2015

Dedication

To my dear father and mother whose love always strengthens me.

To my lovely sisters, and brother

To all the members of my family Lemaissi.

To all my friends with whom I shared the university life with its lights and shadows.

To all my teachers.

To my closet friends.

To all those who love me.

Acknowledgements

I would like first to thank ALLAH for giving me strength and capacity to

complete this work.

I would like to express my sincere gratitude to my supervisor Mr. Laala Youssef

for his

Guidance, Support, and Help.

I would like also to express my gratitude and respect to my co-supervisors Mrs

Khouni Ouarda, and for her guidance and advices too.

I would like to express my thanks to Mrs Bakhouch Ryma, Mrs Rezzig Nadia,

who accepted to examine my research work.

I gratefully wish to thank all the teachers and the third year students and

teachers of the Department of Foreign languages for their help and seriousness

in completing the questionnaire.

Appreciations go also to all who helped me in one way or another to realize this

work.

Abstract

The majority of foreign language teachers in the Division of English at Biskra University face notable problems while attempting to maintain well-managed and disciplined classrooms. For such reason, The present study aims at investigating the well-managed classroom by emphasis on positive discipline and its importance in classes of third year students LMD at the department of English in University of Biskra, we have hypothesized that if the positive discipline properly conducted in the foreign language teachers, the well classroom management will improve. To verify the validity of this hypothesis, we have tested the student's understanding of the questions and the relevance of their answers to our study, after we have designed the main investigations. This divided into two kinds of questionnaire. The first one is composed of seventeen questions and administrated to fifty 3rd year English students at the department of English in University of Biskra. The second questionnaire is composed of ten questions given to 5 teachers teaching at the same department during the academic year 2014-2015, the discussion of the results has shown that the positive discipline affect well-managed classroom , also their importance.

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General Introduction

Introduction

Many FL teachers consider that the use of what is known by Classroom Management and Discipline are interchangeably, though are not synonymous. Most of them sit that this meaning tried to explore the reality on how can a disciplined classes arrange the right instructions to be followed. In fact Classroom management means how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen. Classroom management is much more than any one of these the sum of all these words (Charles, 1992; Wolfgang, 1995). So and according to the prior knowledge, how and to what extent can teachers either novice or experienced one touch the eagles of creating the relaxed atmosphere in order to simplify the way how learners can study ?

Background of the study

Individual teachers can make a difference. How the classroom is organized influences the classroom climate and student's behavior. Also, the effective teaching and classroom management are inseparable. In other words, effective teachers are good at managing students' behavior. The first week of school is very important(Ralph 1994).

As (McManus 1989) points out 'teaching is more than the sum of its parts', but it is possible from research, observation and autobiographical anecdote to discern 'four rules' of classroom management applied by successful. These four rules are get them in, get them out, get on with it , and last one is get on with them .

In addition, the volume provides checklists to organize concepts and principles into usable, concise formats, makes use of case studies, includes activities dealing with and correcting classroom problems, and links the concepts of instructional management with behavior/classroom management. Researches has shown that the teachers action in their classroom have the impact on student achievement.

Therefore, classroom teacher job is managing the class effectively it means classroom management have the largest effect on student achievement, students cannot work in poorly managed classes(Marzano 2003). Also, «Management in the classroom begins with four simple rules: get them in, get them out, get on with it, get on with them. The authors then give more detailed advice on analyzing classroom organization and reducing sources of friction." (Colin and Laslet 1993)

Learners have the ability to keep many things in mind when deciding what action is best. Many teachers believe that discipline helps learners learn from experience. Therefore,

Discipline is a way to correct and to teach a learner. Discipline deals with a learner's actions. It should not make him feel bad or like a worthless person. (Gosche 2000)

"The Positive Discipline Parenting and Classroom Management Model is based on the work of Alfred Adler and Rudolf Dreikurs.1 Dr. Adler first introduced the idea of parenting education to United States audiences in the 1920s. He advocated treating children respectfully, but also argued that spoiling and pampering children was not encouraging to them and resulted in social and behavioral problems. The classroom techniques, which were initially introduced in Vienna in the early 1920s, were brought to the United States by Dr. Dreikurs in the late 1930s. Dreikurs and Adler refer to the kind and firm approach to teaching and parenting as 'democratic.'." (Nelsen, 1988)

Therefore, discipline problems avoided in classroom if there is some principles such as respect, dignity, encouragement between teachers and students .also, students have to make themselves as capable, significant and responsible in their lives . these perceptions will be disponible in classes by regular class meetings that employs the positive discipline . It is important for students to develop their skills of self-control ,adaptability, cooperation and judgment , all that by class meetings (C.M Charles . 2005)

Statement of the Problem

The majority of foreign language teachers in the Division of English at the University of Biskra find some obstacles concerned with the lack of mastering the classroom discipline ,because of different types of students. And one of these solutions is to get a positive discipline especially in large classes is well-managed classroom .

Hypothesis

The role of classroom management may appear in the positive discipline . For that, my proposed hypothesis is, if the positive discipline properly conducted in the EFL teachers, the well classroom management will improve.

Aim of the study

The purpose of this study is to explore the importance of positive classroom discipline while maintaining student behaviors and problematic situations. The goal is to show the importance of classroom management and how to attain useful techniques for classroom structure..

Research Question

The problem raised throughout this study is the extent to which role that teacher play in managing large classes to achieve a well disciplined ones, and this study will be based on such questions:

1- How positive discipline affects classroom management ?
2- How teachers deal with positive discipline in the large classes ?
3- What role does the teacher play to maintain well disciplined classroom ?

Research Methodology and Data Gathering Tools

This research paper focuses on language production and looks at strategies and mechanisms used by teachers and by young learners to process English language and content during classroom management.

Therefore, it answers the questions posed on the role and the importance of positive discipline on improving a well-managed classroom. In this research we will concentrate on the descriptive method as an appropriate way for investigating our hypothesis.

This quantitative research constitutes three chapters. The first chapter is an overview of classroom management, the second chapter is an overview of positive discipline, and the third chapter is the last focuses on the field work (questionnaire and analysis). In order to collect data, we would design two main questionnaires which might be the best instrument that can serve as a means of collecting a considerable amount of data these two main questionnaires, one for the teachers especially teachers of writing expression; whereas the second one will be to third year LMD learners at the department of English, University of Biskra.

Population

This research is designed for third year LMD students, English division at the University of Biskra. We purposely decide to select third year students because they will be teachers for that they have to know the importance of positive discipline to obtain a well-managed classroom .In addition; they are studying in large classes. We will select randomly a sample of 50 students.

Chapter I:
Classroom Management

Chapter One: Classroom Management.

Introduction:

Classroom management is essential in a classroom because the way teachers manage the classroom will affect student's behavior and will be reflected in their work and thus, will reduce misbehavior.

In this chapter we are going to focus on classroom management and how to obtain a effective classroom management by searching about its tools, its importance and the role of teacher that can effectively manage the classroom.

Historical Background:

The classroom is an organized situation, it influences the classroom climate and students' behavior. Ralph (1994) points out that "effective teaching and classroom management are inseparable. In other words, effective teachers are good at managing students' behavior. The first week of school is very important." In fact, some (e.g., Wong and Wong, 1991) maintain that "success during the school year will be determined by what you do on the first days of school"

(Cited in *classroom management 2000. N.p*)

Previously , there had been a great deal of research conducted in relation to classroom management and its practical assessment that is needed in advance in order to be able to teach students in an effective way. In this sense teachers need to possess an array of conflict resolving skills in the classroom, without the necessary of skills, teachers will have difficulty handling negative situations in a positive way, as well as difficulties in creating an optimal learning environment will help the learners to develop their own climate to skip their negatives in the classroom into the positives .Though there had been a desirable goal for teachers to develop a clearer understanding of techniques and strategies that will foster positive management, while maintaining teacher morale. In addition, there is a continued need to discover ways in which teachers can help students to develop core values and positive behaviors as they are learning in their classrooms. In addition, teachers agree that the use of classroom management becomes as an important aspect for being successful in the domain of teaching.

the following chapter we will focus much more on different perspectives that has been given by many researches concerning the term classroom management ,rules, techniques which will guide the teachers to get their well-managed classroom.

Culturally Responsive Classroom Management (CRCM) is an approach to running classrooms with all children, [not simply for racial/ethnic minority children] in a culturally responsive way. More than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like. They recognize that the goal of classroom management is not to achieve compliance or control but to provide all students with equitable opportunities for learning and they understand that CRCM is classroom management in the service of social justice (Weinstein, Tomlinson and Curran. 2004. p. 27).

Finally, there is broad research on traditional classroom management and a many resources available which talk about behavior issues. Conversely, there is little research on CRCM, despite the fact that teachers who lack cultural competence often face problems in this area. Management texts may give some attention to students who are culturally different. Even the literature on culturally responsive or culturally sensitive pedagogy, which is fairly extensive, focuses primarily on curriculum content and teaching strategies, but doesn't really focus on the issue of management." (Weinstein. Tomlinson and Curran. 2004. P27)

1. Definitions of Classroom Management

"Classroom management refers to those *activities* of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur" classroom management means some techniques and strategies of teachers to create a comfortable climate in the classes in order to obtain an effective teaching and learning (Martin and Sugarman, p.9, 1993).

Research on student-directed management approach, which is fixed in the idea that students have the responsibility and competence for controlling their behaviors, to improve this idea the teacher should to know some concepts of classroom management such as:

student ownership, student choice, community, conflict resolution, natural consequences, and restitution (Levin. Np. 2000).

These concepts are operational zed in the routines of how students enter the classroom, what students are tasked to do upon entering a classroom (e.g., "do now"), how desks and tables are arranged (i.e., cooperative groups), and the ways in which learning is shared via communication between students. Research over the past 30 years indicates these rituals and routines as cornerstones of classroom management are critical to effective teaching and learning. In a poorly managed classroom, teachers struggle to teach and students usually learn less than they should, and there are many discipline issues (Martin and Sugarman. 1993. Rose and Gallup. 2004)

Although there is no agreed-upon definition of classroom management, the framework offered by represents a current and widely accepted view, classroom management has two distinct purposes: "*It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth*" (Evertson and Weinstein. 2006. p. 04)

The authors identify five specific tasks that show classroom management is a multi-faceted activity. It extends beyond some of the more traditional behavior management techniques frequently recommended to deal with students with disruptive behavior. Specifically, they note that teachers should do the following:

- develop caring, supportive relationships with and among students
- organize and implement instruction in ways that optimize students' access to learning
- use group management methods that encourage student engagement with academic tasks
- promote the development of student social skills and self-regulation
- use appropriate interventions to assist students who have behavior problems

Teachers concerned with classroom management typically need help with two issues: preventing discipline problems and how to deal with those problems. To address these concerns, researchers have established several systems. One such system is called positive behavior support (PBS) (Crone and Horner, 2003. Crone, Horner and Hawken. 2004) and the other is Social and Emotional Learning (SEL), which reflects the work of Weissberg and his

colleagues affiliated with the Collaborative for Academic, Social, and Emotional Learning (CASEL) (Weissberg, Kumpfer and Seligman. 2003).

PBS programs typically involve a school-wide structure of support for teachers that adopt evidence-based programs (Freiberg and Lapointe. 2006), and small group and individualized programs for more serious student discipline concerns (Robinson and Griesemer. 2006). PBS is typically set up as a multi-level model of intervention. It begins with (1) school-wide systems of support (called universal or primary prevention), (2) small group or more focused interventions (called selected or secondary intervention) for students who have similar problems such as aggression, and (3) individualized interventions (called indicated or tertiary intervention) for students who need very focused and more intense services for problematic and disruptive behavior. Tertiary interventions are typically used with students who have a more severe range of disruptive behaviors. These interventions begin with a functional assessment of the problematic behaviors.(Kratochwill. 2006. P. 01-03)

Teachers defined classroom management as following, discipline, control, and consequences. Discipline was always the first word they chose. In the last few years, however, teachers have responded with the following words: organization, control, positive climate, and incentives. Effectively, discipline is a small part of the term classroom management. It is much more than any one of these words (Charles. 1992 and Wolfgang. 1995).

Classroom management means how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen. For students, classroom management means having some control in how the class operates and understanding clearly the way the teacher and students are to interact with each other. For both teachers and students, It is not a condition but a process.

Classroom management or classroom discipline is a priority for teachers for nearly 40 years, or for as long as there have been opinion surveys of educational priorities has consistently noted classroom management/school discipline as a huge issue. (Rose and Gallup. 2006)

In a conducted by the American Psychological Association (APA), teachers need classroom management and instructional skills. Results from over 2300 responses said that teachers needed assistance with classroom management because of their opinions about

student safety and their desire for strategies to deal effectively with students' negative and positive behaviors. (Kratochwil. 2006)

classroom management is discipline and management of student misbehavior. However, successful teaching requires more than monitoring student behavior. According to 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). Brophy (1999) echoed those sentiments when he stated that "the most successful teachers approach management as a process of establishing and maintaining effective learning environments" (p. 44).

Finally, classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning (Larrivee. 2005). Successful teachers employ strategies "for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior" (Borko and Putnam. 1995. p. 41). Despite an understanding that classroom management is a complex skills that contains much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about 'discipline.'

2. Types of classroom management

2.1. Authoritative classroom management

This type of encourages learners to be independent thinkers and doers but still involves effective monitoring. (Dunbar. Nd. 2009)

2.2. Authoritarian classroom management

This type is restrictive and punitive, the focus is mainly in keeping order in the classroom rather than on instruction and learning. (Dunbar. Nd. 2009)

2.3. Permissive classroom management

It offers learners with considerable autonomy, but provides them with little support for developing learning skills or managing their behavior. (Dunbar. Nd. 2009)

3. Four rules of classroom management

As McManus (1989.p03) sensibly points out 'teaching is more than the sum of its parts' but it is possible from research, observation and autobiographical anecdote to discern

'four rules' of classroom management applied by successful teachers which like the 'four rules' which can be applied in many different situations.

3.1. Rule one: get them in

This rule focuses on the point that a lesson which makes a fast start will avoid the difficulties which can arise if students are not on time engaged in useful activity. Also, If teachers are pre-occupied with setting up displays, distributing materials or searching for equipment then there are ample opportunities for idling, chatter and other unproductive activities. Then, the process of 'getting them in' can be seen to involve three phases: greeting, seating and starting.(Colling. Nd. p03)

3.1.1.Greeting

In this method the teacher establishes the role of the class receiving and he is silently able to underline his ability by deciding when students are invited to enter the room before starting the lesson. Also, the techer have the ability to check that the room is organized, that materials are available, displays arranged, and necessary instructions or examples are written on the board. In larger schools, this method may not be easy, though professional commitment appears to be a more significant factor than distance between teaching areas in ensuring a prompt start to lessons (Rutter *et al*. 1979. p04).

3.1.2. Seating

In this method, the measures will vary according to the type of lesson, age of students and nature of activity, it is important that initially teachers decide where students should sit such as entrance to the room, this is another aspect of the natural establishment of responsibility. Teachers may choose to encourage students to sit with classmates to promote co-operation, but they establish that placement and movement in the classroom are matters which they control. In addition seating plan showing who sits where quickly enables teachers to learn and use individuals names.(Colling.nd.p04)

3.1.3. Starting

In this method, starting a lesson easily and quickly depends not only on managing the physical entrance and disposition of the student body but also the mental tuning-in of the student mind. One teacher interview as part of the Teacher Education Project study of first meets between teachers and new groups of students, expertly and neatly sums up how to start a lesson: The teacher have to do something in starting the lesson such as proverbs, workcards, anything, because of the late of some students (Wragg, 1984.p04)

3.2. Rule two: get them out

This rule shows that most disciplinary problems happen from a reduced start of lesson,

The end of teaching session is the most difficult time because of its troubles. For this reason 'get them out' is cited as the second rule of classroom management. In addition, planning the end of each lesson is an essential part of experienced teachers. As Gray and Richer (1988.nd.p05) put it, 'structure at the end of a lesson is all too easily lost in a sigh of relief that it is nearly over'. The effect of an interesting learning experience is related to developing relationships between teacher and class if in the session there is noisy, chaotic and stressful finale. In summary, teachers need to know the two parts of concluding a lesson and dismissing a class.

