

The study of Classroom Factors Influencing Students' Behavior In TEFL at the Intermediate Level

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Abstract

The present study aims at investigating the way teachers of English at the intermediate level deal with the problem of indiscipline in the language classroom. It studies teachers' control of classroom factors that contribute to preventing behavior problems in the classroom and reacting to such problems systematically and appropriately in order to increase students' success and achievement. To achieve the aims of the study a questionnaire was distributed electronically to 80 teachers of English at intermediate schools for boys and girls selected randomly in Al-Diwaniyah city, males and females aged from 28 to 53 at level of confidence 95%. The questionnaire includes 16 items related to preventing behavior problems and 16 items related to reacting to the problems effectively. The findings of the study indicate that teachers of English at the intermediate level give more attention and focus on preventing behavior problems than to responding to such problems effectively.

Key words: Classroom management, behavior problems, and positive classroom environment.

دراسة العوامل الصفية التي تؤثر على سلوك الطلاب في تدريس اللغة الإنجليزية كلغة أجنبية في المرحلة المتوسطة

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الخلاصة:

تهدف الدراسة الحالية إلى التعرف على طريقة تعامل مدرسي اللغة الإنجليزية في المستوى المتوسط مع مشكلة عدم الانضباط في حجرة الدراسة. يدرس تحكم المعلمين في عوامل الفصل التي تساهم في منع المشكلات السلوكية في الفصل والتفاعل مع هذه المشكلات بشكل منهجي ومناسب من أجل زيادة نجاح الطلاب وإنجازهم. ولتحقيق أهداف الدراسة تم توزيع استبيان إلكترونيًا على 80 مدرسا للغة الإنجليزية في المدارس المتوسطة للبنين والبنات تم اختيارهم عشوائيًا في مدينة الديوانية ، ذكور وإناث تتراوح أعمارهم من 28 إلى 53 عامًا بمستوى ثقة 95%. يتضمن الاستبيان 16 بندًا تتعلق بمنع المشاكل السلوكية و 16 بندًا تتعلق بالتفاعل مع المشاكل بشكل فعال. تشير نتائج الدراسة إلى أن معلمي اللغة الإنجليزية في المستوى المتوسط يولون المزيد من الاهتمام والتركيز على الوقاية من المشكلات السلوكية بدلاً من الاستجابة لهذه المشكلات بشكل فعال. الكلمات المفتاحية: إدارة الفصل ، مشاكل سلوكية ، وبيئة صفية إيجابية.

1. Introduction

1.1. The problem

One of the most important things that attract teacher's attention is classroom discipline and management of students behavior. Teacher's aims are directed towards students success and achievement as well as on their growth and development. Students inappropriate behavior disrupts teaching and learning and affects teachers as well as learners (Khasinah, 2017: 79). It prevents teachers from accomplishing their goals (Kapalka, 2009: 9).

Much of the time which is devoted to teaching and learning will be directed to the attempt to control students behavior and make them attentive (Shindler, 2010: 82). Teachers have to be in charge of the students time allotted for content areas and how they use it so that everyone in the class is effectively learning. This points out the importance of the problem of students misbehavior in the classroom to be the problem of the present study.

A large number of factors can influence students behavior and consequently classroom discipline such as students' personalities, families, attitudes to learning and authority memories about unhappy classroom experiences, students' economic situations, and their intellectual and emotional development

(Harmer, 2007: 153). The study focuses on investigating classroom factors that contribute to classroom discipline which are within the control of the teacher or/ and influenced by the teacher.

1.2. Aims of the study

The study aims at:

- 1- Finding out if teachers of English at the intermediate level work effectively and systematically on preventing behavior problems during instructions in the language classroom.
- 2- Finding out if teachers respond and react effectively to behavior problems when they occur in the language classroom.

1.3. Hypotheses: It is hypothesized that:

1-There is a statistically significant difference between the percentages of standard scores of the highest and lowest levels of response variables to items related to preventing behavior problems and items related to reacting appropriately to them.

2-There is a statistically significant difference between the percentages of standard scores of responses to each variable with items related to preventing behavior problems and within items related to reacting to problems appropriately.

1.4. Limits of the study: the study is limited to teachers of English at the intermediate level in AL-Diwaniyah city.

1.5 Value of the study: the present study is expected to be of value for Iraqi teachers of English at the intermediate level who struggle from behavior problems and don't follow a systematic approach to deal with such problems and also to new teachers and student – teachers who don't have a lot of experience that enables them to take appropriate decisions in preventing and reacting appropriately to behavior problems.

