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Teachers' Views toward the Implementation of Behavior Modification Techniques
to Manage their Learners' Misbehavior in the Classroom:
The Case of two (02) Private Schools: Modern Language School and Ecole des
Arts et Metier in Tizi-Ouzou

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Dedications

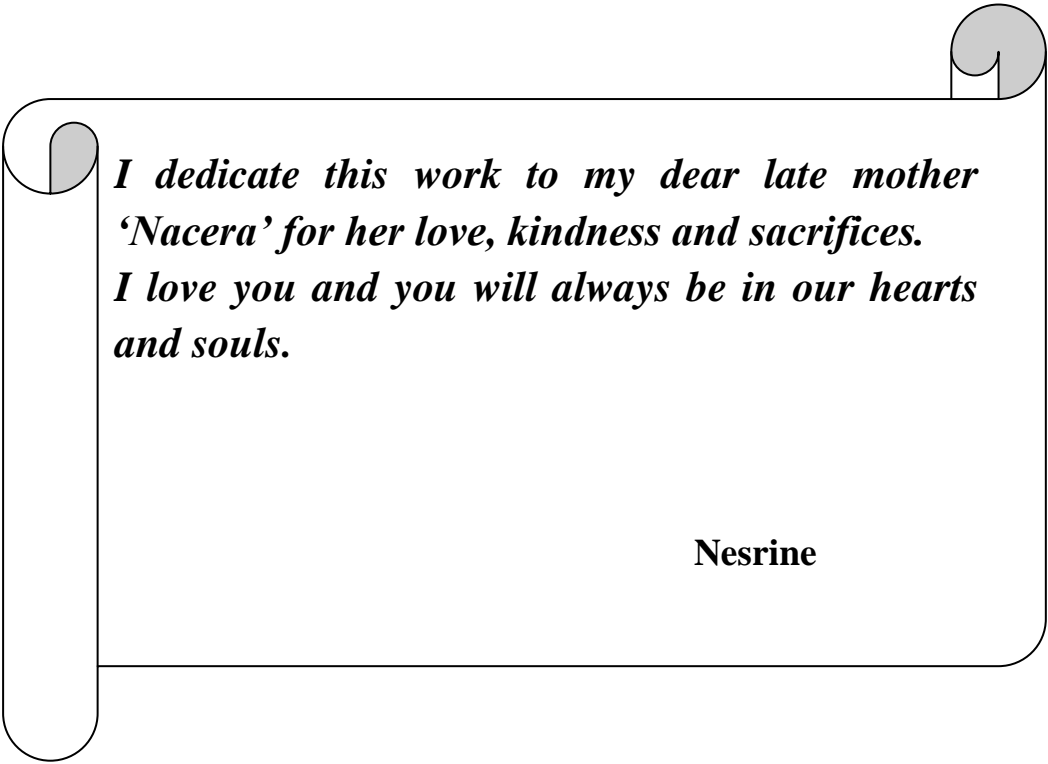
*I dedicate this work to: my dear family,
especially*

*My parents, my brothers, my sisters, and my
little nieces who kept encouraging me,
believed in me all the time.*

*To my husband who always there for, held my
hand and believed in me; also, to my dear
family in low.*

*To all the people who were present with me in
tough times.*

Ouiza



*I dedicate this work to my dear late mother
'Nacera' for her love, kindness and sacrifices.
I love you and you will always be in our hearts
and souls.*

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Abstract

*This dissertation aims at investigating whether English teachers in Modern Language School (MLS) and Ecole des Arts et Métiers (ECAM) private schools in Tizi-Ouzou (Algeria) use Behavior Modification Techniques to restrict learners' disruptive behavior in order to provide an appropriate classroom environment. The study also sought to identify the different types of behavior modification techniques that English teachers use, as well as the extent to which these techniques are effective for classroom management. This study has been conducted on the basis of the approach of behavior modification set by Taylors' and Mackenneys' book entitled *Improving Human Learning in the Classroom* (2008). To carry out this study, we opted for the use of Mixed Methods Research, combining the quantitative and qualitative methods. Indeed, the research tools used are a questionnaire, distributed to fifteen (15) teachers of English in ECAM private school and fifteen (15) teachers in MLS private school and a structured interview conducted with five (5) teachers of the same category. The outcomes were analyzed using Statistical Analysis and Qualitative Content Analysis. The findings of the study confirmed the first and the second hypotheses that English teachers do use different behavior modification techniques to modify learners' disruptive behavior in order to establish appropriate classroom environment. Another conclusion emerged in the presented study is that according to the teachers' answers, the use of behavior modification techniques is effective for classroom management.*

Key words: *Disruptive behavior, behavior modification techniques, modeling, task centered approach and proximity control.*

List of Abbreviations

ABC: Applied Behavioral Analysis

ECAM: Ecole des Arts et Métier

EFL: English as a Foreign Language

MLS: Modern Language School

Q: Question

QCA: Qualitative Content Analysis

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General Introduction

- **Statement of the Problem**

Behavioral problem in the classroom is a crucial daily issue that teachers encounter in schools, as advocated by Sprague and Horner (2000:6 cited in Sharma *et al.* 2018:6) that *“there are no school immune from challenging problem behavior”*. Managing learners’ behavior in schools is one of the EFL teachers’ responsibilities. Accordingly, various strategies should be tied by teachers to manage the classroom especially in term of behavior problems. In this context, Demir (2009) and Pane (2010) confirm that classroom disruptive behavior is the most prominent issue that reduces teachers’ and learners’ performances and production. In addition, some British Literature on classroom management states that one of the most significant tasks in the teaching and learning process is the establishment of good classroom order (Mc Culloch, 1998). According to Merret and Wheldall (1986:88), behavior problem refers to *“any activity that interferes significantly with pupil’s own learning. Others pupil’s learning and teachers’ ability to operate effectively”* (cited in Carotenuto 2011:11). So learners’ misbehavior can be considered as one of the most difficult aspects for teachers to do with, due to the variety of causes behind it, this is why teachers are required to find solutions to remedy the problem.

This means that behavioral problem in the classroom increases the stress level and makes the learning process extremely difficult. As Abel and Swell (1999:10) point out that *“misbehaviour is the main reason for teachers’ stress”*. So, behaviour problem in school has been identified as being a crucial daily problem in teaching and learning processes. In an attempt to improve classroom management and ultimately to improve classroom behavior, teachers engage to use ‘Behavior Modifications’ for decreasing learners’ behaviour problems and to keep them focus on learning (Haydon *et al.* 2011; Holws *et al.* 2012; Majbar *et al.* 2016 cited in Rangely, 2017:9).

Additionally, school discipline issues such as misbehaviour in classroom affects negatively both students’ and teachers’ performances; therefore, for effective behaviors’ and classrooms’

management and academic success, teachers have to promote the use of behavioural techniques and to be cautious using behaviour modification in the classroom. Behavioral techniques are a crucial requirement in education, confirming their significant role for an effective classroom management. Due to its importance as one of the main determinants in managing learners' behavior and classroom environment, several studies have been conducted in the area of behaviour modification techniques. We can mention the work done by Hanscom where the author found that behaviour modification was being used at an elementary level with a wide variety of techniques, some of them are old others are new. Another main work was conducted by A.Rangely where the researcher revealed that the use of rewards as a school wide approach to positive behaviour modification management in middle school setting considered as being solution to improve behaviour in classroom.

Despite the large research in the area of behaviour modification in general, less attention has been given to the implementation of behaviour modification techniques and strategies in the Algerian school, more precisely, the private schools in Tizi Ouzou. In this case, our present research seeks to identify whether the English teachers at 'Modern Language School' and 'Ecole des Arts et Metiers' private schools in Tizi –Ouzou (Algeria) do use behavior modification techniques to manage learners' disruptive behavior or not.

- **Aims and Significance of the Study**

The present dissertation is about one of the most frequent issues that teachers of English encounter at school which is learners' disruptive behaviour. The research is undertaken to shed light on the field of behaviour modification, as it significantly contributes to the identification of the various behaviour modification techniques and strategies used by the teachers of English at MLS and ECAM private schools in Tizi-Ouzou to manage learners' disruptive behaviour in order to provide appropriate learning environment.

To know about the impact that disruptive behavior may cause on EFL teachers, it is important to investigate the use of behaviour modification techniques to offer new insights for

teachers, especially short experience teachers about the effective means to manage learners' disruptive behaviour in classroom.

- **Research Questions and Hypotheses**

Being aware about the importance of behaviour modification in education, the present study aims to answer the following questions:

Q1: Do teachers of English at MLS and ECAM private schools in Tizi-Ouzou use behaviour modification techniques to manage learners' disruptive behaviours in order to provide appropriate learning environment?

Q2: What types of behaviour modification techniques and strategies do teachers of English use to modify learners' disruptive behaviour in order to provide appropriate learning environment?

Q3: To what extent the behaviour modification techniques the teachers use are important for an effective classroom management?

To answer our research questions we suggest the following hypotheses:

H1: Yes, teachers of English use behaviour modification techniques to manage learners' disruptive behaviour in order to provide appropriate learning environment at Modern Language School and ECAM private schools in Tizi-Ouzou.

H2: Teachers of English at Modern Language School and ECAM private schools in Tizi-Ouzou use different types of behaviour modification techniques to manage learners' disruptive behaviour in order to provide appropriate learning environment.

H3: The use of behaviour modification techniques is important for establishing an effective classroom management.

- **Research Methodology**

The research adopts a mixed-method approach. It combines both qualitative and quantitative methods for data collection and data analysis. The data are collected from questionnaires distributed to the English Teachers at MLS and ECAM private schools in Tizi-Ouzou (Algeria) as well as a structured interview for five (05) teachers in ECAM private school. Statistical analysis and Qualitative content analysis have been used to exploit the results obtained from questionnaires. Additionally, we followed the qualitative content analysis for the interpretation of teachers' interviews.

- **Structure of the Dissertation**

The present dissertation follows the traditional simple model. It consists of four chapters, in addition to a General Introduction and a General Conclusion. The General Introduction gives background information on the topic, stating the aims and significance of the investigation, the research questions and hypotheses, the methodology; lastly, it presents the structure of the dissertation. "Review of the Literature" is the chapter in which some of the previous definitions and theoretical concepts and framework are reviewed. The second chapter is named "Research Design", it deals with the methods and the methodology used to carry out this investigation. First, it provides a detailed description of the context and the participants of the study. Then, it presents the tools used to gather the data: a questionnaire and a structured interview for Teacher of English at MLS and ECAM private schools in Tizi-Ouzou. "The Research Design" chapter mentions the data analysis tools used to analyse and interpret the findings (Qualitative Content Analysis and Quantitative Content Analysis). As regards, the third chapter is "the Presentation of the Findings". As its name denotes, the chapter serves to display the results gathered from the interview that are interpreted using Qualitative content analysis and those gathered from questionnaires interpreted into tables and diagrams. The last chapter entitled "Discussion of the Findings" is considered to be the final print of the research in which it interprets and discuss the results obtained at the same time it paves us the way to either confirm or disconfirm the advanced hypotheses put forward in the General Introduction.

Review of the Literature

Introduction

The present chapter is a review of the literature that accounts for the major works in the field of behavior modification. It reviews the previous works which are related to the issue of behavior modification techniques and their impact on the management of behavior problems in the classroom. This chapter is composed of four main sections. The first section is entitled ‘classroom behavior’ wherein definitions of the terms ‘behavior, classroom behavior and behavior problems’ and its types are provided. The second section deals with the main causes of misbehavior. The third section first presents Taylors’ and Mackennys’ theoretical framework about behavior modification with its origins, then, it extracts the main and important techniques that teachers can use to modify learners’ behavior problems. The last section focuses on the of definition of classroom management its purposes, as it shows the effect of behavior problem on it and it reveals the effectiveness of using behavior modification techniques for a good classroom management and teachers’ role.