3.2.1. Concluding

In this part, A logical procedure for stopping work should constitute consolidation and reinforcement of learning and this is difficult to achieve, if students are still engaged in collecting books and gathering materials together . It is vital that all work must cease in good time for material to be collected, books put away and still give opportunity for some revision. This could take the form of a brief question and answer session which will enable the teacher to check on how successfully objectives have been attained or identify points which require further attention. Additionally, this time should be used for a summary reminding the class of what has been covered during the lesson and how this links into previous learning or prepares the way for the next activity.(Colling.nd.p06)

3.2.2. Dismissing

According to Gray and Richer (1988.p06), Some series facilitate the movement of bodies from inside to outside the classroom with minimum contact with equipment, the teacher will finish up wasting valuable preparation time clearing debris from the floor, readjusting desks and tables or remonstrating with pupils, who ought already to be somewhere else. It is important to remember that classes are never just leaving one place; they are going to another. Learners should be helped to be prepared to their next activity.

3.3. Rule three: get on with in

In this context 'it' refers to the main part of the lesson, the nature of its content and the manner of its presentation. Pupils' feelings of self-esteem and sense of competence in a particular subject area will depend to considerable extent on the teacher's ability to 'get on with it'.(Robert.nd.p07)

3.3.1. Content

Difficulties in learning and consequent problems with behavior often happen because the content of a lesson is not matched to the ability of the pupils to whom it is delivered. Because student's failure can easily result in, careful study of the curriculum by subject

departments and by individual teachers, that is needed to ensure its appropriateness. Methods and materials should also be closely examined to see that learning experiences are suitable for learners with a range and diversity of aptitudes and abilities. Raban and Postlethwaite (1988.nd.p07)

Within an individual lesson, variety and pace are needed to maintain motivation, also, activities planned will go some way to achieving these aims, but it is also important to provide variety in the main body of the lesson, particularly in double periods. Breaking topics up into smaller units, switching between quiet individual study and arranging some active, co-operative learning in pairs or groups will go some way to combating the inevitable law that the awareness of the brain is inversely proportionate to the deadness of the later. Such immediate feedback and reinforcement is especially important for students with learning difficulties, whose previous failures leave them need frequent reassurance that they are on the right track. (Lovitt, 1977.nd.08).

3.3.2. Manner

Kounin (1970) and Brophy and Evertson (1976.nd.p08) "have described respectively as 'withitness' and 'smoothness'.'Withitness' is the somewhat dated term which describes the timeless virtue of being able to provide work at a suitable level and administer a system in which pupils know what to do, where to get help if needed and what to do next when they have finished an assignment. For example, where there are difficulties in reading or comprehension, help can be provided through topic guidelines, summaries and key word charts giving explanations and spellings. 'Smoothness' refers to the ease with which pupils move from one activity to another. "

As Fontana (1986.nd.p09) advises, Each sentence is spoken to an individual learner with established eye contact. At the end of a sentence or as a new idea is introduced or as the theme changes the teacher's look is shifted and eye contact established with another student in another part of the room to whom the next comment is expressed.

3.4. Rule four: get on with them

Teachers and students should share mutual respect and trust to each other to develop good personal relationships between them. To do this effectively, teachers need to be aware of each student as an individual and his relation to classmates in order to develop the mood of the class as a whole. This means knowing who's who(participants) and keeping track of what's going on(climate of the classroom). (Colling and Laslett. 1993. P10.11)

3.4.1.Who's who?

Firstly, awareness of individual differences begins with learning names and putting them accurately to faces. Then, once a student's name is known, classroom management will be easier . However recognition has a much more positive aspect too, since it conveys the teacher's interest and reflects a willingness to spend time and effort in learning names. Keeping the same seating plan, at least for the first few meetings with a group enables the teacher to use names correctly . An active strategy should then be employed to revisualize the plan, to scan the room mentally recalling names whilst students are working and to always address questions and comments by name. (Colling and Laslett. 1993. P10.11)

3.4.2. What's going on?

Few classes or groups of students within a class are likely to be so purposefully mean as to set out on a planned campaign of disruption. Moving around the room, quietly marking work in progress, offering advice and guidance keeps attention on the task in hand. It is a natural contact between teacher and student which provides immediate feedback and means that if attention has wandered the teacher's response can be to offer help with an assumed difficulty rather than reprimand about misbehavior. (Colling and Laslett. 1993. P11)

4. Strategies of classroom management:

Proactive classroom management strategies focus on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviors. (Asqhly.Rysnick. nd). Also, Classroom management requires an orchestration of effective teaching, proactive preventive strategies, practical corrective strategies, and positive supportive techniques. This approach helps teachers motivate students through active involment in their own learning *and* discipline processes with the goals of acquiring learning, self-management, and a repertoire of responsible behaviors. When these components are integrated in your classroom, effective teaching, management, and discipline complement each other to facilitate learning. This handout deals with supportive strategies in comprehensive classroom management. (Classroom Management. 2014. P3-10)

4.1. Create a classroom management plan:

Creating a classroom management plan is a short activity, it is a critical activity which help teachers to establish and relate classroom with function**.** Also, its plan should be posted during every lesson, reviewed often, and referred to when challenging behaviors arise. (Classroom Management. 2014. P6)

4.2. Understand the power of day one:

Day one is the most important day for teachers because they set the tone, the rules and class norms for the classroom. Work to create a classroom that is warm, inviting, and inclusive. Also, Show interest for the lessons being taught and show students that you are motivated to teach them. In addition, the teachers have to motivate learners to attend next sessions. (Classroom Management. 2014. P6)

4.3. Create an agenda for each day:

create somes items or steps of lessons on time and quickly. Then, Check off agenda items as they are completed to build on a sense of accomplishment and to help students know what is coming up next. Finally, This helps students to understand that there is a routine followed during your class time and a predictability of what is coming up next. (Classroom Management. 2014. P6)

4.4. Be effective when giving instructions:

It is important when giving instructions to provide information in a way that is clear and concise. Once we have gained the student's attention it is important to:

1. Wait until students are seated and not moving around the room.

2. Give one instruction at a time.

3. Use a clear firm voice and repeat each instruction.

4. Wait for student compliance.

5. Provide an opportunity for students to acknowledge understanding of the instruction given. This can be by done asking for thumbs up or thumbs down and answering questions or concerns of the students with their thumbs down.

6. If a class is struggling with following verbal directions you might want to write out ahead of time and post directions for an activity. Having a posted copy of the instructions allows students to refer to this information if they are confused or have questions or concerns. (Classroom Management. 2014. P07)

4.5. Avoid answering too many questions and stalling the lesson :

Always have a way students can get questions answered, even when there isn't time in class. You can provide a "parking lot" flip chart sheet that is posted in a certain location in the classroom during each lesson and post-it sheets with pens near the paper and students can write questions and post them to the sheet to be answered next class period. Also a question box can be located in the classroom each class period and have index cards and pens so students can write and submit questions. Finally, as a way to minimize interruptions and keep

students and lessons on track, you can decrease pause time between student responses and move on to the next question or task. (Classroom Management. 2014. P7)

4.6. Handle disagreements with respect:

Let students know throughout your lessons information may be presented that a student might disagree with. Create a classroom atmosphere were students know it is ok to disagree, but disagreements are always to be respectful. (Classroom Management. 2014. P8)

5. Aspects of classroom management:

5.1. Group Activity and Assessment

Each group given a social issue with four choices or alternative solutions to discuss; they were then given ten minutes to discuss and come to a decision. The group discussions were observed and recorded twice, once before and once after the training. Specifically, the group discussions were observed to identify and examine the type of interaction strategies, and the frequency and effectiveness of the interaction strategies which were used before and after the training.

5.2. Work in Groups

In a competitive academic environment, where students have most often been rewarded for individual effort, collaboration may not come naturally or easily for everyone. The interpersonal and organizational skills needed for managing a group project that is highlighted in any assignment, so that students recognize the importance of such things as: listening, clarifying statements, and providing good feedback; keeping discussions on task; probing assumptions and evidence; eliciting viewpoints and perspectives; mediating conflicts; and summarizing and presenting findings. (Bosworth, 1994)

According to (Miller, Trimbur, and Wilkes,1994). "Although most teachers are opposed to spend valuable class time discussing group process, we suggest that the student disengagement that results from major problems in group dynamics makes the investment of one class period in group work skills well worthwhile"

5.3. Classroom and group work

Cohen, Brody and Shevin argued that in the classroom situation, many teachers worry about making group work since they do not know how to manage and organize the classroom in order to create a good atmosphere that will motivate the learners to perform cooperatively

inside the classroom. Students when doing a group work, they need the learning task to be understood by all the members of the group in order to make all the students participate in that task, they need to know also how to request help and how to help the other members of their group working in order to make their group more successful than other groups; in addition, they need to know how to deal with such problems that may arise in classroom. (2004, 167)

Group work then, makes the learners perform well in the classroom and develop their second language as Allwright and Bailey state: "Not only did the learners in pairs get more turns […], but they also perform a wider range of communicative functions with the language."(1991, 147)

6. Importance of effective classroom management

"To achieve a positive educational outcomes, the teacher should have the ability to organize classrooms and manage the behavior of students. Although sound behavior management does not guarantee effective instruction. It establishes the environmental context that makes good instruction possible." (Emmer and stough.np.2001)

A significant body of research also attests to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll and Smith. nd. 2003). New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students (Browers and Tomic. Nd. 2000). Teachers who have problems with behavior management and classroom management are frequently ineffective in the classroom and they often report high levels of stress (Berliner. Nd. 1986 and Tomic. Nd.2000 and Yell. Nd .1994). According to (Ingersoll and Smith. Nd. 2003), disruptive classroom behavior is a significant reason that explain why teachers leave the profession. Disruptive behavior is a particular problem in classroom of economically disadvantaged students (Kellam. Ling. Merisca. Brown. And Ialongo. Nd. 1998).

The inability of teachers to effectively manage classroom behavior often contributes to the low achievement of at-risk students and to their excessive referrals for special education (Donovan and Coss. Nd. 2002). These effects are raised by the current pattern of teacher contribution, which exposes a unequal assignment of less qualified and less experienced teachers to classrooms (Clotfelter, Ladd and Vigdor. Nd. 2005)

6.1. The teacher as a manager:

It would be simple to suggest that if a teacher has a classroom management plan that this by itself will guarantee that there will be no student behavior problems. Nevertheless, teachers can establish and manage the learning environment in such a way as to greatly reduce the possibility of problems with student misbehavior. To do this, teachers must be able to first develop and then implement the well-conceived plans for managing their classrooms. The effectiveness of such plans and their implementation rests to a large extent on the teacher's understanding of the characteristics of positive learning environments and having the necessary skills to create them.

The better understanding of positive learning environments, the better the teachers' skills will make them improve their level in their classrooms.

"Classroom management historically has been seen largely as controlling students and getting them to respond to teacher demands, needs, and goals" (McCaslin & Good, 1998).

" For many teachers, the control of student behavior is still the primary foundation of good classroom management. Though this view may be prevalent in some settings, it is not the proper foundation upon which to build a positive learning environment." (Dennis. P23. 2013)

6.2. The characterestics of teachers that can effectively manage the classroom:

The ability of teachers to controle and ùanage the behaviore of their students is essential but the question is, if many people can be an effective teacher. Effective teaching is more complicated and difficult. In addition, the evective teacher is responsible to create a comfortable classroom atmosphere in order to promote motivation and interactive teacher-student relationship. Therefore, Peace Corps(2005. P15) indicate that there are three teacher's characterstics which are essential to support student learning.

Effective teachers "have positive expectation for student success and they are good classroom manager. They know how to provide good instruction".

In other words, teacher should encourage and praise student's attempts and change negative words to positive phrases

7. Theories of classroom management:

7.1.Jacob Kounin's Theories

Jacob Kounin's management theories have had great impact on the way many educators view the learning environment (Eggen & Kauchak, 2013). An interesting characteristic of Kounin's theories is that they tend to focus on constructs which is associated with a sociological study of small groups. Many of the other management theories that have

been developed are grounded in what are more traditionally thought of as psychological rather than sociological constructs (Hunt, Wiseman, &Touzel, 2009. P218)

Central to the work of Kounin is the position that the classroom should be looked upon as a small community, where interactions with any member of the community may affect the rest of its members. For the classroom community to function well and reach its goals (i.e., for high levels of academic progress to be realized), the teacher must be able to exhibit the characteristics of a successful group leader. (Hunt, Wiseman, &Touzel, 2009. P218)

7.2.William Glasser's Theories

William Glasser's theoretical model for classroom management was known as "Reality Therapy" and has been widely used since the 1960s (Glasser, 1965; 1969). More recently referred to as Choice Theory (Glasser, 2001), the theories of Glasser have been a part of many classroom management studies and discussions for decades. Glasser refined his theories over the years and his work is widely endorsed by many educators today (Glasser, 1992; 1998; 2001). Glasser drew on the work of Dreikurs in developing his theories and believes that students often display misbehavior or equal activities, because they feel powerless in the adult world (Hunt, Wiseman, &Touzel, 2009. P219)

"Central to Glasser's concept of an effective learning environment is the belief that students must play an active role in the decision-making process. Glasser saw failure as the root of student misbehavior, noting that when students do not learn at the expected or anticipated rate, they get less positive attention and recognition from their teachers. Furthermore, Glasser proposed that teachers direct students to appropriate behavior through the use of three questions. Known as Glasser's triplets, these questions are (1) *What are you doing?*, (2) *Is it against the rules?*, and (3) *What should you be doing?* Asked privately and not publicly, the questions are based on the teacher having already established clear rules for behavior in the classroom and recognizing that there is value in students acknowledging and accepting responsibility for their own behaviors" (Hunt, Wiseman, &Touzel, 2009. P219)

To reduce the chance of an extended, negative confrontation resulting from the use of Glasser's questions, it has been suggested that teachers use three statements instead of questions (Levin & Nolan, 2010). For example, the teacher might say, *Elizabeth, you are calling out during the instruction. Calling out is against the rules. You should raise your hand if you want to answer a question.* (Hunt, Wiseman, &Touzel, 2009. P219)

Conclusion:

This chapter includes general overview of classroom management. Also, includes some rules, strategies, theories and importance of effective classroom management that help teacher to get a well-managed classroom and to create comfortable climate. We show the interaction between teacher and students in classroom that promote trust and respect. Classroom management is the orchestration of classroom life: planning curriculum, organizing and rules, arranging the environment and discipline. In the end, Classroom management has a great impact on the field of education in which teachers should make an extreme effort to manage effectively their classrooms by having the skills, rules, strategies and experiences needed in this domain.

Chapter II:
Positive Discipline

Chapter II: Positive Discipline

Introduction:

Positive discipline in classroom is very important to obtain an effective classroom management because it is the responsibility of students and teachers by using the effect skills and strategies.

In this chapter we are going to focus on positive discipline and how to obtain it in the classroom by searching about its skills, its types, its importance and the role of teacher and students relationship.

2. Historical Background:

"The Positive Discipline Parenting and Classroom Management Model are based on the work of Alfred Adler and Rudolf Dreikurs. Dr. Adler first introduced the idea of parenting education to United States audiences in the 1920s. He advocated treating children respectfully, but also argued that spoiling and pampering children was not encouraging to them and resulted in social and behavioral problems. The classroom techniques, which were initially introduced in Vienna in the early 1920s, were brought to the United States by Dr. Dreikurs in the late of 1930s. Dreikurs and Adler refer to the kind and firm approach to teaching and parenting as democratic." (Steven Zemelman 1998, n p)

"In the 1980's, Lynn Lott and Jane Nelsen attended a workshop facilitated by John Taylor. Lynn began training interns to teach experientially and wrote (with the help of her interns) the first Teaching Parenting Manual. Jane was the director of Project ACCEPT (Adlerian Counseling Concepts for Encouraging Parents and Teachers), a federally funded project that had received exemplary status while in its developmental phase. Jane wrote and self-published Positive Discipline in 1981. It was published by Ballantine in 1987. In 1988, Jane and Lynn decided to collaborate on the book which is now titled, Positive Discipline for

Teenagers, and began to teach parenting and classroom management skills experientially. Lynn and Jane also wrote Positive Discipline in the Classroom and developed a manual filled with experiential activities for teachers and their students."(Steven Zemelman 1998, n p)

3. Definitions of positive discipline:

Positive Discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities. Based on the best selling Positive Discipline books by Dr. Jane Nelsen, Lynn Lott, Cheryl Erwin, Kate Ortolano, Mary Hughes, Mike Brock, Lisa Larson and others, it teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents, teachers, childcare providers, youth workers, and others).

Recent research tells us that children are "hardwired" from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline teachers. (Positive Discipline. n d. 01-02)

Positive discipline in the classroom is intended to empower students to become more successful, not only in the classroom, but also in all walks of life. The belief that underlies this approach is that behavior problems can be greatly diminished as students learn and acquire the skills of accepting and respecting others, communicating effectively, and focusing on solutions to problems. These outcomes are most likely to occur within a class atmosphere of kindness and firmness, where mutual respect is maintained. There are such goals of behavior which are clarified and diminished. Positive discipline management tools are used in various aspects of classroom management, including encouragement and maintaining a positive feedback. Therefore, parents, teachers, and student conferences are held to communicate progress and find better ways to encourage and support students. (Nelsen, and Glenn 1993)

The authors say that the class meetings are uniquely suited to implementing positive discipline in the classroom. Although the meetings are not a cure-all, they significantly promote social skills such as listening, taking turns, hearing different points of view, and taking responsibility for one's own behavior. Academic skills are strengthened in the process; as well because students must practice language skills, attentiveness, critical thinking, decision making, and problem solving, all of which enhance academic performance. (Nelsen, and Glenn 1993)

Positive Discipline in the Classroom is a research-based classroom management program that empowers teachers with skills to build their students' sense of community, prepare them for successful living, and increase academic achievement. Experiential learning methods give you skills to help students practice better cooperation, social skills, self-direction, responsibility, and mutual respect in the classroom. Attend the 2-Day Training or bring the training to your school. Positive Discipline in the Classroom materials go hand in hand with the Positive Discipline parent education program that can be taught at your school to increase the parent-school connection. (Nelsen and Glenn 2000)

Lawrence & Smith (2008) stated "In my view professionals are, and will be, in the front line of developing a preventive approach to supporting families to use non-punitive parenting" (p.122). She found that since most parents respect professionals, the parents would be more likely to listen and eliminate their negative ways of discipline, such as hitting their children when they misbehave. Therefore, if negative punishments are avoided as Hyman discussed earlier, children are more likely to behave positively and maneuver away from negativity when provided with certain strategies from teachers. Her findings from interviews showed that the professionals reported they would have conversations with parents advising against corporal punishment, and in turn encouraged alternatives for positive discipline. (Nelsen. 2000. Np)

Jane Nelsen also provided additional information for deterring away from negative discipline. Nelsen provided a list to help teachers understand what must be avoided while trying to institute a well balanced classroom. She began with wanting to eliminate punishment, yet allow time for students to learn responsibility and motivation through opportunities to learn values of good character. The reasoning for the elimination of punishment was because it was stated that punishment was only to work for immediate results, rather than long term results. Next, the need to eradicate permissiveness from the classroom was addressed to show that students need order, limited choices, and boundaries to be successful life-long learners. Making children feel bad was also listed as something that

should be avoided. Changing teacher's attitudes of wanting to control students, rather than inviting cooperation was deemed a necessity for modification. Exhibiting humiliation, criticism, and rejection on the teacher's behavior was discouraged. Nelsen reported that these types of attitudes would display negative personalities exuberated from students. Teachers were reminded that they should remain part of the solution and not part of the problem as in having a judgmental attitude. It was declared that children would be more open to have discussions about things when they knew they would not be judged on (Nelsen, 2006). Lastly, the requirement to withdraw from power struggles was encouraged to win children over through respect.

Nelsen (2006) stated "To end the discipline war, it is imperative to stay out of power struggles and create an atmosphere where the long term effects are mutual respect, accountability, a sense of capability, resourcefulness, and problem-solving skills" (p 137).

4. Types of Discipline.

4.1. Preventative discipline.

Is concerned with basic rights and clear and fair rules and behavior consequences. It involves developing positive routines for teaching and learning, room organization and curriculum planning.

- Clear rules and routines established with the class
- Clear expectations and routines about learning tasks and behavior
- Well-planned room organization (seating, movement capability, access to equipment, clearly labeled cupboards etc.); an attempt to build an aesthetically attractive and positive environment
- Adequate resources
- Organizing curriculum to cater for mixed abilities/differentiation
- Back-up support for teachers when students are repeatedly disruptive or dangerous (including appropriate use of time-out procedures).

Preventative discipline is concerned with teacher actions—what we say and do to correct distracting, disruptive, antisocial or deviant behavior. Crucial to this aspect of discipline is our characteristic use of language under emotional pressure and appropriate use of school-wide time-out procedures. (Weinstein, Tomlinson & Curran. 2004)

4.2. Corrective discipline

- Tactically ignoring some behaviors/selective attention
- Using descriptive and non-verbal cueing

- Reminding or restating classroom rules

- Simple behavioral directions or warnings

- Casual or direct questioning

- Defusing or redirecting potential conflict

- Giving directed choices

- Directing students away from the group

- Using time-out in class and out of class if necessary. (Weinstein, Tomlinson & Curran. 2004)

4.3. Supportive discipline

Ensures that correction is received as fairly as is possible. It involves repairing, rebuilding and re-establishing working relationships with students who have been disciplined.

- Consciously building, developing and maintaining a climate of respect
- Building a positive classroom 'tone'
- Following up with disruptive student(s) later when the initial 'interpersonal heat' has subsided
- Re-establishing working relationships with a disciplined student
- Encouraging students wherever possible. (Weinstein, Tomlinson & Curran. 2004)

5. Goals of discipline

The goal of positive discipline is to teach, train and guide children so that they learn, practice self-control and develop the ability to manage their emotions, and make wise choices regarding their personal behavior. Positive discipline helps children understand that their choices, actions and behaviors all have consequences and that it is the choices the child makes that determines the consequences thereby letting them realize that they have more control of their lives. While some consequences in positive discipline and punishment may sound similar, they result in different outcomes for the child and impacts on parents and caregivers. With positive discipline, children learn to see a connection between their behavior, the personal consequences and the impact of their actions on others. Parents and caregivers can remain calmer and experience less stress or guilt because they are not controlling their child (**Michigan State University Extension**. p 01)

5.1. Socialization:

It is important that children see stability, and develop stability, in social conduct. Respect for the rights of others, accountability for one's actions as they affect others,

cooperation, self-direction, achievement of a balance between freedom and social order and tolerance for others (their views and backgrounds) are important social realities that can be usefully learned in a classroom and school environment. One of the essential skills of life is the ability to get on with others. As teachers, we need to model that and teach it. We also need to teach some students how to live with inner conflict and tension. Of course we don't always have a lot of time to do this but by the manner of discipline we choose to exercise, we can give students better options for taking control of their behavior-Personal maturation: children need to develop a sense of responsibility; tolerance for the natural, and normal, frustrations of learning and social relationships; a sense of individual effort; and fair pride in themselves and their potential. Positive discipline enables that development. (Roger. 2011. P05)

5.2. Moral development:

This is bound up with the 'socialization process'. Manners, standards, rules and boundaries of right and wrong are required to enable all members of a group to enjoy their rights. This assurance comes about when children know what the clear, fair rules are and why those rules are in place: *to support, enable and protect their rights and call forth their responsibilities*. Children care very much about justice, and discipline will be better received when it is seen to be just. (Roger. 2011. P06)

5.3. Emotional security:

Discipline can provide that sense of security which enhances effective learning. We learn best when we feel safe, and when we feel good about ourselves; this is why self-esteem is an important goal of discipline. Encouragement, positive reinforcement, helpful guiding, questioning and listening are the sorts of teacher behaviors that assist the achievement of this goal. Even when a teacher needs to be firm, assertive or angry, it is possible to discipline and still uphold this goal.

Discipline is not merely an end in itself. It is a process to enable students to be aware of where their behavior infringes or affects others' rights; engage self-control and give an appropriate sense of 'choice' over their own behavior.

It is more than mere punishment—discipline is about longer term goals. In this sense, corrective discipline can be both corrective and guiding and still positive. If a primary student asks if she can do her project on the computer, a teacher might say, 'No, you haven't even started your first draft', or he could say, 'Yes, when you've started your first draft'. One approach is more invitational than the other.

Discipline is needed in a classroom for the security and protection of the rights of all its members. It is necessary that a class run as smoothly as possible so that all students can

benefit from the learning environment. However, discipline technique is not an answer in itself. Discipline occurs in a dynamic relationship which can at times be seriously strained. Technique, without different people. Even within the teaching community and within faculties of education, there can be wide variation of opinion. When we act to address or correct unacceptable behavior in our students, we act on the basis of certain beliefs or philosophical assumptions.

These assumptions may be stated or unstated but they are certainly there in our actions. If we believe children *must* respect their teachers, our behavior will be different when a student says, 'This work sucks!' from that of a teacher who believes that we earn respect from our students by the kind of leadership we display and the relationships we build. The teacher who believes that intentionally embarrassing students in front of their peers is OK (as long as it 'shuts the student up') will act very differently from the teacher who believes in giving students their due rights, especially the right of respectful treatment.

There are several major approaches taken to discipline in the published literature. These reflect the degree of intervention teachers believe they ought to exercise and how that intervention is exercised. Behind each position is a philosophy of human interaction. This book is not a discussion about those approaches or philosophical positions. It is my argument—an argument that will be sustained through every practical example of discipline given—that there are central protocols of discipline. (Rogers. 2011. p 06-07)

6. Positive discipline tips:

Actually, the need for discipline does not necessarily need to arise. A great deal of good discipline simply involves avoiding problem situations or dealing with situations before they get out of control. How? Here are ten valuable tips. Some are new, while some were mentioned earlier, but let's look at them in more detail. (Kelley, Laureen. np. 1995)

6.1. Be sure of your self: do not make a miss-call. As discussed above, true misbehavior occurs when a student chooses to behave inappropriately. Before you take action, ask yourself the following questions:

- Is the student doing something truly wrong? Is there a real problem here, or are you just tired and out of patience?

- If there is no real problem, release your stress away from the student and class.

- If there is a problem, go to the next question.

- Think for a moment. Is your student really capable of doing what you expect here?

- If you are not being fair, re-evaluate your expectations.

- If your expectations are fair, go to the next question. (Positive discipline in the inclusive, learning-friendly classroom. 2006. P87)

6.2. Point out the positive. Whenever a student does something helpful, caring, cooperative, or shows improvement, let them know you've noticed and give words of appreciation. For example, "Somsak, I was impressed with the way you solved your homework problem." (Positive discipline in the inclusive, learning-friendly classroom. 2006. P88)

6.3. Interact respectfully with students. Treat them as you would like to be treated. Help them to do better. Be a guide, not a boss. Be the type of teacher you remember fondly from your school days. (Positive discipline in the inclusive, learning-friendly classroom. 2006. P88)

6.4. Communicate your expectations: to your students clearly and respectfully. Remind them of your expectations frequently, before the situation and during the situation. For example, at the start of the school year, tell your students: "When class time finishes for today, and every day, I want you to remain seated until I call your name. That way, everyone can leave the room safely and without bumping into each other, and I can learn your names and faces more quickly." Remind your students every day until their orderly departure is a natural part of your class routine. (Positive discipline in the inclusive, learning-friendly classroom. 2006. P8)

6.5. Use humor or distraction: Children, like adults, get tired, frustrated, or bored. Disciplining may not work in such situations. Try using humor during your lesson to keep everyone interested, not bored. (Positive discipline in the inclusive, learning-friendly classroom. 2006. P88)

6.6. **Use proactive cooperation**. Give a direction that you know they will enjoy following before you give them directions that they might hesitate in doing. Get them in the cooperative mood first. For instance, say: "Everyone draws a capital 'I' in the air." "Hey, Maria, that was great!" "Everyone hold up your pointing finger. Now, stick it in the book where you think page 108 must be." Then tell them to open their books to page 108 and write the answers to the six questions on that page. (Giving and Getting Respect. 2005. np)

6.7. **Allow for natural consequences, but safe ones**. If a child repeatedly comes to class late, don't become upset. It is the child's responsibility to come to class on time. Tell him (or her) that if his tardiness continues, then you will have to send a note home to his parents. If he continues to be late, send the note home and let him face the consequences. He

learns that he is responsible for his behavior and its consequences. (Positive discipline in the inclusive, learning-friendly classroom. 2006. P89)

6.8. **Recognize effort, not correctness**. If a student is giving you his or her best, you should be happy. Trying is the first step in learning. If a student doesn't want to attempt a hard task, talk about the times when his or her effort brought success. Encourage that display of effort again. Remember to tell him or her that as long as he or she tries hard, you are pleased. Let them know that you have faith in their ability. (Positive discipline in the inclusive, learning-friendly classroom. 2006. P89)

7. Basic concepts of Positive Discipline:

The Positive Discipline Parenting and Classroom Management models are aimed at developing mutually respectful relationships. Positive Discipline teaches adults to employ kindness and firmness at the same time, and is neither punitive nor permissive. (Nelsen, and Glenn 1993. np)

7.1. Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child..

7.2. A sense of capability

7.3. Problem solving skills.

7.4. Focusing on solutions instead of punishment.

7.5. Encouragement and motivation

This section has been about building a positive relationship with your students, one based on understanding and empathy. Some of the conditions that is especially important in encouraging positive student's behavior (UNESCO Bangkok. P63. 2006)

7.5.1- Maintaining a positive emotional tone in the classroom. How you treat and react to your students will be reflected in their behavior.

7.5.2- Providing attention to the student to increase positive behavior.

For older children, attention includes being aware of and interested in their home life, in their school activities, and in any other activities that interest them.

7.5.3- Providing consistency.

In the form of regular routines for daily activities and interactions to make unexpected, negative experiences less stressful**.**

7.5.4- Responding consistently to similar behavioral situations, both positive and negative, in order to promote more harmonious teacher-student relationships and more positive student outcomes.

7.5.5- Being flexible.

This shows that you value your students' viewpoints, which can reduce future instances of misbehavior. Moreover, involving the student in decision-making has been associated with long-term enhancement in moral judgment.

7.5.6- Making mistakes okay.

This creates a partnership for learning, one based on mutual respect.

7.5.7- Building confidence.

Promote positive self-talk. Ask each of your students to talk about what they think they are good at, no matter what. Then apply their answers to your lessons; get them involved in helping you to teach.