1. Behavior Problem in Classroom

1.1. Definition of Behavior

Several definitions are given to the term behavior. Generally speaking, behavior refers to actions or movements made by individuals. In this respect, Bergner (2011:148, cited in Uher, 2016:6) claims that “*behavior is an attempt of the individual to bring about some states of affairs*”. In other words, behavior is a means to affect or to change existing states by engaging into new acts and activities that seek to develop individuals’ life. Moreover, behavior is also described in terms of the relationship between the living organism and its environment. As Millkan (1993:163) asserts “*behavior as the environmentally mediated functional form of the external change or activity of an individual organism*”. That is to say, behavior is a

reaction or response of individuals toward the influence of the surrounding social environment. Similarly, Piichot (1999) concludes that behavior is the result of the interaction between the organism and its environment that lead to behavior production. For instance, smoking is not allowed in public places. However, some people do not obey the instruction consequently this has negative impact on others' behavior.

1.2. Definition of Classroom Behavior

Hue Ming-Tak and Li Wai-Shing (2008:4) In their book entitled '*Classroom Management: Creating a Positive Learning Environment*' define classroom behavior as:

The actions or reactions of classroom participant, the behaviour of an individual is complex as it is controlled not just by the nervous system but also by the social context in which she/he participates. The actions of individual teachers and students form particular patterns of classroom behaviour.

Accordingly, classroom behavior refers to a set of actions and reactions performed by learners inside the classroom. Learners' disruptive behavior is managed by both the internal factor which is the nervous system and by the external factors that are in relation to the social context in which the learners are engaged. That is to say learners' negative behavior is sometimes caused by humans' nature and character but also it can be provoked by the influence of the social surrounding conditions where they belong to.

1.3 Definition of Behaviour Problem or Misbehaviour

The problem of learners' behavior in school is a crucial problem that teachers encounter in the classroom. Different terms are proposed to behavior problems: 'challenging behavior' (e.g. Lyons and O'Connor, 2006), 'Anti-social behavior' (e.g. Reinke and Herman, 2002) and 'misbehavior' (e.g. Martin *et al.* 1999, cited in Carotenuto, 2011:9). According to Merret and Wheldall (1986: 88) misbehavior can be any word or act that significantly aims at making the teaching and the learning processes difficult and less worthy for both teachers and

students (ibid;11). Indeed, Doyle (1990:155) literally considers “*misbehavior as any action by students that threaten to disrupt the activity flow or pull the class toward an alternative program of action*”. Moreover, Koerhais and Ostdom (2014:62) claim that misbehavior refers to “*any type of behavior by students in a classroom or school environment that violates a written or unwritten social norm or school rules*”. (Cited in Ostdom *et al*, 2018:602). In other words, students’ inappropriate behavior is any word or action that opposes the school regulations.

1.3 Types of Behaviour

“Noncompliant behavior” refers to the learner’s discommitment to the teachers’ regulations and orders. For instance, he/she refuses to accomplish any classroom activity. “Disrespectful behavior” takes place when the learner disrespects both his/her classmates or teachers by using bad and inappropriate words. Indeed, distracting them while speaking which create a feeling of embarrassment and discomfort.

Moreover, “Aggressive behavior” is displayed when the learner use violence and force towards his/her teachers or peers (Shisara *et al*, 2019).

In addition to the behaviors’ types discussed above, Gossman (1995) divided behavior into five main types:

Firstly, “Harmful behavior” refers to inappropriate behavior that negatively affects learners’ self-esteem. This type of misbehavior leads the learners to cry and even enter into a state of serve depression. For instance, bullying is a well-known type of harmful behavior which makes the learner feels embarrassed and uncomfortable in the classroom. Secondly, “Distracting behavior” is a form of misbehaving where the learner attempts to spread distraction in the classroom to prevent his/her classmates from learning effectively. Thirdly, “Testing behavior” is another form of learners’ misbehavior where he/she tries to impose him/herself through following his/her own thoughts ideas and rules in the classroom. For example, challenging teachers’ authority and show that he/she is different from the rest. Fourthly, “Antisocial behaviour” is when the learner isolates him/herself from the rest and even

he/she refuses to accomplish any group work activity or projects. Lastly, 'Contagious behavior' is when the learner gets influence by other learners' behaviours then he/she attempts to repeat the same displayed behaviour. For instance, the learner notices his/her peer disturbing and talking during the lesson he/she does the same. (Cited in Ming-Tak and Wai-Shing, 2008:55)

In fact, any act or action that is against the appropriate behavior is considered to be a type of behavior problems.

1.4 Causes of Behaviour Problems or Misbehaviour

The main causes of behavior problems in classroom can be caused by three main sources: the learner, the social environment and the teacher.

1. The Learner

1.1. Lack of attention

Mc Manus (1993) confirms that a teacher has to try to give attention when learners engage in performing good behaviours and should ignore unacceptable ones. That means that, a teacher can foster learners' positive behaviors by providing positive feedback and compliments at each time they engage in good behaviour. However, when learners misbehave, teachers should be clever enough to ignore such behaviors and not to show any reaction against them which decreases the reproduction of negative behaviors. Therefore, the teacher can be the motivator element in the classroom.

1.2. Learning difficulties

There is a strong correlation between learning difficulties and behaviour problems. According to Kyriacou; "the *most common trigger for students' misbehaviour seems to be encountering learning difficulties which threaten the student's self-esteem*" (1997:124). In other words, when learners face difficulties to cooperate in the classroom, they would probably feel unsatisfied, which creates a negative feeling towards school and leads a learner to perform behaviour problems. For instance, when learners feel unable to solve any given

task in the classroom, they often blame themselves for not being able to decode it. Besides, they adopt a feeling of no-satisfaction which pushes them to commit disruptive behaviors.

1.3. Lack of Motivation

According to Slaving (2003:329), “*motivation is what gets you going, keeps you going, and determine where you are going to*”. That is to say, motivation is an essential aspect that initiates the involvement of learners in learning. Additionally, when learners are strongly motivated, all their efforts are directed toward the achievement of specific goals. Consequently, the motivated learners do not tend to misbehave in the classroom contrary to the learners who suffer from the lack of motivation who spend their energy on misbehaving.

2. The Social Environment

Social environment plays a very important role in one’s personal growth. Hoffman *et al*, (2009 cited in Arifin *et al*, 2018:931) conclude that the impact of positive environment plays an important role in improving students’ good behavior and facilitates the teaching and the learning processes. In contrast, bad behaviors are the results of negative environment (Mourad 2012; Fidaus 2016, *ibid*: 932). Said differently, the social context where learners belong to is seen to be the justification of their actions which affects learners’ thoughts and behaviors. For example, when a child is raised in a peaceful environment, he/she learns to produce appropriate talks and actions. In contrast, to the one who is raised in a problematic environment, it influences negatively the way he/she thinks, talks and behaves.

2.1. Parental Influence

Family plays a strong role on individuals’ positive and negative behaviors. According to Hoffman (1996, cited in Arifin *et al*. 2018:931), the family is the first responsible in forming individuals’ personalities. Therefore, the weaknesses of parents to discipline their children can be seen as one factor that influences students’ behavior. In this context, Jacobvits *et al*. (1996); Vuchnich (1992) state that learners who behaved negatively is the results of incompatibilities and unfair discipline controls during childhood (*ibid*: 934). That is to say, the lack of discipline can be

the main reason of learners' badbehavior. In this sens, Greeg directly blames parents for not teaching their children obedience when he claimed that "parents have failed to instill in their children... a sort of work ethic of the willingless to do what an authority tells them to do" (1995:588 cited in Carotenuto, 2011:15). In other words, parents have failed to draw a moral side on their children to teach them to respect and abide the order of eldest people. Therefore, parents need to be careful on the way they talk, treat and behave with their children, because if they indicate a negative image about children, they will believe that they are rejected, unloved and unwanted, and they will act accordingly. Besides, Singurdson *et al.* (1996) and Sokol_Katz *et al.* (1997) claim, family problems and issues are the main reasons of individuals' bad behavior (cited in Arifin, 2018:934).

2.2. Peer Influence

It is important for teachers to foster positive peer relationships in order to get good and positive outcomes. Qingland *et al.* (2004:7) confirm that "*peer prejudice is often catalyst misbehavior and that a teacher should help them build positive relationships by enhancing classroom interaction, cooperation and conversation*". That is to say, peers are the closest members in learners' life; such proximity easily paves the way to learners to get influenced. In this context, Noraini (2005, cited in Arifini *et al.* 2018: 935) points out that peers significantly effect on forming learners' character and behavior. Besides, Yahya *et al.* (2000, *ibid*) affirm that peers are the reason in changing learners' beliefs and stances. Since, learners are greatly affected by their peers' behavior whether it is good or bad. Hence, teachers should favourite positive peer relation in order to get good and positive outcomes.

2.3. Mass Media

Mass media like printed, electronic media and the internet have considerable influence on managing learners' behavior in EFL classrooms. In this respect, Bandura (1985, cited in Arifini, 2018: 936) states that the fact of watching aggressive movies influences the behavior of individuals negatively. In addition, Hiebert and Reuss 1985 (*ibid*) point out that an

experiment conducted by the National Mental Health institute in Marys' land found that school ageing fighters in school were among those who watched the terrorist programs.

3. The Teacher

Teachers have probably a great influence on children and young people, and they are the ones who take the major responsibility in the academic success of the students. As (Reynolds 1989; Porter 2007 cited in Carotenuto, 2011:23) confirm that the school environment is more important than the social context for the mental development of learners' and their behavior.

3.1. Bad Quality of Teaching

Good teaching is vital in enhancing students' ability to learn effectively and it helps at maintaining good behaviors in the classroom. DFES (2005:14, cited in Carotenuto, 2011:26) confirms "*Consistent experience of good teaching promotes good behavior*". In contrast, poor quality of teaching can contribute to the development of unwanted and inappropriate behavior. In this context, Araujo explains that:

Poor quality of teaching was seen as potentially providing the conditions in which indiscipline would breed. Teachers not sitting enough work or not explaining what to do, an uninteresting lesson, having too many different disciplines teachers were amongst the reasons provided to explain indiscipline...Generally, they agreed that in such conditions they often engaged in small talk with their friends.(Araujo, no date: 255, ibid: 26-27)

In other words, teacher's bad quality teaching, lack of professionalism and incapability to attract learners' attention to follow the lesson and to understand the context can be considered as the main cause that leaves the space for learners to misbehave and getting out of the task. .

3.2. The Use of Punishment

Punishment is not always an effective solution to reduce the frequency of behavior problems in classrooms. In this light, Woods (2008:183, cited in Carotenuto 2011:29) states that "*Behavioral discipline methods are flawed because they neglect three key dimensions of children's experience: emotions, a sense of justice, and their relationships with peer*". That is to say, the author clearly explains that when teachers use punishment they are not aware of learners' needs and links, as they neglect their psychological state. Such ignorance can be the

fact that pushes learners to engage more in behavior problems. In other words, the fact of using punishment, the teacher can foster feelings of embarrassment and anger in the learner, which leads to the reproduction of that unwanted behaviour.

4. Behavioral Modification in General Education Classrooms

According to Sprague and Horner (2000, cited in Sharma *et al.* 2018: 6), “*there are no schools’ immune from challenging problem behaviors*”. This is why, teachers are intended to find ways to manage learners’ behavior problems, and thus, behavior modification can greatly help to learn specific techniques and to improve learners’ behavior. In this context, Taylor and Mackenney affirm that “the chief purpose of teachers using this technique is to change or modify behaviors” (2008:217).

4.1 Definition of Behavior Modification

Behavior modification has been described as a major source of change in the classroom, and “*is one of the tools for managing inappropriate or undesirable behaviors that are observable, describable and measurable behaviors*». In other words, Sharma et al. (2018: 5), claim that behavior modification seeks to modify all types of negative behavior. Therefore, we can say that the aim behind behavior modification is to modify or reduce the problematic behavior, as well as to increase the desirable one, which is accomplished through the use of behavioral techniques and strategies such as modeling, contingency contracting and coaching and so on.