7.5.8- Focusing on past successes.

For a student, who tends to feel inadequate or fears failure, praise him or her for their last examination grade (no matter what it was), and encourage him or her to do better. Therefore, Offer to give them special tutoring or extra credit work, and follow-up on it.

7.5.9- Making learning meaningful.

Modify your instructional methods. Instead of a lecture on geometric shapes, divide your children into small groups and ask them to find as many different shapes around the school or community as they can in 15 minutes. The winning group gets a small prize!

8. Characteristics of the Positive Discipline Model:

. Teaching adults and students through experiential activities.

Creating opportunity to practice new skills, and to have fun learning by doing.

. Classroom discipline programs and parent education programs that are consistent.

Parents, teachers, and childcare providers can work together to provide a secure, consistent environment for children.

. Inexpensive training and ongoing support.

So members of communities can teach each other Positive Discipline skills..

. Certified trainers across the country who can work with schools and communities.

9. Positive discipline skills:

Nelsen, Lott, and Glenn have identified four skills that contribute to the special benefits of Positive Disciple in the Classroom (Nelson, Lott and Glenn. Np. 1993)

9.1. Intrapersonal skills:

Young people seem more willing to listen to one another than the adult. They gain understanding of their personal emotions and behavior by hearing feedback from classmates. In a nonthreatening climate, young people are willing to be accountable for their actions. They learn to distinguish between their feelings and their actions; that is, what they feel (anger) is separate from what they do (hit someone) and although feelings are always acceptable, some actions are not. (Nelson, Lott and Glenn. Np. 1993)

9.2. Interpersonal Skills:

Class meetings encourage students to develop interpersonal skills by means of dialogue, sharing, listening, cooperating, negotiating and resolving conflicts. Teachers, instead of stepping in and resolving problems for students, can suggest putting the problem on the class meeting agenda so everyone can work to solve it together. (Nelson, Lott and Glenn. Np. 1993)

9.3. Strategic Skills:

Students develop strategic skills, the ability to adapt problems, by responding to limits and consequences imposed by everyday life. Through the problem-solving process, they learn alternative way to express or deal with their thoughts or feelings. (Nelson, Lott and Glenn. Np. 1993)

9.4. Judgmental Skills:

Young people develop judgmental skills, the ability to evaluate situations and make good choices, when they have opportunity and encouragement to practice doing so. This process is fostered in classes that acknowledge effort rather than success or failure. There students find themselves in a setting that allows them. (Nelson, Lott and Glenn. Np. 1993)

9. Processes to create a positive classroom environment

Positive discipline guides children in understanding their misbehavior and in building a personal desire to make better choices in the future. However, it is far more than just responses to misbehavior. It combines nonviolent disciplinary action with a positive classroom environment, an environment that encourages students to get involved in defining the conditions for success. (Naker and Sekitoleko. 2009. P50)

This approach involves establishing a different kind of relationship with students and new methods for engaging and supporting them over the long-term. In the beginning, it may be difficult, as you get used to a new way of doing things. However, over a period of time, it will

become easier and you will notice positive changes in your students' behaviors, both inside and outside the classroom. (Naker and Sekitoleko. 2009. P50)

Here are a few ideas for getting started. All of these activities aim to share decision making power with students and create an environment in which students can feel invested in their school. These activities are part of a positive discipline approach, because they encourage students to identify themselves as key stakeholders in their school and, as a result, feel more accountable for their behavior. (Naker and Sekitoleko. 2009. P50)

9.1. Set shared ground rules for learning.

Engage students in jointly developing class ground rules for learning. Explain that you want to involve the class in creating a new way of learning together and provide them with some examples of possible class ground rules. Examples of rules could include any of the following:

- Everyone must come on time.
- The lesson will start and finish on time.
- Questions are encouraged.
- Only one person can speak at a time.
- We will listen to everyone's ideas with respect.
- Everyone is responsible for her or his own learning. This means if you do not understand, you will ask questions.
- Students will pay attention when the teacher is talking.
- The class will decide what to do when someone breaks a rule, based on guidelines discussed earlier by the class.
- Teachers and students will both give and get respect.
- Write the rules on paper or cardboard and tape them on the wall for the class to refer to on an ongoing basis. Be aware that at first the class may find it difficult to stick to the rules, but over a period of time they will get used to it. Be patient, but remain consistent and firm in applying the rules. (Naker and Sekitoleko. 2009. P50)

9.2. Engage students in classroom management.

a- Establish an elected student committee that is responsible for representing students' views in the class. This committee could also serve as a peer disciplinary committee that responds to anyone who breaks the class rules persistently. However, these students must receive and follow guidelines regarding positive discipline so that they do not abuse fellow students. At the beginning of each term, call a class meeting and explain the work that needs to be covered

during that term. Make a plan as a class for how the work will be accomplished and identify the students responsible for monitoring progress.

b- Keep track of each disciplinary incident and monitor the overall trend. Motivate the class to improve performance by setting targets (e.g., next month we will reduce disciplinary incidents by 20 percent).

c- Make a chart that tracks progress and rewards the class for outstanding achievements.

d- Introduce a classroom-based or school wide forum for discussing how the school could serve its students better.

e- Encourage constructive ideas and ensure that practical ones are put into action. For example, if students prioritized access to drinking water or sanitary supplies, then the school could try to prioritize these in its budget. (Naker and Sekitoleko. 2009. P51)

9.3. Create opportunities to celebrate success.

a- Create "Student of the Month" and "Teacher of the Month" programs that ask each student every month to nominate one child and one teacher as potential candidates. Announce clear qualifying criteria, such as timeliness, helpfulness to others, good performance in class and acting as a role model to students.

b- Announce the winners at the school assembly.

e- Introduce a "School Pride Day" for which students can share and implement ideas that involve everyone taking pride in their school. Some ideas could include cleaning the school compound, planting trees, appreciating a helpful teacher in assembly or helping someone with homework. (Naker and Sekitoleko. 2009. P51)

10. Effective discipline techniques for learners

- Set up a safe environment.

- Establish routines based on children's needs for eating, sleeping, and playing.

- Remove children from dangerous situations.

- Distract children from doing something unacceptable or dangerous *(playing with something breakable)* to another activity.

- Redirect children by teaching them a different way of doing the same thing. "We don't color on the table. Here is some paper for coloring."

- Ignore misbehavior when it is safe to do so.

- Praise and encourage children to promote learning, independence, and positive self-esteem.

- Show children the natural and logical results of their actions to give them an opportunity to learn from the choices they make.

- Set a good example. Children learn more by watching adults than in any other way.

_ Give your child choices that will avoid power struggles.

"Would you like apple slices or raisins for your snack today?" (Ramsden . 2008. np)

If a student misbehaves, positive techniques to reduce or eliminate that behaviour are needed. As we have learned, misbehaviours are those undesirable behaviours that place the child or others in danger, do not comply with our expectations or classroom rules, and interfere with positive social interactions and self-discipline. In this final section, we will talk more about what specific techniques can be used to reduce misbehaviour, and even prevent it. Whatever technique is chosen, its effectiveness can be increased. (American Academy of Pediatrics. 2005. Np)

-when both you and the student clearly understand what the problem behaviour is and what consequence the student can expect when this behaviour occurs.

-when you respond by providing a strong and immediate initial consequence when the undesirable behaviour first occurs (if a rule is broken, enforce it now, don't wait).

-when you consistently provide an appropriate consequence each time a targeted problematic behaviour occurs.

-when you deliver instruction and correction calmly and with empathy.

-when you provide a reason for a consequence for a specific behaviour, which helps students to learn the appropriate behaviour and improve their overall compliance with requests.

Conclusion

Schools, more and more, are expected to have the widest of programs from the 3Rs (Read, Revise, and Recall) the information that you have to produce a correct speech that is appropriate to different social situation.

Many teachers are reporting significant stress as more and more bureaucratic demands are made on their time, their goodwill and their energy. We are also expected to pick up the unfinished guidance and discipline tab that some parents leave behind. Most teachers do this with diligence, hard work and good humor to raise the sense of discipline, and make it positive through preventing problems and misbehaviors.

Chapter III:
Teacher's and
student's questionnaire

CHAPTER THREE: FIELD WORK

Introduction

The present research is about classroom management: an emphasis on positive discipline, since the teachers and the learners are the main variables of this study. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire to both learners and teachers.

The student's questionnaire aims at finding out whether the learners give importance and a value to management that help to develop their learning level   through preventing misbehaviors and creating positive discipline in classroom.

The teacher's questionnaire is intended to investigate the teacher's role in creating a well-managed classroom by maintaining a positive discipline.

1. The Student's Questionnaire

1.1. The Sample

The fifty (50) students who responded to the questionnaire were chosen among the total number of the first year student's population at the University of Biskra.

1.2. Description of the Questionnaire

This questionnaire consists of seventeen (17) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose 'yes or no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them.

In section one, questions are concerned with student's background information. Section two is about classroom management, its methods, its aspects, its rues, its importance and the role of teacher. Section three is about the positive discipline, its skills and its importance to obtain a well-managed classroom.

1.3. Administration of the Questionnaire

The questions are either closed questions that requiring from the students to choose 'yes or no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them. They are administrated to the third year students, at the English department.

1.4. Analysis of the Questionnaire:

Q01: Your choice to study English is:

	Number	Percentage(%)
Favorable	37	74%
Compulsory	05	10%
You had no further choices	03	06%
All of them	01	02%
None of them	04	08%
total	50	100%

Table one: choice of study English

In question two, students are asked to determine their choices of English, either favorable, compulsory, they had not further choices, all of them or none of them. Each choice has its percentage. For the first one, 74% tell that English, for them, is a favorable branch of study. 10% tell that English is compulsory for them, 06% tell that they choose English, because they have no further choices. 02% tell that all of the choices. And the rest 08% tell that none of the choices.
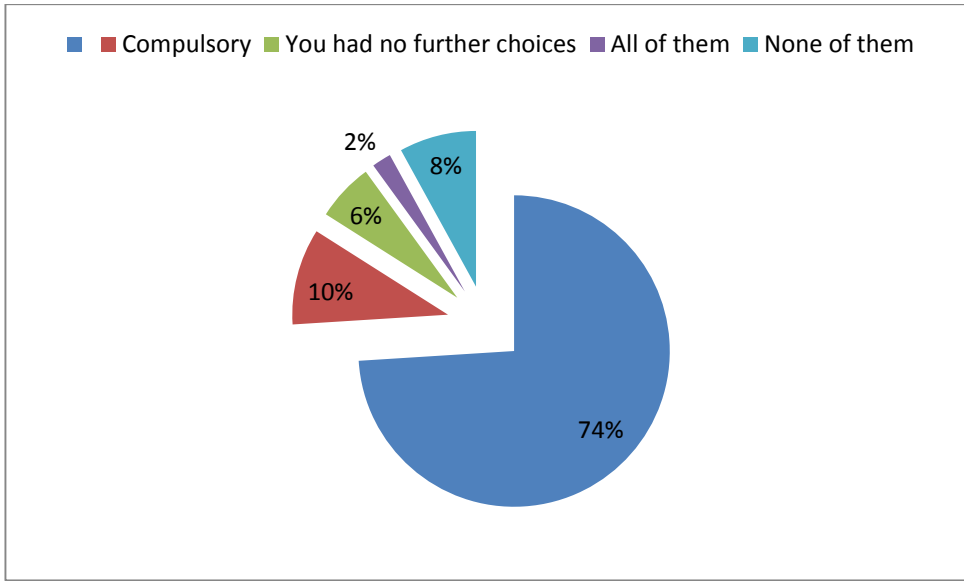
Figure one: choice of study English

Q02: How is your relationship with your teacher?

	Number	Percentage(%)
Good	19	38%
Neutral	30	60%
Bad	1	2%

Table twoo: relation between student and teacher

In question four, students are asked to identify and determine the extent of their relationship with their teachers. Their answers vary into different percentages. 38% say that their relationship with teachers is good. 60% say that is neutral. And 2% say that is bad.
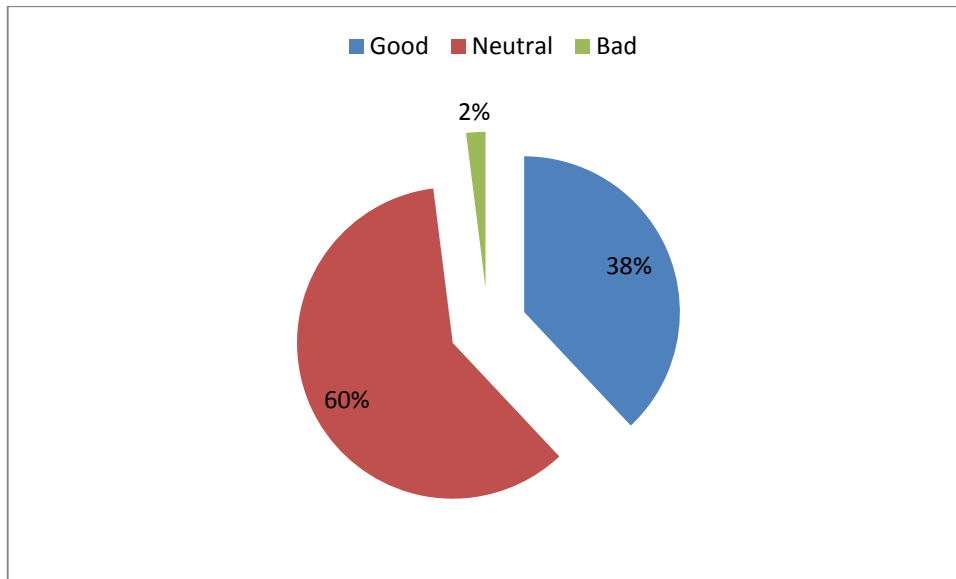
Figure two: relation between student and teacher

Q03: In the classroom, you are:

	Number	Percentage(%)
Motivated	25	50%
Not motivated	25	50%
total	50	100%

Table tree. a: Student's types

a. In question five, students asked to identify their category of learning, i.e the type of each learner. 50% are motivated students, who always participating in classroom, and 50% are not motivated students .
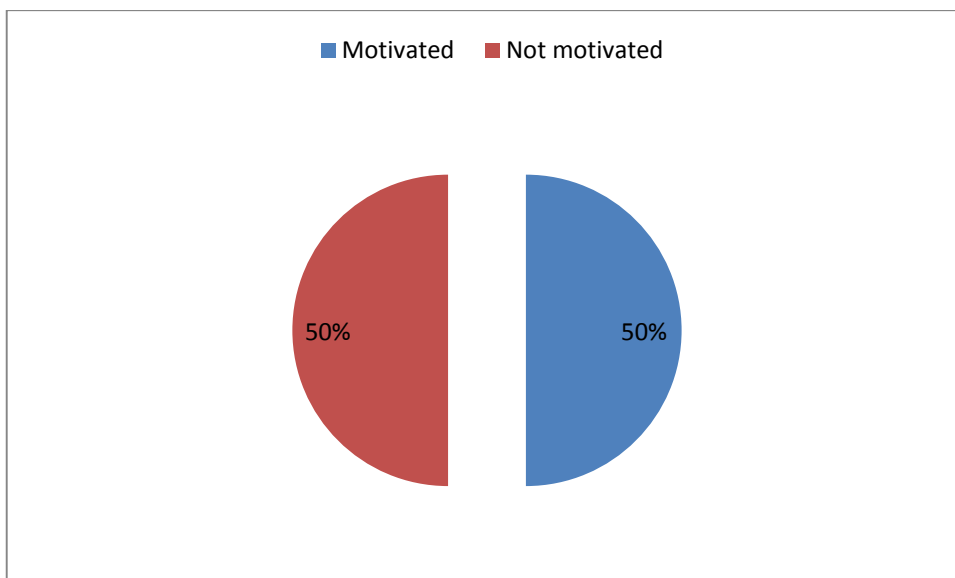
Figure three. a. Student's types

b. If you are not motivated, is it because:

	Number	Percentage(%)
The teacher does not motivate you	9	18%
You fear from mistakes	7	14%
You are shy student	9	18%

Table three. b: reasons which make student not motivated

Those who are not motivated students are asked to determine the reasons of their motivation. 18% tell that the teacher does not motivate them to do so. 14% fear from mistakes. And 18% are shy students.
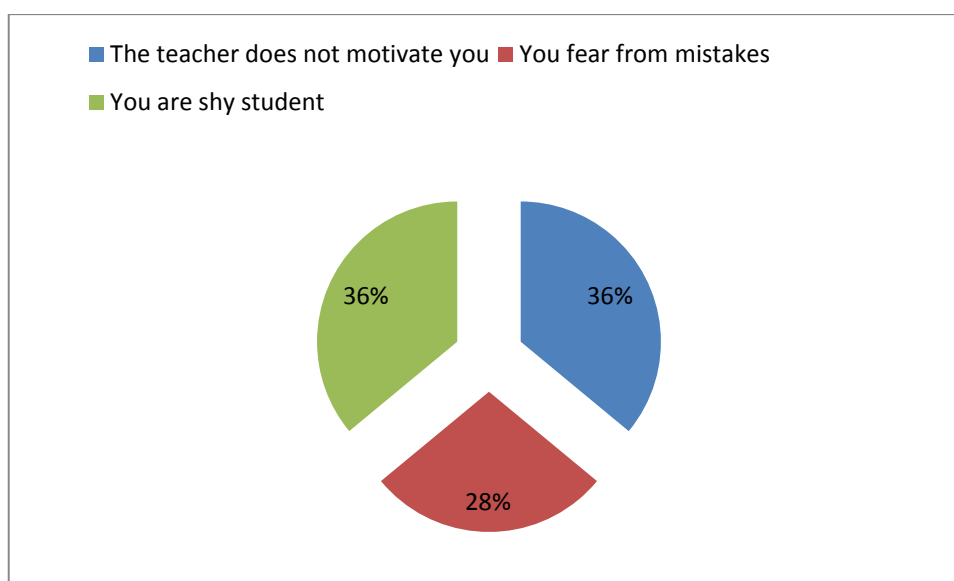
Figure three. b: reasons which make student not motivated

Q04: Most teachers respect the student and do their best to create a welcoming engaged classroom management?

	Number	Percentage(%)
Strongly agree	05	10%
Agree	26	52%
Neutral	11	22%
Disagree	08	16%
Strongly disagree	0	0%

Table four: respect

In question six, students are asked if the teachers respect them and do their best to create a welcoming engaged classroom. 05% from them tell that they are strongly agree. 52% tell that they are agree. 22% tell that they are neutral. 16% tell that they are disagree. And 0% tell that they are strongly disagree.
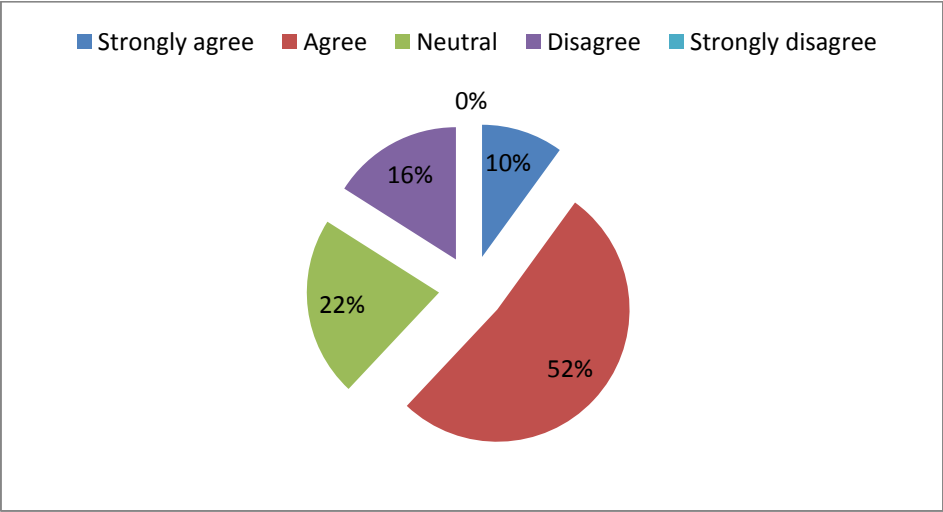
Figure four: respect

Q05: Classroom seating and greeting are an important methods to get well-managed classroom?

	Number	Percentage(%)
Agree	44	88%
Natural	06	12%
Disagree	00	00%
total	50	100%

Table five: seating and greeting

In question seven, students are asked if classroom seating and greeting are an important methods to get well-managed classroom . 88% tell that they are agree. 61.01% sometimes participate and interact in the class. 12% tell that they are natural. 00% or no one is disagree.
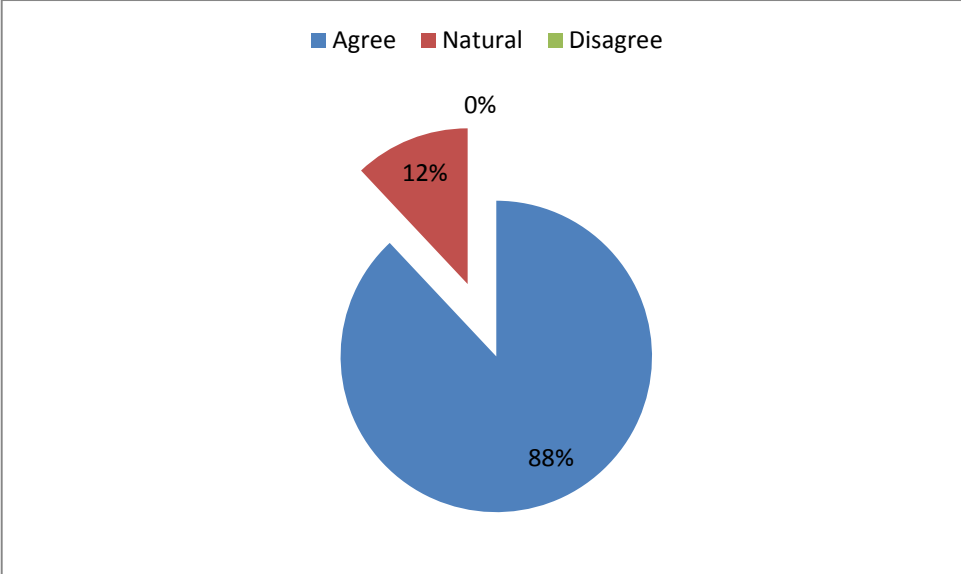
Figure five: seating and greeting

Q06: The ways of starting and concluding the lectures are important methods to get well-managed classroom?

	Number	Percentage(%)
Agree	47	94%
Neutral	03	06%
Disagree	00	00%
total	50	100%

Table six: starting and concluding the lectures

In question eight, students are asked about the ways of starting and concluding the lectures if they are important methods to get well-managed classroom. 94% tell that they are agree. 06% tell that they are neutral. 00% or no one tell that is disagree.
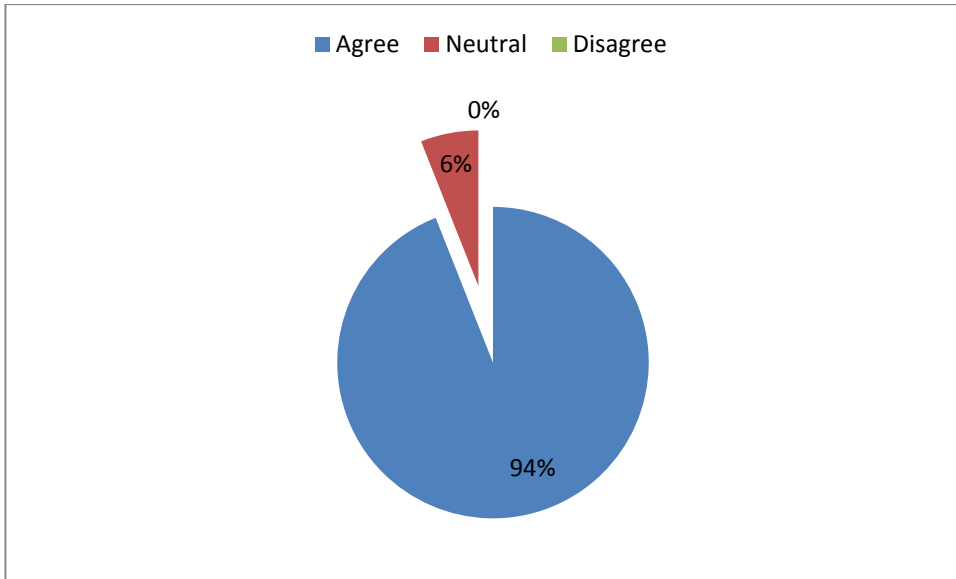
Figure six: starting and concluding the lectures

Q07: How do you qualify classroom management?

	Number	Percentage(%)
Very important	35	70%
Important	24	48%
Less important	00	00%
total	50	100%

Table seven: the importance of classroom management

In question nine, students are asked to determine how much classroom interaction means for them. 70% consider management very important. 24% tell that it is important 00% management for them is less important.
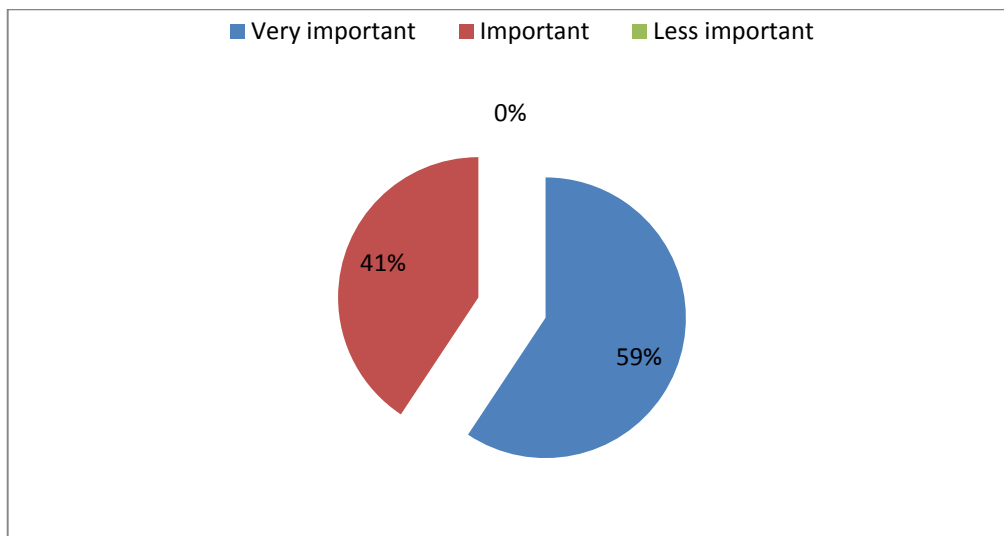
Figure seven: the importance of classroom management

Q08: Does the classroom always look?

	Number	Percentage(%)
Very good	01	35.59%
Good	09	28%
Acceptable	32	30%
Weak	08	16%
total	50	100%

Table eight: the environment of classroom

In question ten, the students asked about the atmosphere of classroom. 02% tell that is very good. 18% tell that is good. 64% tell that is acceptable, and 16% tell that is weak.
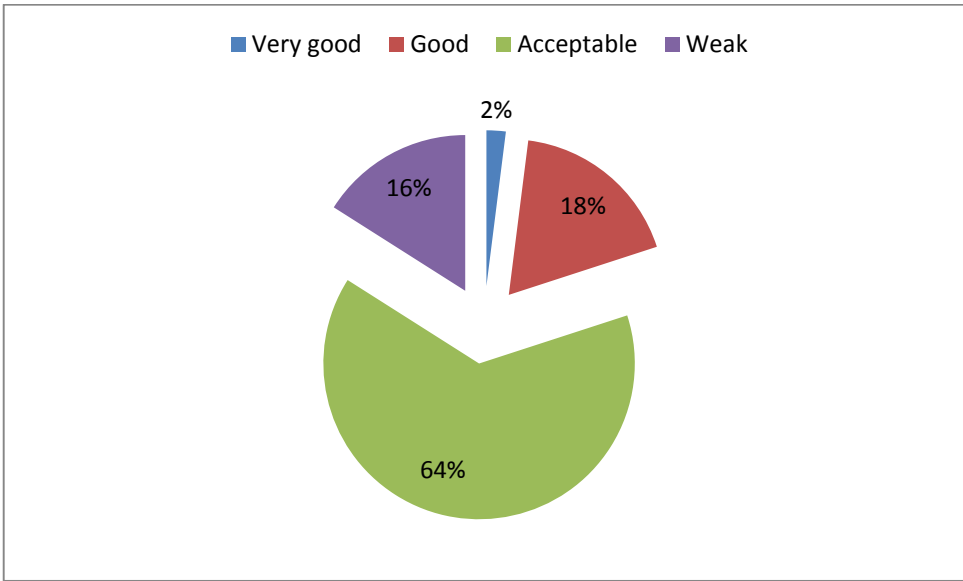
Figure eight: the environment of classroom

Q09: Does your teacher present some rules that you should respect at the beginning of the class?

	Number	Percentage(%)
Yes	32	64%
No	18	36%
total	50	100%

Table nine: rules of classroom management

In question eleven, students are asked about their opinion on rules of tacher if they are presented in the beginning of the. 64% tell yes. 36% tell no.
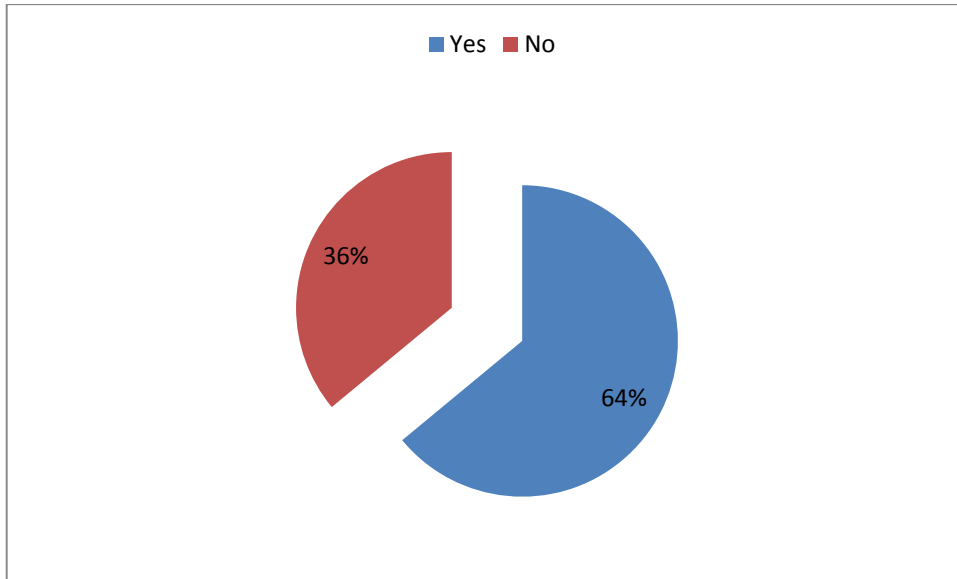
Figure nine: rules of classroom management

Q10: Do you think that resolving student's misbehavior is very necessary for maintaining positive discipline in classroom?