4.2. Definition of Behavior Modification Techniques

Behavior Modification Techniques are considered to be “*the different methods and philosophies dealing with “inappropriate”, “abnormal”, or “undesirable behaviors”*” (Sharma *et al.*, 2018: 2). Indeed, behavior modification therapy involves techniques that aim to modify disruptive and unwanted behaviors through the application of principles of conditioning and learning (ibid). Moreover, (Haydon *et al.* 2011; Holws *et al.* 2012; Majbar *et al.* 2016, cited in Rangel, 2017:9) affirm that in order to establish a good classroom climate teachers engage to use different behavior modification techniques to introduce students in the

program and decreasing behavior problems. For instance, teacher can play a role model in his classroom as an attempt to teach learners positive behavior. As confirmed by Taylor and Mackenney (2008:216) strategies used in behavior modification techniques help teacher to enhance and produce positive behavior in the classroom as well as it also, seeks to decrease inappropriate and undesirable ones.

In the present study we rely on the behaviour modification techniques that are noted below based on B.F.Skinner's operant conditioning (1938-1953, cited in McLeod 2018). Skinner (1948) defines operant conditioning as a way to measure the frequency of any behaviour performed depending on the ending results of that behaviour (cited in Taylor and Machenney 2008:48). Said differently, operant conditioning is the term used by Skinner to describe the effects of the consequences of a particular behavior on the future occurrence of that behavior. Furthermore, Skinner extended 'operant conditioning' theory by developing it into 'behavioural analysis model', commonly known as 'behavior modification' (cited in Taylor and Mackenney (2008:48). According to Taylors' and Mackenney claims in their book entitled *Improving Human Learning* (2008:217), there are many effective ways in which behavior can be modified 'contingency contracting, coaching, cuing, task-centred approach, proximity control, peer mediation and modelling.

4.2.1 Contingency Contracting

Contingency contracting is a behavioural modification technique that aims to modify learners' bad behaviour. The Random House Dictionary of the English Language refers to contingency as "*the dependence on the fulfilment of a condition*" and contrast as "*an agreement between two or more parties for the doing or not doing of something specific*" (1998:439-441). Indeed, in the Handbook of Special Education (Wang, 1988:130) defines contracting as "... *a formal written agreement between a student and a teacher, parent, peer or other person*". That is to say, contingency contracting is an agreement between a learner and a teacher that states behavioural and academic goals. As Taylor and Mackenney (2008:217) affirm that "*the technique involves pupils in planning and executing contracts*". The application of the latter

can be very effective in helping students to modify inappropriate behaviours. For instance, instead of passing a learner to the disciplinary council for misbehaving in classroom, the teacher can make an agreement with him/her to promise him to not repeat that negative behavior again. In this way, the teacher can successfully modify learners' behavior in a peaceful way.

4.2.2. Coaching

Gallway explains that “*coaching is unlocking a person's potential to maximize their own performance; it is helping them to learn rather than teaching them*” (Gallway 1974, cited in John Whitmore 2002:2). For instance, when a teacher witnesses dispute or misunderstanding between two peers, he should solve the problem in a clever way far from screaming or punishing them, and through trying to instill a spirit of forgiveness and tolerance on them so that learners learn to do so in the future. In this respect, Taylor and Mackenney (2008:219) claim that “*appropriate coaching technique may be employed by teachers to develop social skills for individuals*”. In other words, coaching deals with teaching individuals how to behave, to communicate or interact in society in order to increase their competences and performances.

4.2.3 Cuing

According to Cangelosi (1988: 225) “*A cue is a signal that stimulates a person (e.g., a student) to exhibit a previously learned voluntary behaviour pattern*”. Besides, Taylor and Makkeney claim that “*cuing is a technique employed to remind students to act appropriately just before the correct action is expected rather than after it is performed*” (2008:219). That is to say, it is a meaningful means that aims at preventing behaviour problems. This technique includes the use of gestures such as: glances, hand signals, pointing, nodding and shaking the head...etc (ibid). Furthermore, the advantage of cuing is that it helps teachers to reduce bad behaviors without distracting other learners or the activity flow (ibid).

4.2.4. Task-Centred Approach

The task centred approach is an approach for modifying learners' misbehavior. As it considered being a short term problem-solving by William Reid and Laura Epstein (1970) that focuses on finding solutions to specific problems. In addition, Taylor and Mackenney state that the chief goal behind the implementation of elements such as auditory and visual tasks is to improve learners' attention, concentration, and social interaction and more importantly group participation (2008:217).

4.2.5. Proximity control

It is a significant behavioural technique that teachers implement to manage learners' misbehaviour. As Gunter and Shores (1995) suggest that proximity control is an effective strategy to use when dealing with learners' inappropriate behaviour (cited in Alday 2011:293-294). In this context, Taylor and Makenney (2008) affirm that the fact of staying closer to his/her learners reduces the chances to perform bad behaviors and to improve good teacher-learner relationships. Indeed, Sharma et al. (2018: 10) claim that proximity control is considered to be a positive reinforce for good behaviors.

4.2.6. Peer Mediation

Peer mediation strategy is a behavioural modification technique used by teachers to modify learners' behavior problems. Chittoran and Hoeing (2005) claim that mediation is a process to resolve conflicts between two or more people who are unable to solve their disagreement or conflict independently (cited in Strawhun *et al.* 2014:1). Similarly, Taylor and Mackenny state that "*peer mediation strategy has been successfully employed to manage behavior. The model is student driven and enables students to make decisions about issues and conflicts that have impacted upon their lives*" (2008:218). This is why the application of peer mediation strategy gives the chance for the learner to be responsible and self-reliable.

4.2.7. Modelling

Taylor and Mackenney claim that “*the technique provides for the structured learning of appropriate behaviors through examples and demonstration of other*” (2008:219). That is to say, the fact of using modelling in an appropriate way, which means behaving appropriately in the classroom and trying to be a good model for learners, may influence behaviors in a positive way without employing positive technique (ibid:220).

As a conclusion, dealing with disruptive behaviors in the classroom is a hard task for teachers, because of the variety of causes behind such misbehaviours (teachers, students and social environment). This is why teachers should be aware about the reasons that lead to learners’ misbehaviour before dealing with it. However, there is no specific solution for solving this problem, because learners are different from each another, which requires different responses to each individual. That is to say, teachers have to implement appropriate and specific behaviour modification techniques depending on the existing problem, goals of treatment and the nature of the students themselves. Therefore, inappropriate reaction to learners’ misbehaviour will make the problem getting worse and affects both teaching and learning processes and even the classroom atmosphere.

5. Behavior Modification Techniques and Effective Classroom Management

5.1. Classroom Management VS Classroom Discipline

Elam *et al.* (1996) Rose and Gallap (2003_2004) argue that the classroom has been considered as the “*experimental lab of the child because children spend a major part of their formative years in school*” (cited in Walters and Frei 2007:9). Therefore, it is very essential to analyze the importance of classroom management and discipline as vital in learners’ experience and achievement.

Even though, the two terms ‘classroom management and classroom discipline’ often tend to be used interchangeably, they do hold different meanings. Thus; classroom management refers to rules and the way things are generally carried out in the classroom. For

instance, teacher adopts effective methods to attract learner's attention and enhance their understanding about a particular topic, through the use of audio-visual materials like: pictures, videos and records. Whereas, classroom discipline is the specific management of student behaviour (Walters and Frei 2007: 14).

In this sense, Marvin Marshall explains:

Classroom management deals with how things are done;
Discipline deals how people behave. Classroom management
Has to do with procedures, routines and structures; discipline
Is about impulse management and self-control. Classroom
Is teachers' responsibility; discipline is the students'
Responsibility Marshall (2003, cited in Walters and
Frei 2007:14).

In other words, classroom management is for teachers to maintain the classroom order to establish a peaceful leaning climate through the implement of rules and regulations. For instance putting a rule that states it is not allowed for learners to cheat during exams whereas discipline is concerned with individuals' behaviour so it is for the student to control his/herself; for example students have to pay attention to the way they sit in the classroom. In addition, in a latter study on classroom discipline Lewis insists that "[Discipline] serves as a means of preparing students' to take their place in society as responsible citizens, an aim of primary importance to schooling" Lewis et.al (2005:729 cited in Carotenuto, 2011:12).

5.2. Definitions of Classroom Management

A good teacher's control over the running of his classroom is an effective factor in understanding learners' behaviour problem (Doyle 1986 and Brophy 1996, cited in Lopes *et al.*, 2011:470). That is to say, the teacher who seeks to provide tranquillity and order within the classroom becomes able to understand learners' disruptive behaviour. Besides, Brophy defines classroom management as establishing appropriate learning environment that helps learners to achieve an academic success (cited in Fisher *et al.*, 2003). That means that, classroom management is arranging the physical environment, establishing rules, maintaining students' attention to learn and engagement in activities. Evertson and Weinstein (2006) refer in their

definition of classroom management to set of actions that the teachers depend on during teaching-learning process to maintain learners' growth and achievement (cited in Korpershoek *et al.*, 2014). That is to say, classroom management is the different techniques and strategies that teachers use to create a motivating and appropriate learning environment to develop learners' social and emotional interaction. For example, this can take place by designing tasks in classroom in which learners can perform roles and be responsible for their actions.

5.3. Purposes of an Effective Classroom Management

Managing classroom is the chief factor to maintain learners' academic success and appropriate behavior. In this respect, Chandra (2015: 13) asserts that "*classroom management aims at establishing student self-control through a process of promoting positive achievement and behavior*". Similarly, Evertson and Weinstein (2006:4 cited in Chandra 2015) state that 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*". That is to say, the main reason behind establishing effective and positive classroom management is to foster learners' academic and behavior development. For instance, in order to control learners' behavior, teachers have to consider learners as a part in the teaching and the learning process by adopting the appropriate techniques and methods like using visual aids to explain complicated items.

5.4. Effects of Misbehavior on Classroom Management

Behavior problem has a negative impact on managing classrooms. In fact, the existence of learners' disruptive behaviors weakness teachers' ability and efforts to maintain a positive and effective classroom management, as it is considered to be one of the most stressful factors for teachers. In this respect, Abel and Swell (1999: 10) state that "*misbehaviour is the main reason for teachers' stress*".

5.5. Effective Classroom Management and Behavior Modification Techniques

William and Ferinden (1970: 12) claim that *“the implementation of behavior modification techniques in classroom do not only increase learners’ performance but also helps to manage learners’ inappropriate behaviour”*. Accordingly, behaviour modification techniques do not only help teachers to modify learners’ disruptive behaviour but can contribute to the establishment of an effective classroom management. Similarly, *“classroom management requires the application of reinforcement schedules, in addition to the application of positive and negative reinforcement techniques on an individual basic”* (ibid: 1). In other words, the use of behavior modification techniques is an essential component for an effective classroom management.

6. The role of Teachers in Classroom

Since the teacher is the one who takes a major responsibility in learners’ success, so successful classroom achievement and management depends on how competent the teacher is in managing classroom behaviour. Harry and Rosemary Wong, whose book *‘The First Days of School’* (1998:4) state that *“student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of classroom procedures in the very first week of the school year”* (ibid:12). In other words, teachers play an essential role in classroom management where they are responsible for creating a well-organized classroom. In this context, Omstein (1990:57) confirms that *“successful teaching depends on the teachers’ ability to manage learner’s behaviour”*. In other words, successful teaching is not based on transmitting knowledge only but also on controlling and managing learners’ behaviour

For instance, if a teacher encounters a restless learner, he has to take the advantage of the situation to control his/her behavior through engaging him/her to accomplish classroom activities and tasks such as writing on the board. Accordingly, teacher’s competence would

not only contain knowledge and skills but it also the ability to prevent potential problem situations and ability to take control on the running of classroom activities.

The role of teachers can be seen from the quality of the relationships they have with their learners. As Hood and Hood (2001:171) argue that “*teachers should be aware of the need for positive loving relationships if learning is to take place*” (cited in Paul, 2006:149). That is to say, teachers should maintain their authority within classroom in a hostile and clever manner throughout encouraging personal relationships with their learners and they also should work together with learners from a position of social equality. Moreover, It is claimed that learners’ awareness about classroom rules and procedures can lead them to accept and respect these rules. As advocated by Thornberg, “the perception of reasonable meaning behind a rule is.....significant to students’ acceptance of the rule” (2008:37, cited in Paul 2006:16).

Therefore, teachers should consider learners as part of the teaching and learning processes as they have to make them feel active, important and responsible. In this sense, Balson (1992: 63, *ibid*) claims that if teachers do not take into consideration students’ opinions about classroom rules, they feel ignored and tend to disobey and disrespect teachers’ rules decisions.

Conclusion

To conclude, this chapter has tackled the use of behavior modification techniques in the classroom and some concepts that are related to the theoretical backgrounds of the research study, in which we have shed light on the different notions of behavior problems in the classroom. As we tried to give a clear image about the causes that lead learners to misbehave throughout three main perspectives: the learner, the teacher and the social environment. Moreover, we have highlighted how teachers can deal with such behavior problems by suggesting some behavior modification techniques to apply in their classes in a way that effectively manages learners' bad behavior and maintains effective classroom management which is conducted on the basis of the approach of behavior modification set by Taylor and Mackenney in *Improving Human Learning in Classroom* (2008).

Chapter Two: Research Design and Methodology

Introduction

The present chapter is methodological. It describes the data gathering methods used in the present research. It also outlines the way we have analyzed the collected data. It is divided into two sections: ‘The Procedures of Data Collection’ and ‘The Procedures of Data Analysis’. The former depicts the two research techniques (questionnaire and interview) used for gathering data. The latter mentions the means (Quantitative and Qualitative Content Analyses) through which the collected data are analyzed. But before tackling the above mentioned parts, the context and population sample under investigation will be described.

1. Context and Population Sample

The investigation is carried out at two private schools. The participants who contributed in this investigation are ‘Teachers of English’ selected in an objective and random way at “Modern Language School” and “Ecole des Arts et Metiers” private schools in Tizi-Ouzou during the academic year 2021. The whole number of the first participants is thirty (30) English teachers, who are exclusively used for gathering data in the questionnaire. The whole number of the second participants are five (5) teachers of English in ECAM private school who are kindly interviewed to give their personal opinions toward this issue. However, the answers were written down (note taking), then were analyzed and transcribed.

2. The Procedures of Data Collection

For collecting data related to our research, we have relied on two main instruments namely: a questionnaire conducted with thirty (30) teachers and a structured interview conducted with five (5) teachers at MLS and ECAM private schools in Tizi-Ouzou.

2.1 Description of Teachers’ Questionnaire

A questionnaire is a data collection tool that researchers use to collect demographic data (gender, age, etc) and to report attitudes related to a given issue of investigation from different number of participants. According to Brown (2001, cited in Dornyei 2003:6), the questionnaire

refers to “*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their own answers or selecting from among existing answers*”. From the distributed questionnaires, our main objective is to determine if teachers use behaviour modification techniques to modify learners’ misbehaviour and to manage their classrooms. However, we adopted a questionnaire for the outlined reasons: its efficacy in terms of time consuming that means collecting a huge amount of information in a short period of time. In addition, teachers’ questionnaire contains fourteen (14) questions. Thirteen (13) are close-ended questions (Yes/no questions, Liker scale), whereas the last one is both close-ended and open-ended question (participants are free to answer with their own words). The questions discussed are divided into three main sections. First, ‘General Question’ aims at discovering the teachers profile, it contains one question. The second section is about ‘Teachers Perception about Misbehaviour, as well as, about behaviour modifications’ aims at presenting teachers’ views about behaviour problems in the classroom and about the use of behaviour modification. The last section is about ‘Teachers perception about Behaviour Modification Techniques and Effective Classroom Management’ aims at printing out the importance of applying behaviour modification techniques to manage the classroom. Besides, it reveals the effectiveness of using these techniques to reduce behaviour problems of learners inside classes.

2.2 Piloting the Teachers’ Questionnaire

The pilot work has been done in order to pre-test our questionnaire before giving the last version (checking errors, appropriateness of questions). The pre-test was done on a group of four (4) teachers at (ECAM) private school in Ain El Hammam, Tizi-Ouzou on October 27th, 2020. The main purpose of this step is to check if the questionnaire did not contain any ambiguity or questions that lead to misinterpretation by teachers as to ensure that all the questions can be answered. At the end of this stage, because of some ambiguities within some questions, for instance; question six ‘Do you think that behaviour modification is important in education?’ they suggested to rewrite and improve this question, then we corrected it How important is behaviour modification in education? As they have found some vocabulary mistakes such as (about two month, teacher training) they

corrected these spelling mistakes about two months, teachers' training). Therefore, clarifications and modifications were brought and the final questionnaire was administrated on October 30th, 2021. Therefore, the piloting step is very important to provide a correct and clear questionnaire at the end.

2.3. Interview for Teachers

The second tool used for conducting our investigation is the interview with five (05) English teachers at MLS and ECAM private schools in Tizi-Ouzou during the academic year 2021 which contains nine (09) questions. The interview refers to a conversation or dialogue between the researcher and those participants being researched. The advantage behind this procedure is that it allows exploring the questions in details and to collect in depth information on teachers' opinions, feelings. Kvale (1983:174) affirms that *"an interview, whose purpose is to gather descriptions of life-world of the interviewee with respect to the interpretation of the meaning of the described phenomena"* (cited in Carontenuto, 2011:45).

3. Procedures of Data Analysis

Data analysis is a process of transforming the collected data into useful information which helps the researcher to achieve the objectives of the study. Therefore, 'the Mixed Method Approach' is used for the analysis of our results: statistical and qualitative content analyses. The former is used to quantify the data collected and obtain numerical data. The latter is used to collect the personal opinions. We have chosen these two procedures due to the fact that our research findings are both quantitative and qualitative.

3.1 Quantitative procedure

As regards the analysis of the quantifiable data collected through the questionnaires, the obtained results are interpreted in terms of numerical data manually coded in a 'Microsoft Excel' document in form of percentages, then presented in a form of tables and diagrams. The percentages are calculated by means of 'the rule of three' in order to get reliable descriptive and statistical

results which stipulate the rule that 'X' represents the calculated percentage, 'Y' represents the percentage of answers and 'Z' represents the population.

3.2 Qualitative procedure

We have relied on 'Qualitative Content Analysis' (QCA) as a suitable data analysis tool to analyze and to interpret the responses gathered from the interview conducted with five teachers of English and the open-ended question of the questionnaires. That means that, through the use of the qualitative research method, we succeeded to interpret the data obtained from the interviewees and classify them into themes.

Conclusion

In this chapter, we described the methodology used to carry out this study. We first presented the population sample and the context under investigation (teachers of English at MLS and ECAM private schools in Tizi-Ouzou). Then, the chapter described the procedures of data collection tools which consist of a questionnaire and an interview. Finally, the chapter has outlined the procedure of data analysis which is statistical analysis to analyze quantitative data and qualitative content analysis to analyze the qualitative data.

Chapter Three: Presentation of the findings

Introduction

As its title denotes, this chapter is dedicated to the presentation of the results. The chapter starts with the first section ‘the findings of the teachers’ questionnaire which are presented in percentages and displayed in tables and diagrams. Then, we move to the second section ‘the findings of the teachers’ interview which are interpreted using the Qualitative Content Analysis.

1. Teachers’ Questionnaire (Appendix 01)

A questionnaire containing eleven (11) questions was administrated to thirty (30) English teachers at ‘MLS’ and ‘ECAM’ private schools. The following section is dedicated to the presentation of the findings obtained from the teachers’ questionnaire.

Section One: Teachers’ Profile

Question 01: How long have you been teaching English?

Options	N	%
Less than 5 years	21	70%
Between 5 and 10 years	04	13.33%
More than 10 years	05	16.67%
Total	30	100%

Table 01: Teachers’ teaching experience

As it is shown in table (01), the majority of teachers (70%) have been teaching English for less than five years while (16. 67%) is devoted for teachers who have more than ten (10) years’ experience and (13. 33%) is for the teachers who have been teaching English between five (5) and ten (10) years.

Section Two: Teachers’ Perceptions toward Misbehavior and the use of Behavior Modification Techniques in the Classroom.

Question 01: What is the most difficult aspect that you face in the teaching/learning situations?

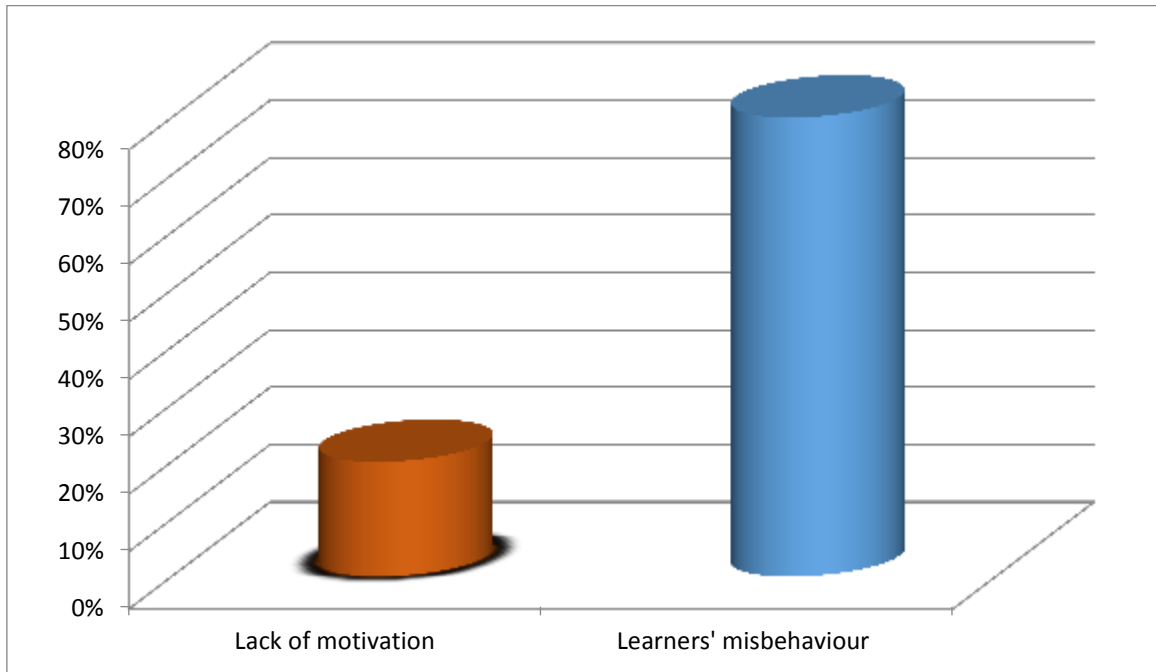


Diagram 01: The Most Difficult Aspect in the Teaching/Learning Situations

Teachers’ responses to this question demonstrate that an overwhelming percentage of the teachers (80%) respond that learners’ disruptive behavior is the most difficult aspect they encounter in the teaching/learning situations. However, twenty percent (20%) of them claim that the most difficult aspect they face in classroom is the lack of motivation.

Question 02: Do you have to deal with learners’ ‘bad behavior’?

Options	N	%
Yes	30	100%
No	00	00%
Total	30	100%

Table 02: Teachers' Responsibility to Deal with Learners' Misbehavior

As highlighted in the table, all the participants (100%) state that they deal with learners' bad behavior.

Question 03: What does the concept of 'behavior problem' imply to you?