	Number	Percentage(%)
Yes	43	86%
No	07	14%
total	50	100%

Table ten: resolving student's misbehavior

In question twelve, students are asked about their opinion about resolving student's misbehavior that is very necessary for maintaining positive discipline in classroom. They respond as follows; 86% tell yes. 14% tell no.
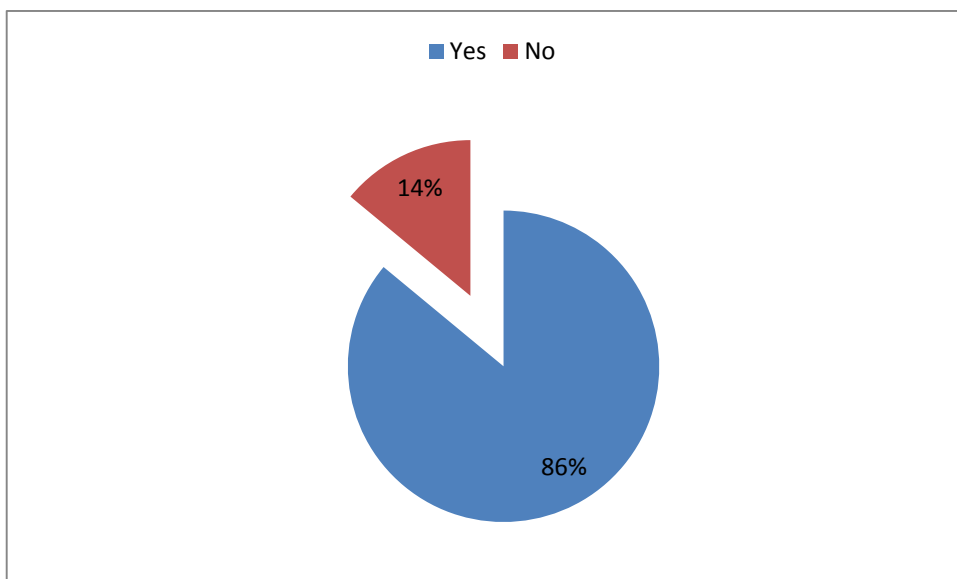
Figure ten: resolving student's misbehavior

Q11: How often does the teacher resolve the problems in the classroom

	Number	Percentage(%)
Always	10	20%
Sometimes	31	62%
Rarely	9	18%
Never	00	00%
total	50	100%

Table eleven: resolve the problems in the classroom

In question thirteen, students are asked if their teacher resolve the problems in the classroom. 20% tell always. 62% tell sometimes. 18% tell rarely. 00% tell never.
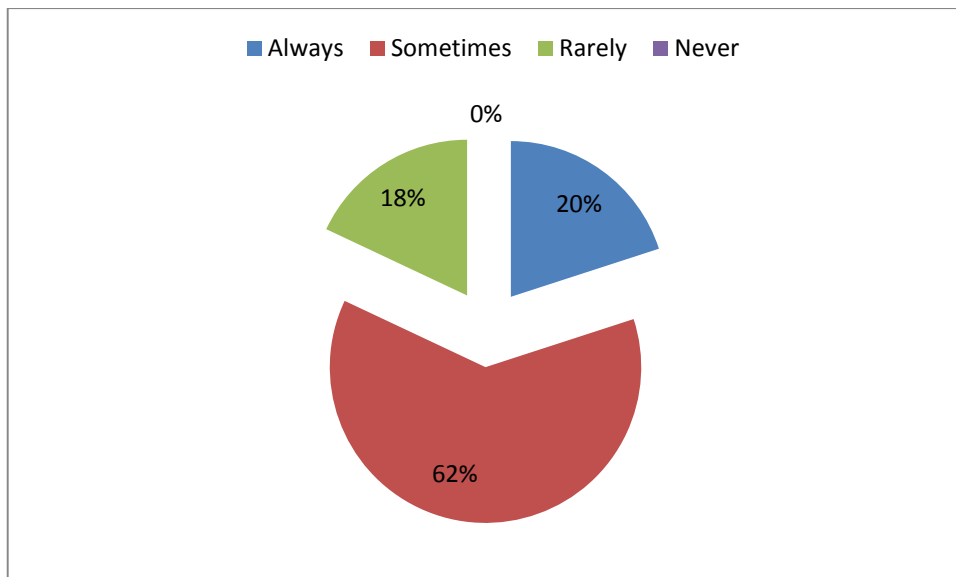
Figure eleven: resolve the problems in the classroom

Q12: How often does your teacher use skills of positive discipline?

	Number	Percentage(%)
Always	30	60%
Sometimes	9	18%
Rarely	11	22%
Never	00	00%
total	50	100%

Table twelve: skills of positive discipline

In question fourteen, students are asked about the extension of using skills of positive discipline by the teacher in the classroom. 60% tell that the teacher always use the skills of positive discipline. 18% tell sometimes. 22% tell rarely. And 00% tell never.
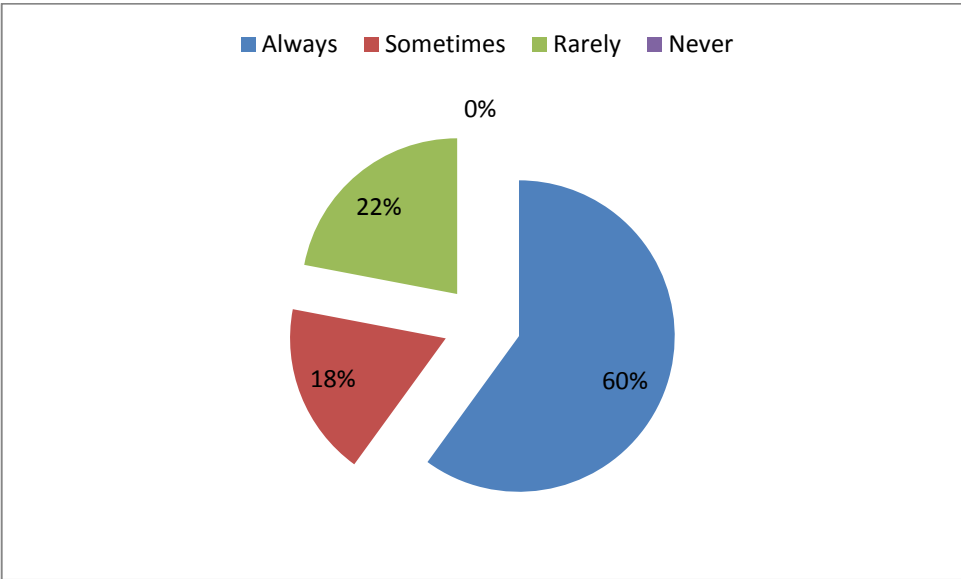
Figure twelve: skills of positive discipline

Q13: In your opinion, what is the skill that creates a respectful and encouraging environment in classroom?

	Number	Percentage(%)
self-discipline	27	54%
Responsibility	15	30%
Cooperation	12	24%
Problem-solving	06	12%
total	50	100%

Table thirteen: environment of classroom

In question fifteen, students are asked to determine the important skill to create a respectful and encouraging environment in classroom. 54% tell self-discipline. 30% tell responsibility. 24% tell cooperation. And 12% tell problem-solving.
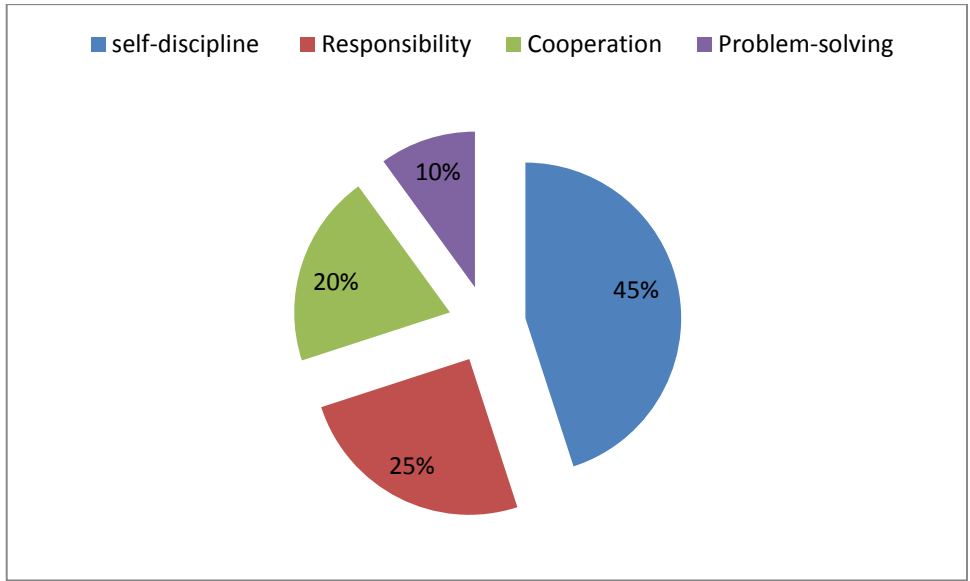
Figure thirteen: environment of classroom

Q14. In your opinion, does the positive discipline maintain well-managed classroom?

	Number	Percentage(%)
Yes	50	100%
No	00	00%
total	50	100%

Table fourteen: the role of positive discipline

In question sixteen, students are asked to know if positive discipline maintain well-managed classroom. 100% all students tell yes. 00% tell no.
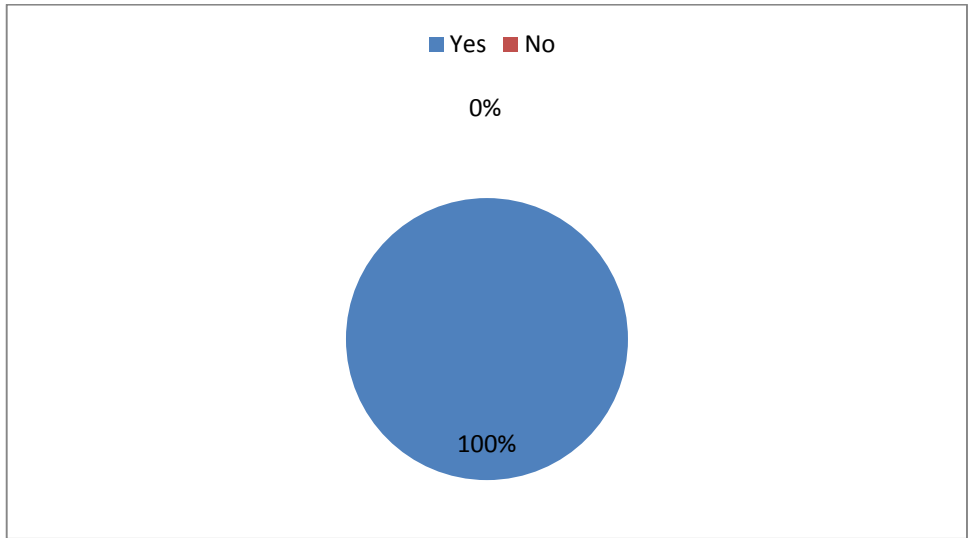
Figure fourteen: the role of positive discipline

Q15: . How do you qualify the positive discipline?

	Number	Percentage(%)
Very important	35	70%
Important	15	30%
Less important	00	%
total	50	100%

Table fifteen: the importance of positive discipline

In question seventeen, students are asked to determine how much positive discilpine means for them. 70% say that it is very important. 30% tell that it is important. 00% positive discipline for them is less important.
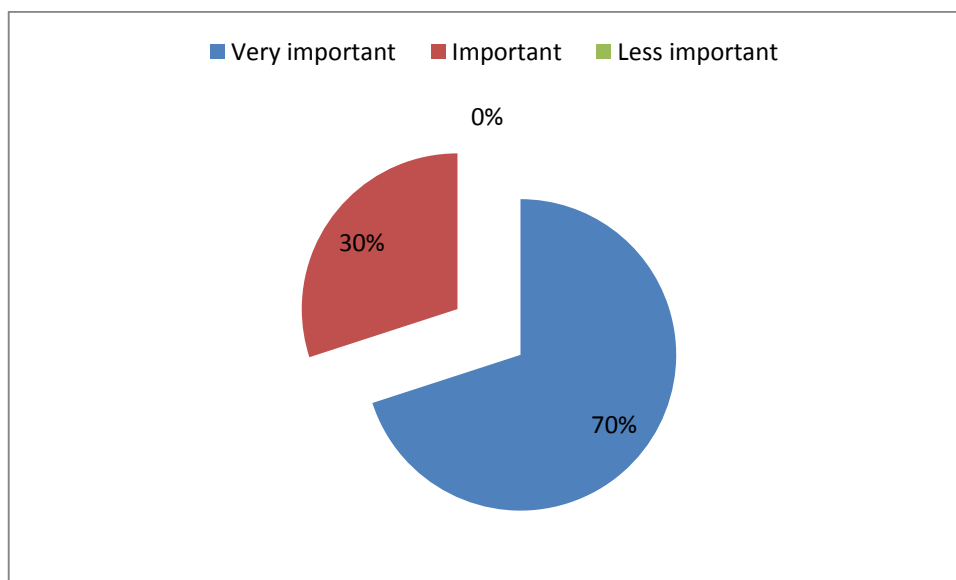
Figure fifteen: the importance of positive discipline

1.5. General findings of student's questionnaire:

According to the study and to the data we have collected from the questionnaire that administrated to third year LMD students at the department of English of Biskra University confirm our proposed hypothesis. Considering the results and the tables above show that the existence of positive discipline takes a great importance to obtain well-managed classroom.

The majority of the students assert the significant role of positive discipline to obtain a well managed classroom. The findings from the result of the questionnaire also strengthen our proposed hypothesis about the teacher's use of positive discipline skills. Most of the teachers

rely on the use of these skills and this is due to their awareness about the importance of classroom management.

Furthermore, students are noticed that their teachers use some skills of positive discipline in the classroom such as respect, resolving student's misbehavior, resolving-problem, responsibility, self-discipline, cooperation, also students state that the positive discipline is very important like the classroom management which has the same features to create a respectful and encouraging environment, also maintain positive relationship between teacher and student.

Finally, From the results of the questionnaire we find that all the students aware about the role of positive discipline in maintaining a well- managed classroom.

2. The Teacher's Questionnaire

2.1. The Sample

The five (05) teachers who responded to the questionnaire are chosen among the total number of the first year teacher's population at the University of Biskra.

2.2. Description of the Questionnaire

This questionnaire consists of twelve (10) questions which are arranged in a logical way. They are either closed questions requiring from the teachers to choose 'yes or no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them.

Section one concerned with teacher's background information (show the degrees held and stating the years of teaching).

2.3. Administration of the Questionnaire

The questions are either closed questions requiring from the teachers to choose 'yes or no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them. Those questions area administrated to teachers, at the Department of the English Language.