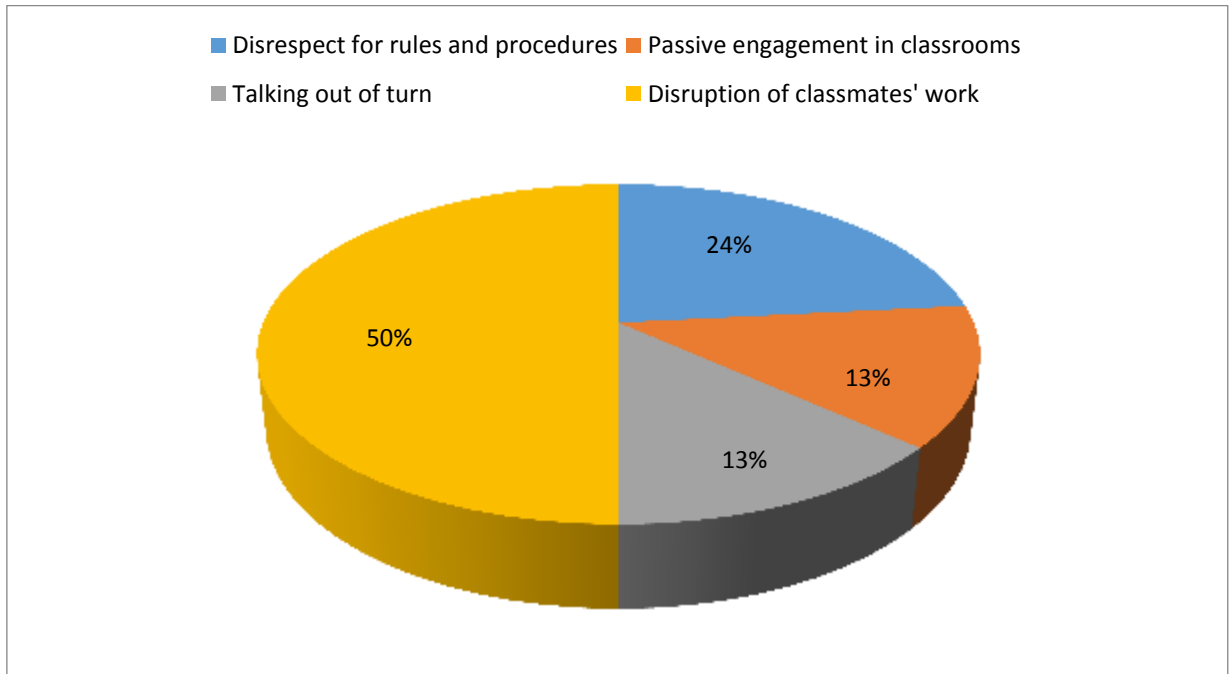


Diagram 02: Defining Behavior Problems

The pie chart indicates that teachers have different views about misbehavior in the classroom. Fifty percent (50%) of the respondents choose the first option 'disruption of classmates' work' as the appropriate meaning. After that, the second option 'disrespect for rules and procedures' is considered by twenty three point thirty four (23.34%) of the teachers, as being the appropriate definition of behavior problem. Then, comes the two last options with the same percentage of (13.33%), which are 'passive engagement in the classroom' and 'talking out of turn'.

Question 04: What is the most type of behavior problem do you face in the teaching/learning situations?

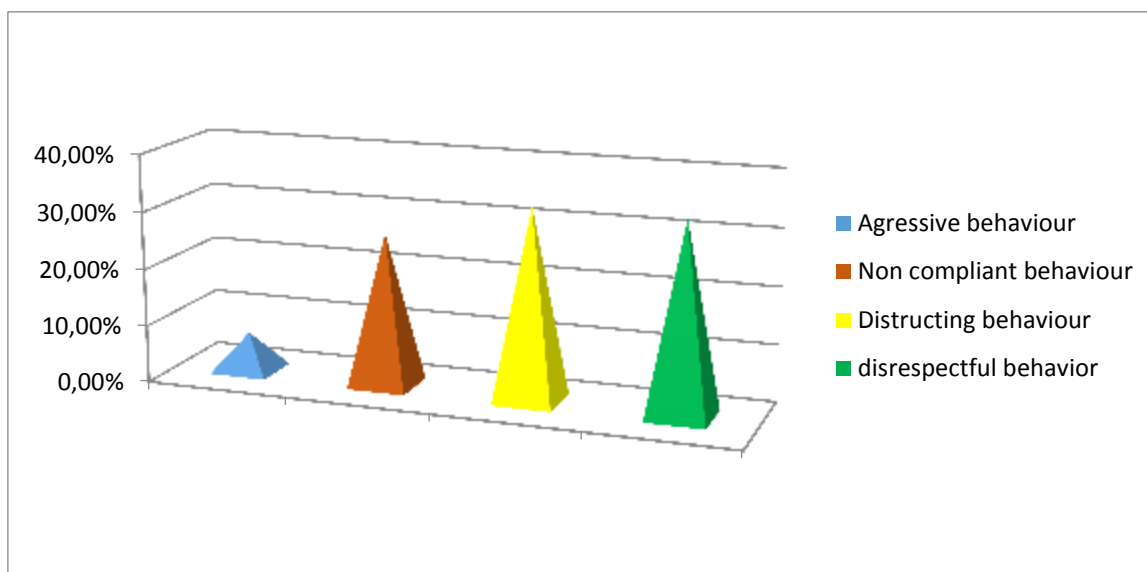


Diagram 03: The Most Frequent Type of Behavior Problem the Teachers Face in the Teaching/Learning Situations

From the gathered data, we notice that the teachers who agree that ‘distracting and disrespectful behavior’ are the most frequent types of behavior problems in the classroom have the same percentage of (33.33%). However, twenty six point sixty seven (26.67%) of the responses are consecrated for teachers who think that ‘non-compliant behavior’ is the common behavior type they do face and (6.67%) of the participants reveal that the most type of behavior problem they encounter is ‘aggressive behavior’.

Options	N	%
Learning difficulties	06	20
They feel insecure	0	00
Lack of attention	10	33.33
The influence of social environment	14	46.67
Total	30	100

Question05:

What is the main reason that leads learners to misbehave?

Table 03: The Main Reasons behind Learners' Disruptive Behavior

Table 03 shows the reasons behind learners' misbehavior. Nearly half (46.67%) of the teachers favor the last choice which is 'the influence of social environment' as the prominent reason. Besides, 'lack of attention' immediately comes after with a rate of (33.33%) while twenty percent (20%) of the participants agree on 'learning difficulties' as being the real reason of learners' misbehavior.

Question 06: How important is 'behavior modification' in education?

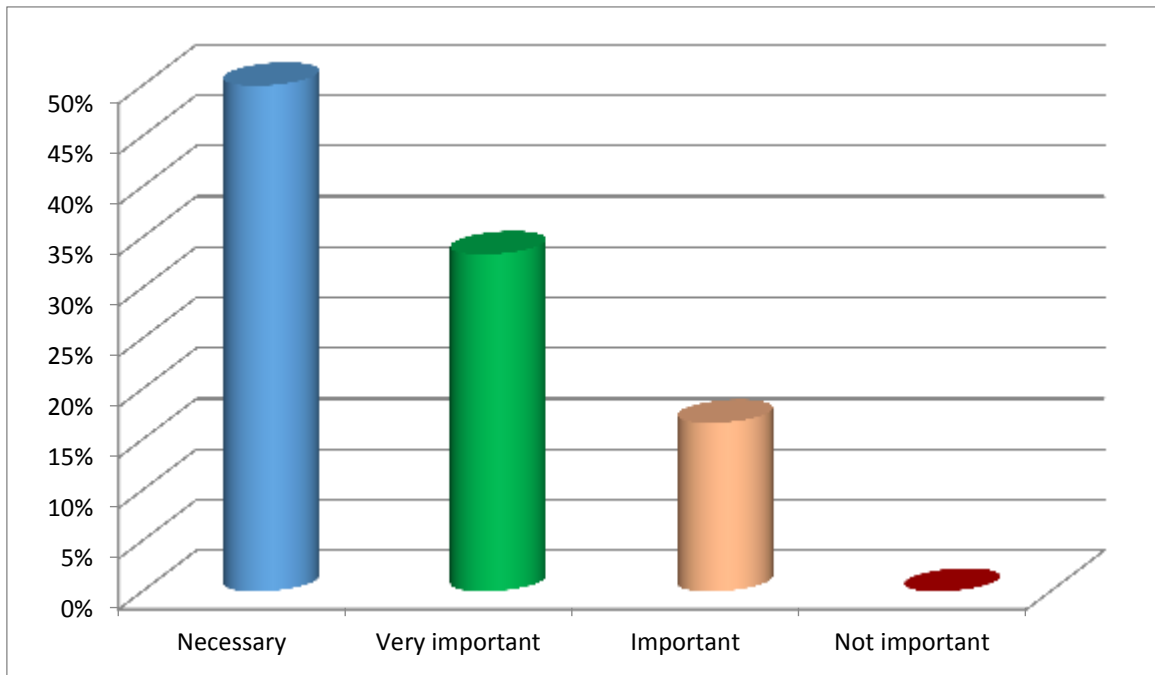


Diagram 04: The Importance of Behavior Modification in Education

The aim of this question is to discover the teachers' views towards the use of behavior modification in their classes. From the data gathered, we notice that half (50%) of the respondents agree on the usefulness of behavior modification by claiming that it is 'necessary'. While, (33.33%) of the teachers state that it is 'very important'. However, (16.67%) of the teachers choose the third option 'important'. In contrast, no one (0%) neglect the importance of behavior modification in education.

Question 07: Which type of behavior modification techniques do you use in the classroom?

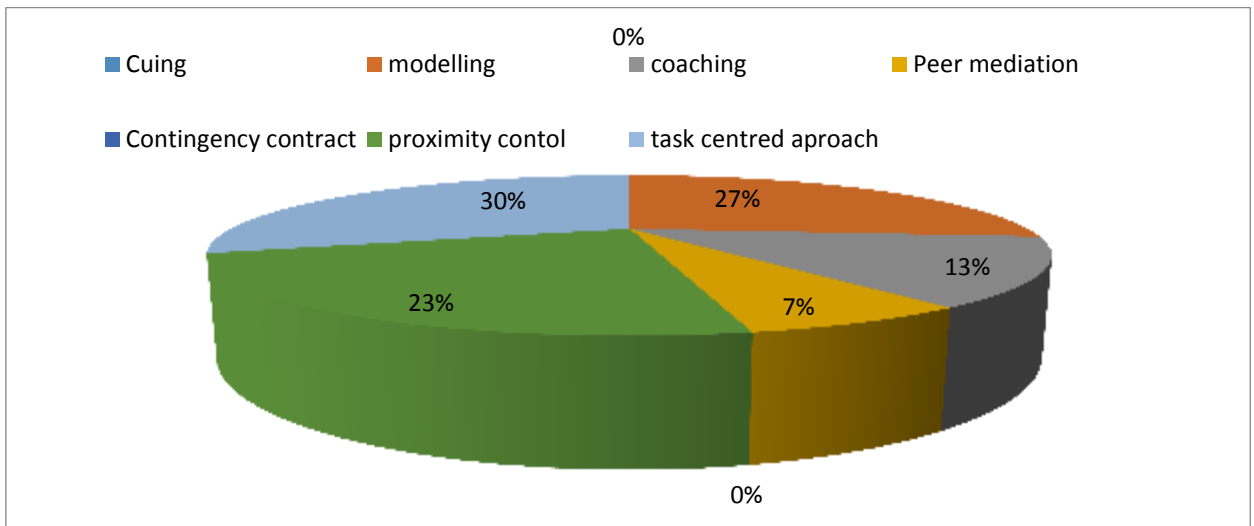


Diagram 05: The Behavior Modification Techniques that Teachers Use in the Classroom

The pie chart reveals that the types behavior modification techniques used in the classroom vary from one teacher to another. ‘The Task Centered Approach’ occupies the first position with an amount of (30%), followed by ‘Modelling’ with (26.67%) in the second position. In addition, ‘proximity control’ (23.33%) takes the third position. Then, ‘Coaching’ with an amount of (13.33%). In the last position, we find ‘peer mediation’ which gets the fewest percentage of (6.67%). In contrast, all the participants affirm that they do not implement ‘Cuing and Contingency Contract’ in their classroom.

Question 08: If you use behavior modification techniques, in what amount of time do you see the technique being effective in your classroom?

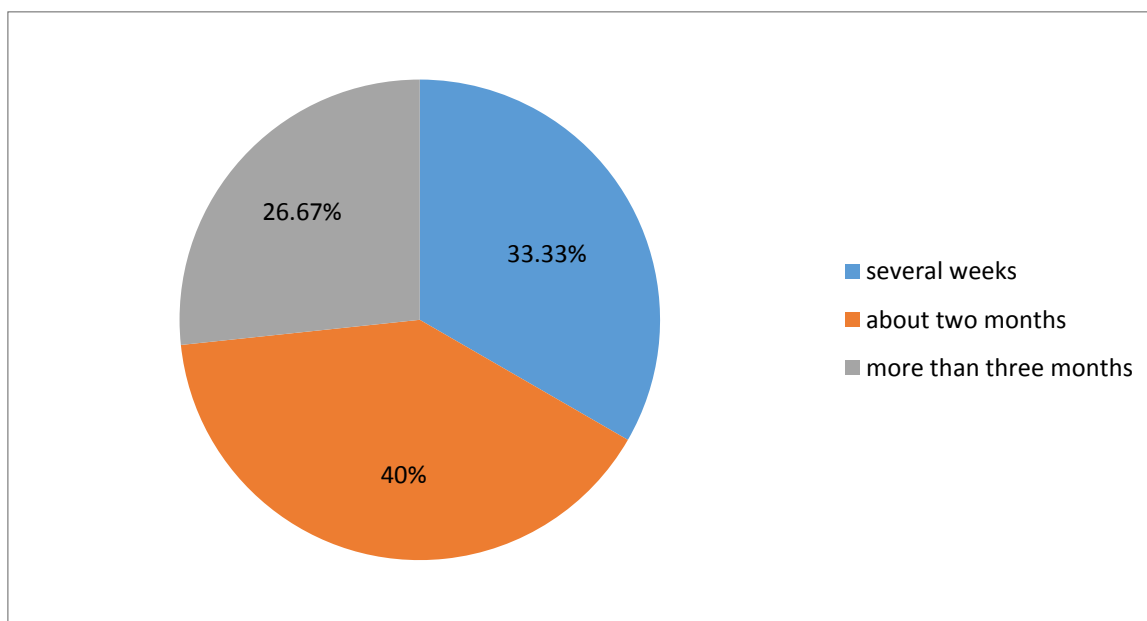


Diagram 06: The Time Provided for the Effectiveness of Behavior Modification

The pie chart above presents the amount of time that behavior modification techniques take to be effective in the classroom. The results show that the majority of the respondents (43.33%) claim that for an effective use of behavior modification techniques, two (02) months are required whereas (33.33%) of the respondents say that about six (06) weeks are largely sufficient to notice that learners begin to respond to such techniques. However, (23.33%) of the teachers affirm that more than three months are necessary for the behavior modification techniques to be efficient.

Section Three: Teachers' Perceptions about Behavior Modification Techniques and Effective Classroom Management

Question 01: Do you believe that learners' awareness about classroom management procedures and rules reduces the frequency of their misbehavior?

Options	N	%
yes , I do	23	76.66%
No, I do not	07	23.33%
total	30	100%

Table 05: Teachers' Perception about the Importance of Learners' Awareness about Classroom Procedures and Rules

Table 05 clearly shows that (76.66%) of the respondents affirm that learners' awareness about classroom procedures and rules reduces the frequency of their misbehaviors. However, (23.33%) believe that learners awareness about classroom procedures and rules do not help to decrease learners' negative behavior.

Justification

The majority of the teachers justify their answers with the aid of saying that once you provide possibilities for the learners to involve in creating those rules and make them aware of the consequences of their acts let them easily respect and apply those rules. However, for the minority of the responses, the teachers justify their answers by saying that the rules do not prevent the learners from misbehaving.

Question 02: To what degree do you agree with this statement: “Effective classroom management requires effective behavior modification techniques?”

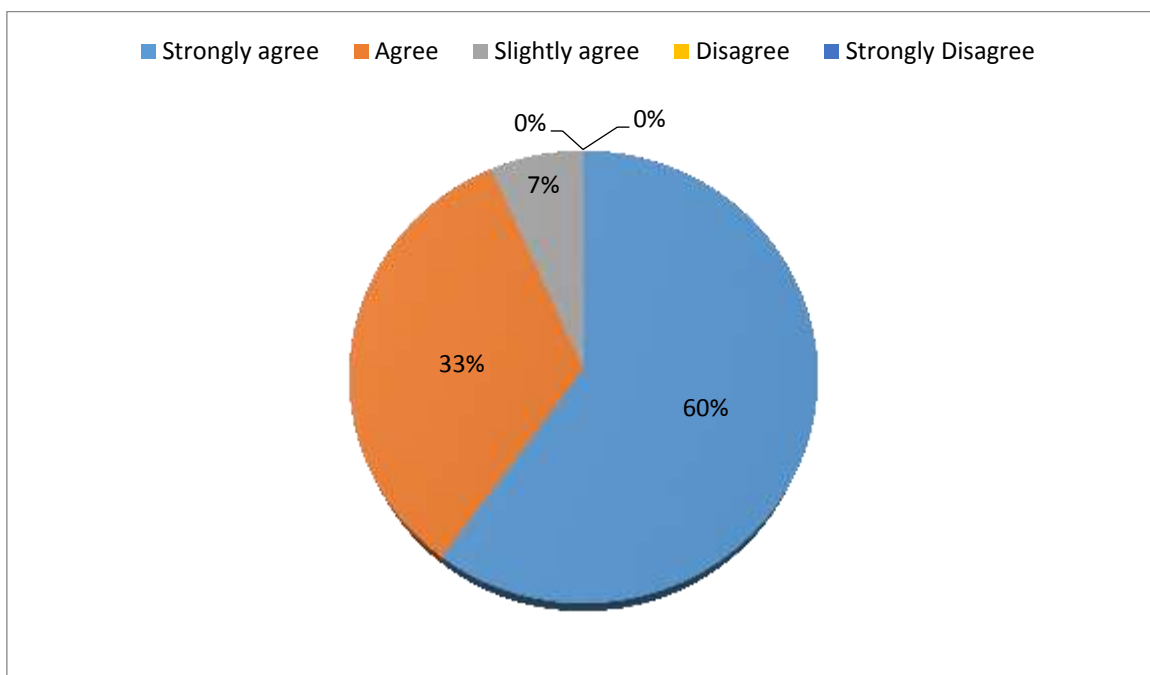


Diagram 7: Effective Classroom Management Requires Effective Behavior Modification Techniques

The diagram shows that the great majority of the teachers (60%) 'Strongly agree' that behavior modification techniques are a significant factor for an effective classroom management. In

addition, (33.33%) claim that they ‘agree’ whereas only some teachers (6.67%) state that they ‘slightly agree’, as it is noticeable that no one chooses the option, ‘disagree’ or ‘strongly disagree.’

2. Teachers’ Interview (Appendix 02)

To backup the questionnaire, we used a second tool which is a structured interview for the English teachers. The interview is conducted with five (05) English teachers at ‘ECAM’ private school through the process of questioning and note taking. The answers to these questions vary from one teacher to another. .

Question 01: How could you define the concept of disruptive behavior in classroom?

All the teachers agree that misbehavior in classroom refers to negative and inappropriate actions done by learners. Four out of five emphasize their answers by using some expressions such as: ‘bad actions, disrespectful actions’.

Question 02: Here are some types of ‘disruptive behavior’: disruption for classmates’ and teachers’ work, disrespect for rules and procedures, talking out of turn and passive engagement in classroom.

-Which one is the most frequent in your classroom?

Three respondents do believe that ‘disrespect for rules and procedures’ is the most frequent type of behavior problem that they face in the classroom. In this context, two of the teachers claim that “learners do not obey rules”, and describe learners as “rule breakers” while another teacher identifies ‘talking out of turn’ as being a real problem they suffer from during school year. In addition, two of the teachers define behavior problems as the ‘disruption of classmates’ and teachers’ work, they affirm that they suffer from “arrogance, rebellion and verbal insults”.

Question 03: Here are some of the reasons behind learners’ behavior problems:

They look for attention; they are influenced by social environment, learning difficulties and they feel insecure.

- Which one is common in our days?

Nearly all the teachers argue that the influence of the social environment is the prominent reason that leads learners to engage in misbehaving. Additionally, they state that learners get easily

influenced by their surrounding environment and especially their peers while one teacher argues that learning difficulties have a strong impact on the psychological state of the learners. Furthermore, another teacher affirms that seeking for attention is the primary reason behind learners' disruptive behaviour; he states that "learners die for attention".

Question 04: How important is 'behavior modification' in education?

All teachers agree and support the use of behavior modification in education by emphasizing their answers with some expressions such as "of course it is very important". Moreover, they argue that behavior modification is very useful in the classroom, in the sense that it helps to reduce and modify undesirable behavior of learners and facilitates the process of teaching through effective classroom management.

Question 05: Here are some types of behavior modification techniques that are cited in the first chapter which are:

Cuing, modeling, coaching, peer mediation, contingency contract, proximity control and task centered approach.

-Which type do you find more effective to modify learners' disruptive behavior for a good classroom management?

The responses about the most effective type of behavior modification techniques that teachers do use in classroom differ from one teacher to another. One of the teachers argues that standing closer to their learners is an effective way to prevent negative behavior. Indeed, he adds that "*when learners feel that a teacher is closer they tend to stand positive and avoid such behavior*". In contrast, another teacher favors largely the use of modeling to alter behavior problems, he affirms that "*being a good model motivates learners' to do better in order to improve themselves inside the classroom*". However, Task-centered approach is highlighted by one teacher as being a prominent and an effective strategy that keeps learners concentrated during the lesson, in this sense another teacher declares that "task-centered approach keeps learners busy and on task".

Question 06: Teachers can ask those learners with behavior problems to take the best and most disciplined learners' as models. How can teachers use this as behavior modification technique?

Two of the teachers display their appreciation for the use of modeling in the classroom, they state that “Yes, modeling promotes positive behaviors because learners like to compete with others especially when they see their peers get praised by their teachers for their good behavior, so each time they try to prove that they are better whereas the remaining teachers deny the effectiveness of modeling simply because they think that learners dislike imitating someone else, they like to be special.

Question 07: Task-centered approach requires tasks to keep students concentrated on learning. How can teachers benefit from that to manage learners' misbehavior?

For this question, teachers insist on the importance of this strategy to modify learners' misbehavior. However, two of the teachers assert that by providing learners with new methods of teaching such as implementing auditory and visual activities foster learners' engagement in learning and reduce the chances to perform bad actions.

Question 08: Do you believe that learners' awareness about classroom management procedures and rules reduces the frequency of their misbehavior?

The answers to this question vary from one teacher to another, as the majority of the teachers claim that learners' awareness about classroom procedures and rules is significant for reducing their behavior problems. One teacher affirms that “the student should be a part of decision making” while another respondent states that as we all know that most of the time, we determine classroom rules... and the students have to accept and apply these rules, but personally, I prefer to give them more chances to be involved or to help in creating those rules to feel that they are wanted and respected”.

Question 09: Do you believe that an effective classroom management requires the implementation of behavior modification techniques?

The responses to this question are all positive which means that all the interviewees agree that in order to establish good classroom climate, teachers are intended to find solutions to manage

their learners' misbehavior. Furthermore, they declare that "the use of behavior modification techniques in the classroom to reduce and eliminate behavior problems have a great impact on controlling the classroom effectively".