2.4. Analysis of the Questionnaire:

Q01: Degree held:

	Number	Percentage
License	0	00%
Master	0	00%
Magister	4	80%
doctorate	1	20%
total	5	100%

Table sixteen: Degree of study

In question one, teachers are asked about their degrees of study. 00% license teachers, 00% master teachers, 80% magisterial teachers, and 20% doctorate teachers.
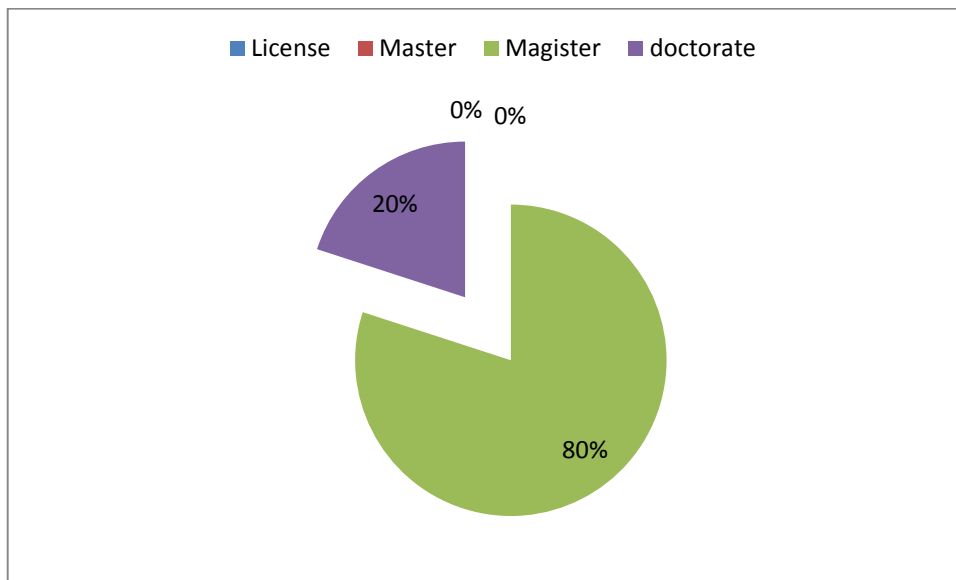
Figure sixteen: Degree of study

Q02. How many years have been teaching English?

	Number	Percentage
0-5	01	20%
5-10	02	40%
10-15	01	20%
15-20	01	20%
total	05	100%

Table seventeen: years of teaching

In question two, teachers are asked to determine the years of teaching English, 20% from0 to 5 years of teaching, 40% from 5 to 10 years of teaching, 20% from 10 to 15 years of teaching and 20% from 15 to 20 years of teaching.
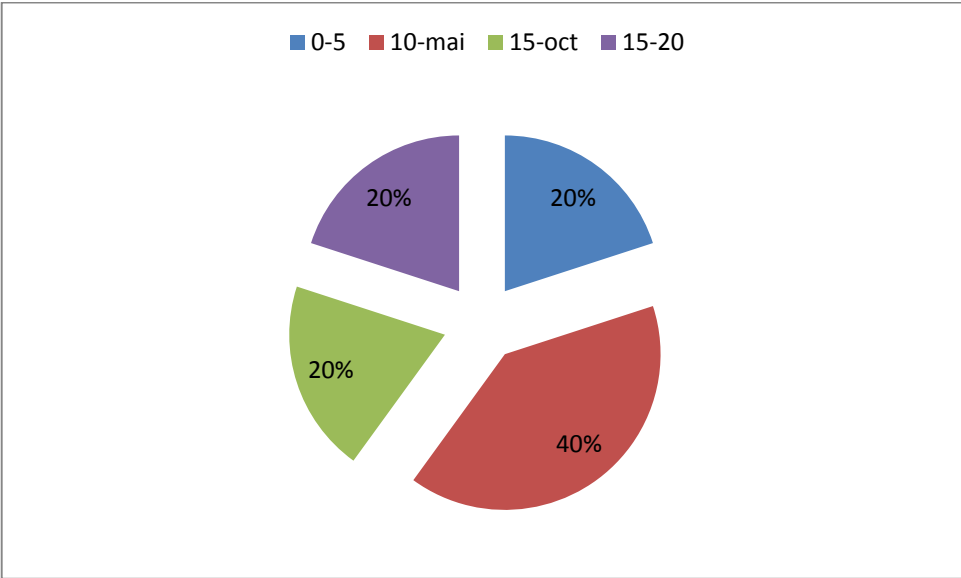
Figure seventeen: years of teaching

Q03. What do you think about using classroom management strategy?

	Number	Percentage
Very interesting	05	100%
Interesting	00	00%
Less interesting	00	00%
Not interesting	00	00%
total	5	100%

Table eighteen: importance of classroom management

In question three, teachers are asked to determine the importance of classroom management. 100% tell that classroom management is very interesting.
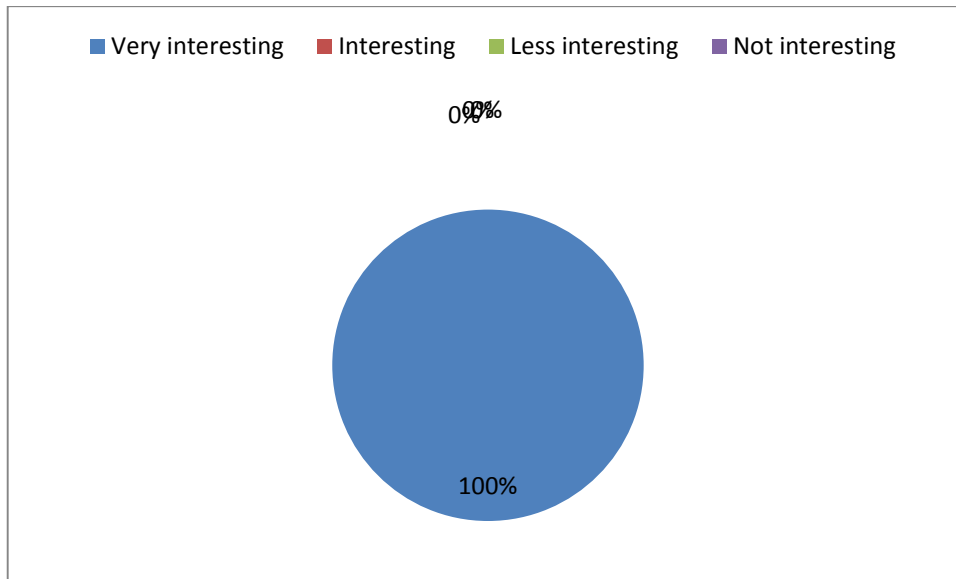
Figure eighteen: importance of classroom management

Q04. Among the following, what are the main reasons that lead students to misbehave?

	Number	Percentage
The teacher behaviour	00	00%
The teacher charisma	00	00%
The large number of students	01	20%
Inexistence of code of discipline	01	20%
Inexistence of lesson plan	00	00%
All of them	01	20%
More than one choice	02	40%
total	05	100%

Table nineteen: reasons of student misbehavior

In question four, teachers are asked about the reasons of student misbehavior. 20% from teachers tell that the large number of students is the cause of student misbehavior, 20% tell that inexistence of code of discipline is reason of misbehavior, 40% choose more than one reason that proposed above and 20% choose all of them.
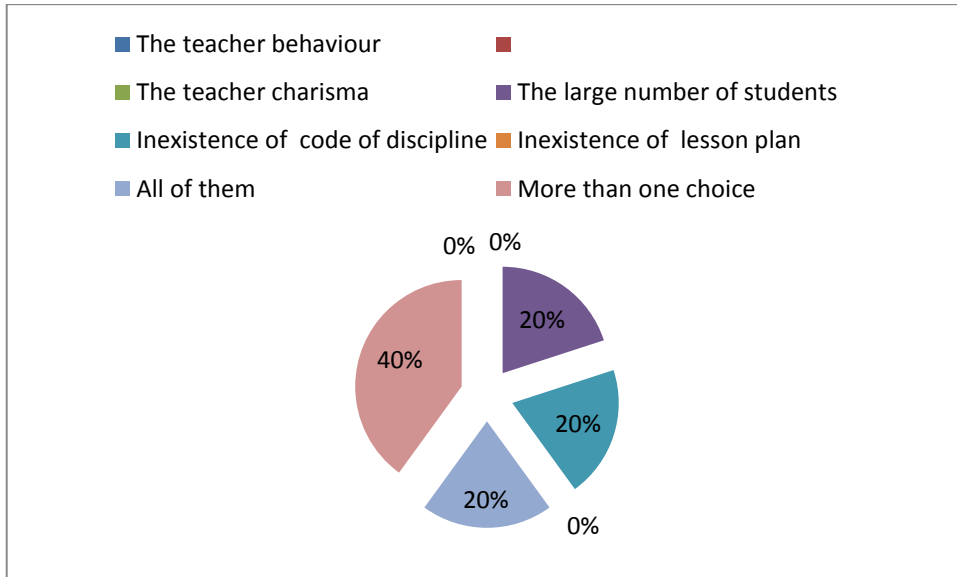
Figure nineteen: reasons of student misbehavior

Q05. What type of teacher role do you have?

	Number	Percentage
Authoritarian teacher	01	20%
Authoritative teacher	03	60%
The indifferent teacher	00	00%
The laissez-faire teacher	01	20%
total	5	100%

Table twenty: types of teacher

In question five, teachers are asked about their role in the teaching process. 20% tell that they are authoritarian teacher, 60% tell that they are authoritative teacher, 20% tell that they are the laissez-faire teacher.
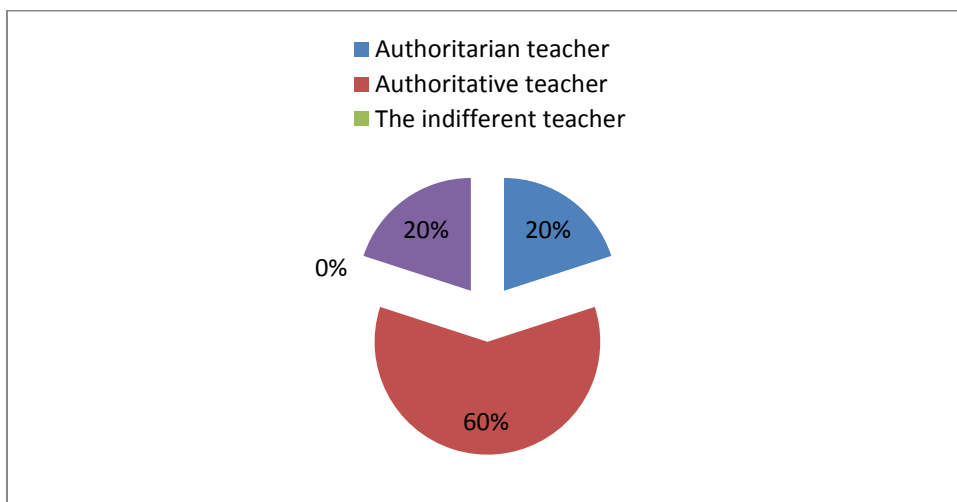
Figure twenty: types of teacher

Q06. What are the techniques you use to motivate your student?

	Number	Percentage
Free discussion	00	%
Group work	02	40%
Acting in role plays	00	00%
Play games	00	00%
Quizzes	00	00%
All of them	01	20%
More than on choice	02	40%
total	05	100%

Table twenty one: teaching techniques

In question six, teachers are asked to determine the role of this technique in the field of teaching, 60% use teaching technique to manage the classroom, 20% use those techniques to enhance the student's oral abilities. 20% select both of them.
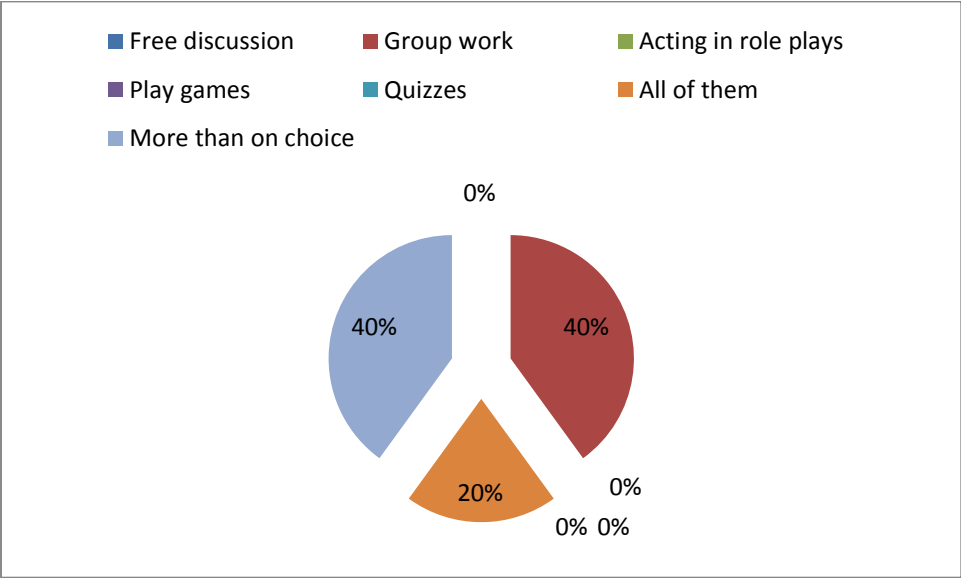
Figure twenty one: teaching techniques

Q07. In your opinion, what is the effective role of teacher?

	Number	Percentage
Controller	00	00%
Guide	01	20%
Manager	02	40%
Friend	00	00%
All of them	02	40%
total	05	100%

Table twenty two: effective role of teacher

In question seven, teachers are asked about the effective role of teacher. 20% guide, 40% manager, 40% choose all the choices.
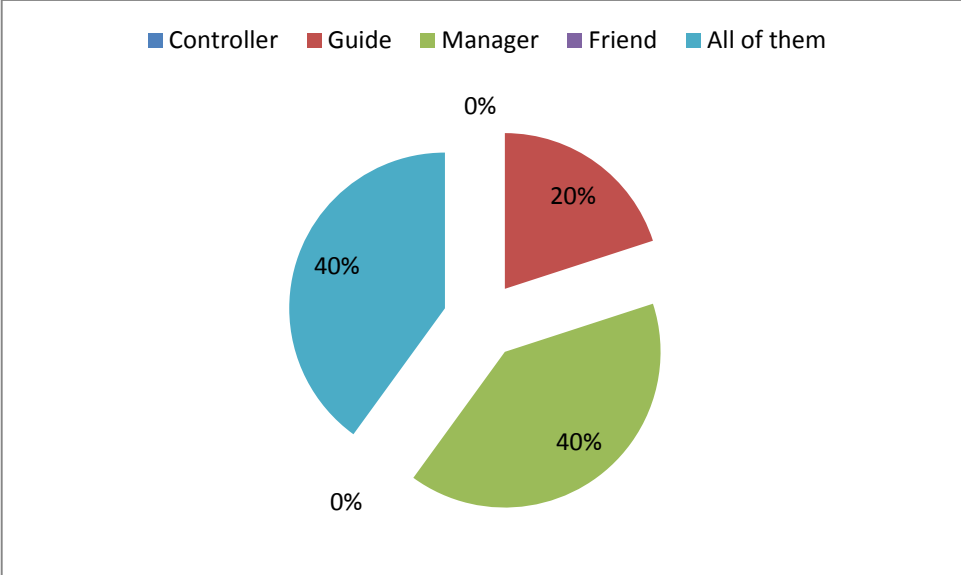
Figure twenty two: effective role of teacher

Q08. In your opinion, how can you define positive discipline?