Conclusion

The chapter has presented the findings gathered from the data collection tools (a questionnaire and an interview). The questionnaire and the interview are addressed for teachers of English in private schools. Besides, the results were displayed in tables and diagrams. Based on the data obtained, we conclude that English teachers do use behavior modification techniques to modify learners' disruptive behavior. However, concerning the types of behavior modification techniques that are being used, the responses vary from one teacher to another, but it appears that the most frequent ones are: proximity control, task-centered approach and modeling. Additionally, from the teachers' views, the use of behavior modification techniques is motivating factors for a good classroom management. The data collection tools that we relied on permitted us to gather a considerable amount of data. The findings are going to be discussed in the next chapter.

Discussion of the Findings

Introduction

The present chapter is devoted to the discussion and interpretation of the findings gathered from the questionnaires designed for the English teachers' in 'MLS' and 'ECAM' private schools, as well as the interview conducted with five (5) teachers in ' the ECAM' private school. In addition, the chapter answers the research questions put forward in the General Introduction and checks whether the hypotheses advanced are valid or not.

The chapter is threefold; it starts with the discussion of the teachers' perceptions about the misbehavior of the learners in the classroom, as well as the implementation of behavior modification techniques to manage learners' behavior problems. Moreover, the chapter tackles the multiple types that the teachers of English rely on. Lastly, the effectiveness of the use of behavior modification techniques in managing classrooms is discussed.

Section One: Background Information

This section consists of only one question (1) that seeks to gather information about the participants. The question attempts to know the experience that the teachers have in teaching the English language. The results reveal that the participants being under investigation have different years of experience in teaching the English language. The majority of the teachers (70%) have been teaching English for less than five (5) years. This answer implies that they are new in the domain of teaching and do not have long experience in dealing with learners' behavior problems while (16.67%) of the respondents state that they have more than ten (10) years in teaching. Accordingly, we can understand that the teachers have a long experience with such disruptive behaviors in the classroom. Similarly, (13.33%) of the English teachers who have been teaching English between five (5) and ten (10) years can be also identified to have a considerable experience with learners' disruptive behavior. One can deduce that the way teachers react to learners' behavior problems in the classroom may differ from one teacher to another depending on the amount of teaching experience they have.

Section Two: Teachers' Perceptions about Misbehavior in the Classroom about the Use of Behavior Modification Techniques

This section involves eight (08) questions. It aims at investigating the opinions of teachers about learners' disruptive behavior in the classroom (definitions, types and causes) as well as the importance of the use of behavior modification in the classroom and the main types being used by the teachers of English to modify the inappropriate behaviors of learners in order to provide appropriate classroom environment.

1. Misbehavior in the Classroom

School discipline issues such as behavior problems in the classroom is a crucial daily problem to those interested in teaching, as advocated by Sprague and Horner (2000: 6 cited in Sharma *et al.* 2018: 6) "*there are no school immune from challenging problem behaviors*". From the results displayed in the previous chapter, it appears that an overwhelming percentage of the teachers (80%) assert that learners' disruptive behavior is the most difficult aspect in the teaching and learning situations. The analysis of this finding indicates that learners' behavior problems in school can no longer be taken for granted since the great majority of the teachers denounced it to be the biggest obstacle they struggle with during the teaching and learning processes; in a way that teachers are required to find a solution to remedy the problem. This outcome bears a close resemblance to previous studies, including Demir and Pane's (2009; 2010) who claim that classroom disruptive behavior is the most prominent issue that reduces teachers' and learners' performance and production.

In contrast, only (20%) of teachers affirm that learners' lack of motivation is the most prominent aspect they encounter in teaching (Q1). Moreover, the importance of the second question is that to reinforce the first question asked above, we sought to determine whether the teachers of English confirm to face such behavior problems in their classrooms. The presented data reveal that (100%) of the English teachers at 'MLS' and 'ECAM' private schools assure that they do have to deal with learner' disruptive behavior in the classroom or not.

An explanation to these results (Q1 and Q2) suggest that the phenomenon of behavior problem inside the classroom is faced by English teachers and do exist at ECAM and MSL private schools context. In this context, Abel and Swell (1999: 10) point out that “*misbehavior is the main reason for teachers stress in the classroom*”.

For further investigation about the existence of misbehavior in the classroom, we asked the English teachers about the appropriate definition of the concept ‘disruptive behavior’ (Q3). The participants’ responses for this question vary from one teacher to another. Half of the respondents (50%) affirm that ‘distracting classmates and teachers’ work’ is mainly the right explanation of the concept of behavior problem in the classroom. This outcome also appeared in the open-ended question (Q1) for the teachers who claim that they suffer from students’ arrogance and rebellion during the explanation of the lessons as well as learners’ verbal insults. Thus, this type of misbehavior greatly distracts the practical unfolding of the lessons. However, (23. 33%) of the participants define behavior problem as ‘disrespect for rules and procedures’ which refers to learners’ disrespect of the internal procedures of the school. As two teachers from the interview define learners’ misbehavior to be “rule breakers” and “do not obey the rules”.

Additionally, we notice from the findings that the minority of the English teachers consider that ‘passive engagement in classroom activities and talking out of turn’ as the appropriate definitions to the concept of learners’ misbehavior. In this sense, two of the teachers claim that they usually struggle with learners’ “ignorance of the task”. These results support Merret’s and Wheldall’s claim “*misbehavior is any activity that interferes significantly with a pupil’s own learning other pupil’s learning and teachers’ ability to operate effectively*” (1986: 88). The presented findings contribute to a better understanding about the concept of learners’ disruptive behavior from the English teachers’ perspectives at ECAM and MLS private schools.

As regards, the types of learners’ disruptive behavior, we asked the English teachers about the most frequent type that they face in the teaching and learning situations. The results reveal that teachers agree that ‘distracting behaviors’ and ‘disrespectful behavior’ as (shouting, using bad language and interrupting others’ speech) are the two most frequent types of learners’ behavior

problems in the classroom which comes with equal rate (33.33%) while the rest of others' answers are shared between 'non-compliant and aggressive behaviors' as being the most maladaptive behavior they do encounter. From the results obtained, we can assume that the teachers of English do face different types of behavior problems during the teaching and learning processes. As it is confirmed by Grossman (1995) cited in Ming-Tak and Wai-Shing (2008: 55) who classified learners' disruptive behavior into multiple and different types.

The importance of this question in relation to our research is that it helps us to better investigate our issue by stressing on the causes or the reasons behind learners' behavior problems in the classroom gathered from the two research tools. The results show that the majority (46.67%) of the respondents assume that it is due to 'the influence of social environment', this suggests that the influence of the surrounding factors must be considered to be a strong factor that shapes the way learners can behave and act in the classroom. It has also approved by the majority of the interviewees that social environment is the prominent reason that leads learners to engage in misbehaving is because learners get easily influenced by the surrounding factors especially their peers. As cited in Hoffman's *et al*, (2009) who confirm that positive social environment has a positive impact in improving learners' good behavior and elicit a higher quality of both teaching and learning; contrary to bad and problematic behaviors which are the results of negative environment (Abd Mourad: 2012 and Ahmed Fidaus: 2016) [See chapter one].

Furthermore, (33.3%) of the participants identify 'looking for attention' as the principle reason that pushes learners to commit inappropriate behavior. One teacher from the interview affirms that seeking for attention is the primary cause behind learners' disruptive behavior, he assumes that "learners die for attention", however, teachers should be ready to attribute the appropriate attention depending on the manner in which learners act. As explained by Mc Manus (1993) who emphasizes on the fact that teachers should provide attention for positive behaviors and neglect inappropriate ones.

In fact, the few of the respondents declare that learning difficulties demotivate and push learners in classroom to engage in such behavior problems. Indeed, these learning difficulties have a

strong impact on the psychological state of learners. In this sense, another teacher argues that the fact learners struggle to follow or to understand the lesson in the classroom; they get afraid of making mistakes and to be judged. Consequently, this usually excludes them from the learning process and pushes them to misbehave (Q5). This is in the line with what is claimed by Kyriacou (1997: 124) that *“the most common trigger for students’ misbehavior seems to be encountering learning difficulties which threaten the student’s self-esteem”*. The presented results indicate that the problem of learners’ misbehavior arises from multiple reasons, having said that, the influence of the social environment outpace the remaining factors.

2. Behavior Modification in Education

Another outcome that emerges with and reinforces the literature presented is the significance use of behavior modification in the teaching and learning situations. The findings obtained from both the questionnaire and the interview reveal very positive attitudes regarding this question. Half (50%) of the respondents claim that behavior modification is ‘necessary’ while (33.33%) state that it is ‘very important’ and (16.67%) affirm that it is ‘important’ to effectively manage misbehavior in the classroom. It means that all the teachers of English have a good state of mind about the usefulness of behavior modification in education and they are ready to modify learners’ behavior problems throughout the implementation of this behavioral theory which permits them to have better control on their learners. This result also gets along with the framework we based our investigation where it definitely shows the extent to which teachers are aware of the importance of using such techniques.

Despite the different percentages gathered from the question, the finding pinpoints to the idea that all the English teachers at “ECAM” and “MLS” private schools support the application of behavior modification techniques in their classrooms in order to modify learners’ misbehaviors. As confirmed by Sharma *et al.* (2018: 5) who state that *“Behavior modification is one of the tools for managing inappropriate or undesirable behaviors that are observable, describable, and measurable behaviors.”*

Indeed, these results have also been approved by all the interviewees describing behavior modification as a beneficial aspect in the classroom. On one hand, it seeks to decrease undesirable behavior performed by learners, on the other hand, it facilitates the process of teaching and managing the classroom in an effective way. These results are supported by (Haydon *et al.* 2011; Holws *et al* 2012; and Majbar *et al* 2016, cited in Rangel, 2017:9) claiming that teachers in classroom are intended to use various behavior modification techniques to decrease the frequency of behavior problems and to keep learners focused on learning.

A deep consideration of this results permits to say that in order to establish an appropriate environment, the teacher makes reference to a variety of techniques and strategies to properly modify learners' disruptive behavior. Correspondingly, the most frequent type of behavior modification techniques that the 'MLS' and 'ECAM' teachers of English use are unveiled in the present dissertation.

Beyond (30%) of the teachers of English emphasize on the implementation of 'Task centered approach' to modify learners' disruptive behavior and to establish an appropriate classroom climate. It has also been approved by two teachers from the interview that "for instance, the fact of implementing new elements inside the classroom such as visual and auditory tasks keeps learners concentrated and busy on the task". The analysis of such a result allows us to see that the teachers of English are aware of the importance of using audio visual activities that's why they integrate videos, pictures and group work...etc to attract the learners' attention and disconnect them from performing disruptive behavior. This affirms Taylors' and Mackenneys' quote (2008:217) which states that the chief goal behind the implementation of the different elements such as auditory and visual tasks is important to improve learners' attention, concentration, social interaction and more importantly group participation.

The second effective strategy that the teachers of English support is the use of 'modeling' to promote positive behaviors. Besides, two teachers favor the use of role model to alter disruptive behavior of learners and they further affirm that "being a good modeling inside the classroom foster learners' engagement". An important remark to draw from this is that the respondents are aware of

the significance of using such technique to reduce learners' misbehavior. As asserted by Taylors' and Mackenneys' claim *"the technique provides for the structured learning of appropriate behaviors through examples and demonstration of other"* (2008:219). Besides; Charles (1985) claims that *"the powers of modeling are even more notable in the regular classroom"* (cited in Taylor and Mackenny 2008: 72).

Moreover, (23.33%) of the teachers of English argue that the appropriate means to reduce learners' behavior problems is by the application of 'proximity control' in the classroom. As approved in the interview by one respondent that 'proximity control' is an effective way to indirectly control the learners' behavior, expressing that when the teacher stays closer to his/her learners, they feel secure and wanted. These results can be affirmed by Genter and Shores (1995 cited in Alday 2011: 293-294) who claim that proximity control is an effective strategy to be used when dealing with learners' inappropriate behavior. Similarly, Taylor and Mackenney affirm that *"teacher movement in the class may provide effective control of student behaviors by bringing the teacher and student into closer proximity"* (2008:218).

Furthermore, it is worth mentioning that 'peer mediation' is among the common types of behavior modification techniques that is effective for teachers to modify learners' misbehavior during the teaching and the learning processes. As supported by Taylor and Mackenney (2008:218) who claim that *"peer mediation strategy has been successfully employed to manage behavior; the model is student driven and enables students to make decisions about issues and conflicts that have impacted upon their lives"*. Additionally, the use of coaching has also been supported by the minority of participants as an effective strategy to reduce behavior problems in the classroom. An important remark to draw from this is that though the variation in the teachers' answers in relation to the most frequent type of behavior modification techniques that they do use, they all agree on the importance of using such behavioral techniques to reduce the frequency of learners' behavior problems in classroom and to establish appropriate learning climate.

Accordingly, from the findings obtained, we confirm the first and the second advanced hypotheses cited in the General Introduction, which state that the teachers of English at 'Modern

Language School' and 'Ecole des Arts et Metiers' private schools do use behavior modification techniques to modify learners' disruptive behavior, as they rely on different and multiple strategies in order to provide an appropriate classroom environment.

Furthermore, the eighth question seeks to determine the amount of time that behavior modification techniques require to be effective. The results reveal that the teachers of English share different views and they do not agree on the sufficient time needed for an effective use of such techniques. Nearly Half (43.33%) of the respondents assume that about two months are required whereas (23.33%) of the teachers of English respond that several weeks are sufficient to notice that the learners start to react positively. Only (23.33%) of the teachers affirm that for an effective use of behavior modification techniques more than three months are required. In fact, we notice from the teachers' responses that a great amount of time is required for the effectiveness of the technique, such findings can be justified through the short amount of experience the teachers have, since 70% of teachers of English have less than five years' experience in teaching.

Third Section: Teachers' Perceptions about Behavior Modification Techniques and Effective Classroom Management

This section is significant to our research study. It consists of two main questions that aim at investigating teachers' perception about the core relation between the use of behavior modification techniques and the establishment of an effective classroom management.

The first question brought about an important result regarding the learners' awareness about the classroom rules and procedures in reducing the frequency of their misbehaviors. As the findings demonstrate that the plurality of the respondents (76.66%) stresses the importance of learners' awareness about the classroom rules and procedures to reduce disruptive behavior. Furthermore, it is supported by the majority of the interviewees that learners' awareness is a crucial component in preventing negative behaviors. That is to say, when learners are aware of the bad behavior (consequences of breaking classroom rules), they pause and hesitate before committing or imitating any negative behavior action gradually adopt and respect these rules in a way that a positive and appropriate classroom atmosphere easily prevails. Such view by the teachers indicates that learners'

recognition and awareness about the classroom procedures and rules reduces the frequency of bad behavior.

It is vital to understand the findings by linking them to what has been said in the literature review that *“the perception of reasonable meaning behind a rule is....significant to students’ acceptance of the rule”* Thornburg (2008:37). We can affirm to what extent learners’ awareness about rules and procedures inside the classroom is a prominent aspect that significantly contributes to decrease learners’ disruptive behaviors.

As already mentioned behavior modification techniques play a significant role in education nowadays. The last point to discuss is the efficiency of using behavior modification techniques to establish an effective classroom management. The findings demonstrate positive responses about the use of behavioral techniques such as modeling, proximity control, task-centered approach, and coaching and peer mediation. Furthermore, all the English teachers at ‘ECAM and MLS’ private schools are aware about the importance and the effectiveness of implementing behavior modification techniques to promote an effective classroom management. As advocated by William and Ferinden (1970) that the establishment of an effective classroom management demands the application of positive and negative reinforcement modification techniques. The analysis of the findings pinpoints the idea that behavior modification techniques makes the balance between modifying learners’ disruptive behavior and the establishing of an effective classroom management. In the sense, that the teacher unconsciously provides an appropriate learning environment through the application of behavior modification techniques and strategies. Vast amount of literature outlines this factor, among them William and Ferinden (1970: 12) who affirm that *“the implementation of behavior modification techniques in classroom does not only increase learners’ performance but also helps to manage learners’ inappropriate behavior”*.

From the above mentioned findings, we confirm the last hypothesis put forward in the General Introduction which states that the use of behavior modification techniques in the classroom is significant to help the teachers of English to promote an effective classroom management.

Conclusion

This empirical chapter has discussed the results obtained from the teachers' questionnaires and interviews used in the research concerning the teachers' perception about the effectiveness of using behavior modification to modify learners' behavior problems in order to provide appropriate classroom environment. The discussion of the findings answered the research questions and confirmed the advanced hypotheses cited in the General Introduction. On one hand, the results proved that the teachers of English at 'Modern School and Ecole des Arts et Metiers' private schools in Tizi-Ouzou do use behavior modification in the classroom. On the other hand, they have confirmed that teachers rely on different behavior modification techniques such as "modeling, task centered approach, proximity control, and coaching and peer mediation). In addition, the findings clearly show that the teachers of English are aware about the effectiveness of using behavior modification techniques

Therefore, we can conclude that the behavior modification techniques introduced by Taylor and Mackenny are effective, to great extent, to modify learners' disruptive behavior in order to provide an appropriate learning environment.

General Conclusion

The present study has investigated teachers' views towards the implementation of behavior modification techniques to manage their learners' misbehavior in the classroom. The study was conducted on the teachers of English at MLS and ECAM private schools in Tizi-Ouzou, during the academic year 2020/2021.

Our research sought to determine whether teachers do use different Behavior Modification Techniques: modeling, proximity control, cuing, task-centered approach, coaching, peer mediation and contingency contracting in the classroom to modify learners' behavior problems or not.

To discover what are the most significant types of behavioral techniques that the teachers of English at 'ECAM and MLS' private schools do rely on while dealing with learners' bad behavior in the classroom. The study has attempted to shed light on the effectiveness of using these strategies to manage their learners' disruptive behaviors for an appropriate learning environment. The results gathered do support the reliability of the theoretical framework presented by Taylor and Mackenney in their book entitled *Improving Human Learning in the Classroom*.

For the sake of answering the advanced research questions and confirming or refuting the suggested hypotheses advanced in the General Introduction, the mixed method was adopted (qualitative and quantitative) in order to analyze the data gathered from the two research tools. The questionnaire that helped us to gather a large amount of data and to reinforce the validity of the questionnaire we used another research tool (interview) for teachers. The methodological choice was appropriate. The data obtained from this procedure answered each asked question and confirmed by the advanced hypotheses in the General Introduction. Thus, the behavior modification techniques are effective for managing learners' behavior problems in the classroom. However, we cannot generalize the findings to the whole population because the sample is very small.

Furthermore, this investigation demonstrates that all the teachers of English (100%) at 'ECAM and MSL' private schools do face the phenomenon of learners' behavior problems in the classroom. Therefore, there is a need to conduct such study. In addition, the discussion of both the results of the questionnaire and the interview answer the research questions and support the hypotheses which state that teachers of English use various types of Behavior Modification

Techniques in the classroom to manage learners' disruptive behaviors for providing an appropriate classroom environment. Besides, the findings show the effectiveness of using such behavior modification techniques in managing learners' misbehaviors.

We cannot deny that this study has encountered some limitations. It is worthy to mention that we have conducted our research study during the epidemic (covid 19) this is why we faced difficulties to gather more questionnaires and to conduct properly all the interviews since the private schools were closed from April until the end of September. Furthermore, the results from this study cannot be generalized to all the teachers who teach the English language since the participants of this present research were only teachers of English in 'MLS and ECAM' private schools. In fact, based on the evidence of our results, the present study offers new insights for teachers especially the short experienced teachers about the effective means to manage learners' disruptive behavior inside classroom.

Accordingly, our suggestion to those interested in the field of education is to conduct a future study in relation to learners' perceptions and views about the implementation of behavior modification techniques to manage their behavior problems, furthermore, to help teachers to deeply understand the reasons behind behavior problems of learners and to discover the most favourite technique. Another suggestion for further studies is the investigation of the significant use of proximity control method to prevent learners' disruptive behaviour.

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Appendix 01: Teachers' Questionnaire

Questionnaire

The aim of this questionnaire is to investigate Behavior Modification Techniques in some of Tizi-Ouzou private schools. Accordingly, you are kindly requested to answer the questions and provide full statements when necessary. Your contribution will be highly valuable for our research. Your answers will be kept anonymous, and will be used only for academic purposes.

Thank you very much for your help.

Section One: Teachers' Profile

Q1: How long have you been teaching English?

- a. Less than 5 years
- b. Between 5 and 10 years
- c. More than 10 years

Section Two: Teachers' Perception about Misbehavior in classroom and the Use of Behavior Modification Techniques

1. What is the most difficult aspect that you face in the teaching/learning situation?

- a. Lack of motivation
- b. Misbehaviour of learners

2. Do you have to deal with learners with misbehaviour problems?

- a. Yes
- b. No

3. What does the concept of behaviour problem imply to you?

- a. Disrespect for rules and procedures
- b. Passive engagement in classroom
- c. Talking out of turn
- d. Disruption of classmates' and teachers' work

4. What is the most frequent type of behaviour problems do you face in the teaching/learning situations?

- a. Aggressive behaviour
- b. disrespectful behaviour
- c. distracting behaviour
- d. Non-compliant behaviour

5. What is the main reason that leads learners to misbehave?

- a. Learning difficulties
- b. They feel insecure
- c. They look for attention
- d. They are influenced by social environment factors

6. How important is behaviour modification in education?

Necessary Very important important not important

7. Which is the most type of behaviour modification do you use?

- a. Cuing
- e. Contingency contract
- b. Modelling
- f. Proximity control
- c. Coaching
- g. Task-centred approach
- d. Peer Mediation

8. If you use behaviour modification, in what amount of time do you see the technique being effective in your classroom?

- a. Several weeks
- b. About one month
- c. More than 3 month

Section Three: Teachers' Perception about Behavior Modification Techniques and Effective Classroom Management

1. Do you believe that learners' awareness about classroom management procedures and rules reduces the frequency of their misbehaviour?

Yes, I do.

No, I do not.

Please, justify your answer:

.....
.....

2. To what degree do you agree or disagree with this statement: "Effective classroom management requires effective behaviour modification techniques"

a. Strongly agree

b. Agree

c. Slightly agree

d. Disagree

e. Strongly disagree

Thank you very much for your help.

Appendix 02: Teachers' Interview

Teachers' Interview

This interview is part of an investigation that focuses on the use of behavior modification techniques in Modern Language School and Ecole des Arts et Métiers private schools in Tizi-Ouzou. The answers will be used only for academic purposes.

Thank you in advance for your help.

1. How can you define the concept of misbehavior in classroom?
2. What is the most frequent type of learners' disruptive behavior you encounter in your classrooms?
3. Here are some of reasons behind learners' behavior problems;

They look for attention, they are influenced by social environment, learning and they feel insecure.

-Which one is the most common in our days?

4. How important is behavior modification in education?
5. There are several techniques and strategies used by teachers to manage learners
With behavior like: cuing, modeling, coaching, peer mediation, contingency contract
Proximity control and task centered approach.

-Which one do you find more effective to modify learners' disruptive behavior in order to provide an appropriate classroom environment?

6. Task centered approach requires tasks to keep students concentrated on learning. How can teachers benefit from that to manage learners' misbehavior?
7. Teachers can ask those learners with behavior problems to take the best and most disciplined learners' as models. How can teachers use this as behavior modification techniques?
8. To what extent do you believe that standing closer to your learners can be an effective classroom management technique?
9. Do you agree with this statement: "effective classroom management requires the implementation of behavior modification techniques".
10. Do you believe that learners' awareness about classroom management procedures and rules reduces the frequency of their misbehavior?

Thank you very much