	Number	Percentage
Respect to teacher	00	00%
Working in groups	00	00%
Respect to each other	1	20%
Being active and involved, motivated, collaboration	1	20%
Respect to administration and classroom norms	1	20%
All of them	1	20%
More than one choice	1	20%
total	5	100%

Table twenty three: definition of positive discipline

In question eight, teachers are asked about the definition of positive discipline. 20% define it as mutual respect, 20% define it as being active and involved, motivated, collaboration, 20% define it as respect to administration and classroom norms, 20% choose all choices, 20% choose more than one choice.
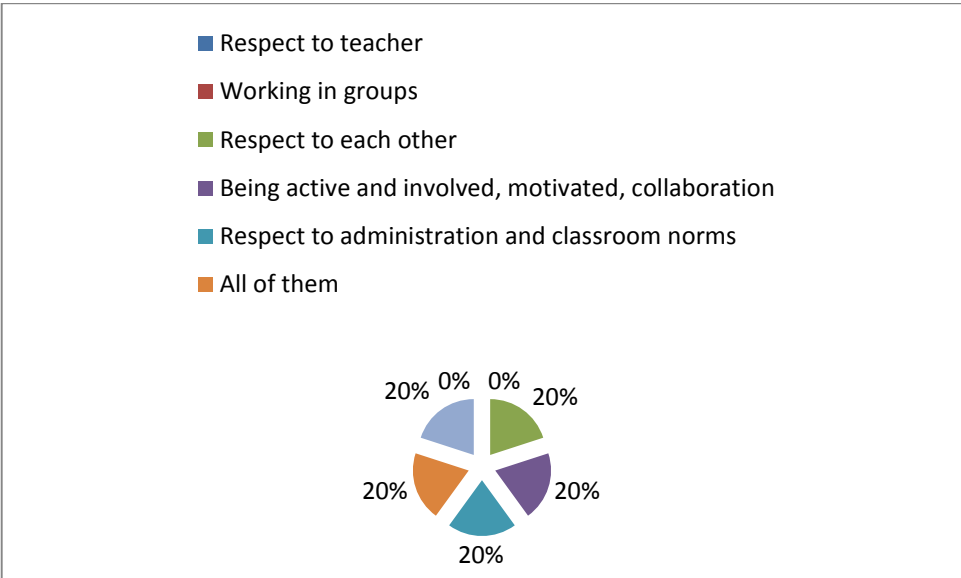
Figure twenty three: definition of positive discipline

Q09. What skills do you need to possess in obtaining a positive discipline?

In question nine, teachers are asked about the skills they need to obtain positive discipline in classroom, teacher's responses are stated as follow:

Teachers must be full-fledged on the topic they teach, and show interest in classroom. Moreover, they should motivate and give feedback to students, also they should be flexible and deal with any behavior in class and try to maintain self-discipline through sharing mutual respect between teacher- student and student-student. Finally, teacher should manage the time of the session and provide perfect planning and organization of the course.

Q10. In what sense do you evaluate the importance of positive discipline to obtain well-managed classroom?

	Number	Percentage
Very important	05	100%
Average	00	00%
Less important	00	00%
total	5	100%

Table twenty four: importance of positive discipline to obtain well-managed classroom

In question ten. 100% tell that the positive discipline is very important to obtain well-managed classroom.
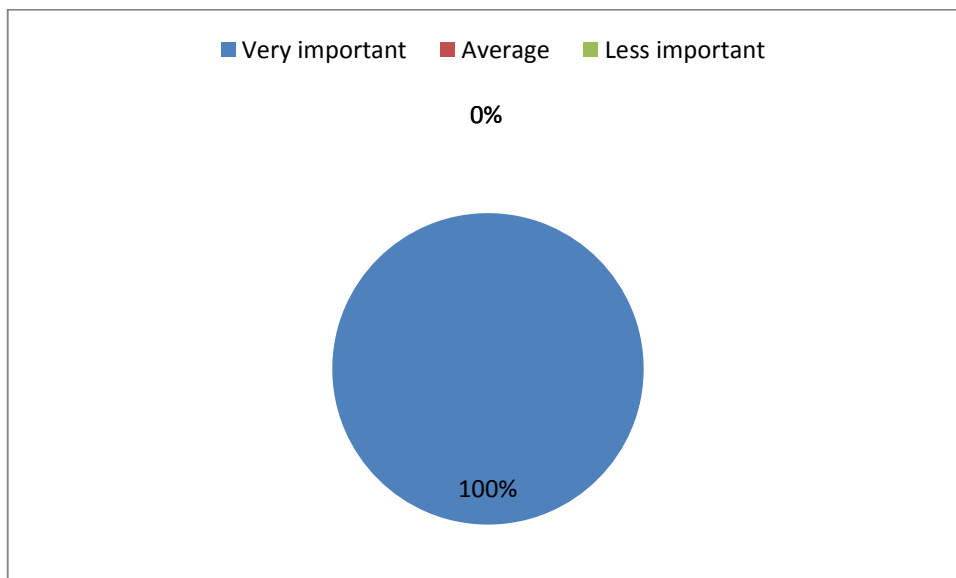
Figure twenty four: importance of positive discipline to obtain well-managed classroom

2.5. General findings of teacher

The data we have obtained from the questionnaire administrated to the teachers at the department of English of Biskra University confirm our suggested hypothesis that is indicated in the introduction. According to the results, teachers are relying on teaching their students by using positive discipline skills. Likewise, one may ensure the experienced teachers know much more about the value of using positive discipline skills In classroom. They indicate that the use of positive discipline skills and the application of these skills will improve the well-managed classroom.

Additionally, classroom management is not an easy task when it comes to application, due to large classes and lack of concern among students who come to English studies without pre-selection from the beginning of their first year when they get their bac exams. Moreover, classroom management is not only the job of teacher, but also the engagement and positive cooperation of students. For teachers, it is very interesting to use classroom management strategies in order to motivate students and prevent misbehaviors. Therefore, the effective role of teacher is to manage classroom by using some techniques such as mutual respect, working in groups, being active and involved, respect to administration and classroom norms. Finally, all teachers consider that the positive discipline is very important to obtain well-managed classroom.

Conclusion:

This chapter is concerned with getting a real data about student's attitude and opinions about and teacher's perception concerning with classroom management and positive discipline, as well as, about the importance of them in teaching and its impact on creating a comfortable atmosphere that impact student's achievement. The analysis of both questionnaires showed positive results but there are some problems. After having analyzed teacher's questionnaire, we found that although most of teachers state that classroom management process is very interesting in teaching. However, some of the teachers fail to manage their classroom; their reasons are the difficulties that lead them fear how to deal with different types of behavior. After analyzing teacher's questionnaire we notice that the majority of teachers do not manage their classes effectively and they do not have the effective skills of positive discipline such as mutual-respect, responsibility, problem solving and cooperation. To sum up, the result of questionnaires showed positive outcomes which confirm that a positive discipline skills helps teachers to obtain a respect, cooperation and comfortable atmosphere in classroom which create a well-managed classroom.

General Conclusion

General Conclusion

This study is concerned with the contribution of positive discipline skills to obtain well-managed classroom through stating the teacher's role in creating a positive atmosphere in the class. This study has almost interpreted the hypothesis stated i.e. if the positive discipline properly conducted , the well classroom management will improve.

The procedures followed in this research are divided into two parts: the theoretical part which contains two main chapters, in the first chapter, we presented background information about classroom management and its importance. Also, we state the role of teacher as manager to obtain an effective classroom management.

In the second chapter, we presented a general overview on positive discipline, its main types, its goals, its characteristics, its tips and the processes to create a positive classroom environment.

In the analytical part of dissertation we have selected two questionnaires. The first questionnaire is devoted to students. The majority of the students assert the significant role of positive discipline to obtain a well managed classroom. Furthermore, students are noticed that their teachers use some skills of positive discipline in the classroom such as respect, resolving student's misbehavior, resolving-problem, responsibility, self-discipline, cooperation, also students state that the positive discipline is very important like the classroom management which has the same features to create a respectful and encouraging environment, also maintain positive relationship between teacher and student.

The second questionnaire is devoted to teachers. From this questionnaire we deduce that classroom management is not only the job of teacher, but also the engagement and positive cooperation of students. For teachers, it is very interesting to use classroom management strategies in order to motivate students and prevent misbehaviors. Therefore, the effective role of teacher is to manage classroom by using some techniques such as mutual respect, working in groups, being active and involved, respect to administration and classroom norms. Finally, all teachers consider that the positive discipline is very important to obtain well-managed classroom.

At the end, using classroom management effectively can help teachers to reduce misbehavior of their students through setting rules and procedures to break down the routines and creating positive and comfortable atmosphere.

Pedagogical Recommendations

The results and findings of the questionnaire provide us information about positive discipline and its role to obtain well-managed classroom. From these results, we suggest certain recommendations that will help teachers, since they are the main concern of our research:

➢ Teachers should implement strategies of classroom management very carefully and effectively.

➢ Teachers should determine some rules and procedures to control the classroom and student's behaviors.

➢ Teachers should create positive atmosphere (by using greeting, seating and the way of introducing and concluding the lesson)

➢ Teachers should provide perfect plan and organization of the lesson so that students be aware about the content

➢ Teacher should treat the students as they would like to be treated. Help them to do better. Be a guide, not a boss.

➢ Teachers should get the students in the cooperative mood.

➢ Teachers should use problem-solving skills in the classroom

➢ Teachers should use some skills of positive discipline such as flexibility, mutual-respect, motivate students, planning and organization and mastery of the subject will leave no way for negative discipline.

➢ Teachers should use skills of positive discipline effectively to obtain an effective classroom management.

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Appendices

Appendix one: student's questionnaire

Appendix two: teacher's questionnaire

Appendix one: student's questionnaire

The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheidar University- Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Branch of English

Questionnaire Submitted to third Year Students

Dear students.

We are conducting a research on classroom management and positive discipline on classroom.. We would be pleased if you answers to following questions, for helping us in our research. Please, put a cross (×) to indicate your chosen answer, and when questions need more details, please, use the space given. We thank you in advance for your contribution.

Section One: Background Information

1. Would you please specify your gender?

    a. Male. ☐

    b. Female. ☐

2. Your choice to study English is:

    a. Favorable. ☐

    b. Compulsory. ☐

    c. You had not further choices. ☐

    d. All of them. ☐

    e. None of them. ☐

3. Your level at English is:

    a. Good. ☐

    b. Average. ☐

    c. Weak. ☐

Section Two: Classroom Management

4. How is your relationship with your teachers?

    a. Good. ☐

    b. Neutral. ☐

    c. Bad. ☐

5. In the classroom, you are:

    A. A motivated student. ☐

    d. Not a motivated student ☐

If you are not, is it because

    a. The teacher does not motivate you. ☐

    b. You fear from mistakes. ☐

    c. You are shy student. ☐

6. most teachers respect the student and do their best to create a welcoming engaged classroom management?

    a. Strongly agree. ☐

    b. Agree. ☐

    c. Neutral. ☐

    d. Disagree. ☐

    e. Strongly disagree. ☐

In each case, please, justify.

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7. Classroom seating and greeting are an important methods to get well-managed classroom?

    a. Agree. ☐

    b. Natural. ☐

    c. Disagree. ☐

8. The ways of starting and concluding the lectures are important methods to get well-managed classroom ?

    a. Agree. ☐

    b. Neutral. ☐

    c. Disagree. ☐

9. How do you qualify classroom management?

    a. Very important. ☐

    b. Important. ☐

    c. Not important. ☐

In any case please explain why?

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10. Does the classroom always look?

    A. Very good. ☐

    B. Good. ☐

    C. Acceptable ☐

    D. Weak. ☐

11. Does your teacher present some rules that you should respect at the beginning of the class?

    a. Yes. ☐

    b. No. ☐

In any case please justify

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Section three: positive discipline

12. Do you think that resolving student's misbehavior is very necessary for maintaining positive discipline in classroom ?

    a. Yes. ☐

    b. No. ☐

13. How often does the teacher resolve the problems in the classroom?

    a. Always. ☐

    b. Sometimes ☐

    c. Rarely. ☐

    d. Never. ☐

14. How often does your teacher use skills of positive discipline?

    a. Always. ☐

    b. Sometimes. ☐

    c. Rarely. ☐

d.   Never.   ☐

15. In your opinion, what is the skill that creates a respectful and encouraging environment in classroom?

    a.   Self-discipline.   ☐

    b.   Responsibility.   ☐

    c.   Cooperation.   ☐

    d.   Problem-solving.   ☐

16. In your opinion, does the positive discipline maintain well-managed classroom?

    a.   Yes.   ☐

    b.   No.   ☐

In any case please justify

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17. How do you qualify the positive discipline?

    a.   Very important.   ☐

    b.   Important.   ☐

    c.   Not important.   ☐

Thank you for your collaboration.

Mr. Lemaissi Saddam Hocine

Appendix two: teacher's questionnaire

The Peoples' Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheidar University- Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Branch of English
Questionnaire for Teachers

Dear teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation about classroom management and positive discipline at Biskra university. We would be so grateful if you could sincerely answer the following questions, so please, give us precise answers as you can. Tick (√) your answer(s) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration.

Section One: Background Information

1. Degree held:
   f. License. ☐
   g. Master. ☐
   h. Magister. ☐
   i. PhD (Doctorate). ☐

2. How many years have you been teaching English?
   d. 1-5. ☐
   e. 5-10. ☐
   f. 10-15. ☐
   g. 15-20. ☐

Section Two: Classroom Management

3. What do you think about using classroom management strategy?

    a. Very interesting. ☐

    b. Interesting ☐

    c. Less interesting. ☐

    d. Not interesting. ☐

4. Among the following, what are the main reasons that lead students to misbehave?

    a. The teacher behaviour. ☐

    b. The teacher charisma. ☐

    c. The large number of students. ☐

    d. Inexistence of code of discipline. ☐

    e. Inexistence of lesson plan. ☐

5. What type of teacher role do you have?

    a. Authoritarian teacher. ☐

    b. Authoritative teacher. ☐

    c. The indifferent teacher. ☐

    d. The laissez-faire teacher. ☐

6. What are the techniques you use to motivate your student?

    e. Free discussion. ☐

    f. Group work. ☐

    g. Acting in role plays. ☐

    h. Play games. ☐

    i. Quizzes. ☐

7. In your opinion, what is the effective role of teacher?

    a. Controller. ☐

    b. Guide. ☐

    c. Manager. ☐

    d. Friend. ☐

Section three : positive discipline

8. In your opinion, how can you define positive discipline?

    a. Respect to teacher. ☐

    b. Working in groups. ☐

    c. Respect to each other. ☐

    d. Being active and involved, motivated, collaboration. ☐

    e. Respect to administration and classroom norms. ☐

9. What skills do you need to possess in obtaining a positive discipline?

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10. In what sense do you evaluate the importance of positive discipline to obtain well-managed classroom?

    a. Very important. ☐

    b. Average. ☐

    c. Less important. ☐

We would really appreciate any suggestions or comments from your part. Please feel free……………………………………………………………………………………………………
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Thank you for your collaboration

Mr. Lemaissi Saddam Hocine

ملخص

أغلبية أساتذة اللغة الأجنبية في قسم الانجليزية في جامعة بسكرة يواجهون مشاكل بارزة أثناء محاولتهم لتحصيل أقسام جد منظمة و منضبطة. لهذا السبب تهدف هذه الدراسة الحالية إلى تحقيق قسم منضم بالتحكم في الانضباط الايجابي و أهميته في أقسام السنة الثالثة ل م د في قسم الانجليزية داخل جامعة بسكرة, من اجل هذا افترضنا هذه الفرضية : إذا توفر الانضباط الايجابي من طرف الأستاذ تحقق قسم تنظيم القسم، للتحقق من صحة هذه الفرضية قمنا بتوزيع استبيانين واحد للأساتذة والأخر للطلبة من اجل معرفة مدى وعيهم بأهمية الانضباط الداخلي للقسم في تنظيم القسم. الاستبيان الأول مطروح للطلبة يحتوي على 17 سؤالا موزعة على طلبة السنة الثالثة للغة الانجليزية(50 طالبا). الاستبيان الثاني موجه لأساتذة اللغة الانجليزية (05 أساتذة) في جامعة بسكرة مكون من 10 أسئلة خلال السنة الدراسية 2014-2015

مناقشة النتائج أظهرت أن الانضباط الايجابي يحصل قسم جد منظم، كما أظهرت هذه النتائج أهميتهم.