1.6. Procedures:to achieve the aims of the study, the researcher has distributed electronically a questionnaire to teachers of English at the intermediate level in AL-Diwaniyah city. The questionnaire included (32) items about preventing behavior problems, reacting these problems systematically and appropriately and (1) items to discover the most common types of behavior problems faced by those teachers. This item includes 12 types of behavior problems.

2. Theoretical Background

2.1 .Classroom Misbehavior

In general behavior is "everything that we say and everything we do", in school context behavior refers to classroom behavior which includes both students

behavior as well as teacher behavior (Mathieson and Price, 2002: 86). Teachers are concerned with management of students behavior and students misbehavior or discipline problems.

Misbehavior is defined as "action or conduct that is inappropriate, improper, incorrect or unexpected". Electronic dictionary (Your Dictionary). Kapalka (2009: 9) describes misbehavior as students' behavior that interferes with teaching and prevents teachers from accomplishing their goals. (Seeman, 2010: 22).

Misbehavior or behavior problem in the class refers to all externalizing behaviors that violate explicit rules or implicit norms, disturb the classroom order, and irritate the process of teaching and learning (Sun and Shek, 2012: 1) . Some behavior problems affect teaching and learning e.g chatting whereas others affect self teaching e.g day dreaming, chatting will alter the whole class atmosphere as well as the class progress (Ibid:3). The teacher needs to stop chatting, otherwise he/she can't teach and students will miss the content of the lesson (Ibid:5).

Students behavior is influenced by and connected to teacher behavior. Teachers smile and the way they greet the students can guide students toward the academic means desired (Walters and Frej, 2007: 43).

Since some of the factors that contribute to noncompliance in the classroom are related to teachers behavior and reactions, teachers need to manage their own reactions for effective management of students behavior (Kapalka, 2009: 5). Similarly Mathieson and Price (2002: 30) point out that teachers behavior has the biggest influence on the behavior of students, this requires them to be scrupulous in the management of their own behavior first and foremost. Teachers must establish what they want from the students by demonstrating it very clearly with their own behavior.

Tauber (2007: 9) believes that management of students behavior effectively is influenced by things that teachers do as it is by things they don't do. Teachers need to decide to omit certain behaviors that worsen discipline problems and to commit certain behaviors that lead to effective discipline.

Marzano et al. (2005: 56) indicate that students cannot determine teachers thought and attitudes ,i.e. they do not know if a teacher has a positive or negative thought about the class as whole or an individual student. They look at teachers behaviors and interpret those behaviors as signs of teachers attitude about them. Ur (1991: 262) shows that teachers behaviors such as organizing the beginning of the lesson, fostering of interpersonal relationships and planning the lesson carefully contribute to the state of discipline in the classroom.

2.1.1 Types of behavior problems

Misbehavior can be observed in the classroom in different forms, it ranges from small annoying disturbance to those that are life threatening. Teachers list of classroom misbehavior includes whistling or making inappropriate sounds, ignoring or not listening to the teacher, passing notes, day dreaming, talking during instructions.....etc. (Cammings, 2000: 115-16).

Richards and Renandya (2002: 42-3) describe three groups of students. Students who sit in the back and distract others, those who don't take part in the assigned activity and over exuberant students who dominate question time, comment time, and the rest of the talking time.

2.2 Preventing classroom misbehavior

One half of classroom time can be taken up with activities other than instruction, thus teachers should use effective strategies that allow them more instructional time and less management of behavioral troubles (Walters and Frei, 2007: 7). The

first and most important strategy is to be proactive rather than reactive. Teachers need to work on preventing behavior problems rather than dealing with them. Mcleod et al. (2003: 61) explain that discipline in the 21st century should be proactive rather than reactive and that teachers should focus on preventing conflicts and disruptions rather punishing misbehavior.

Ur (1999: 264) expresses that the most successful teachers in maintaining discipline are those who know how to prevent the arising of the problems in the first place.

Bender (2003: 60) views behavior management as control of students dynamics and behavior in order not waste the valuable teaching time. Teachers should use the following factors to prevent behavior problems:

2.2.1 Good planning

"The smart teacher uses planning and ingenuity whenever possible to avoid discipline problems ." (Ibid.) good planning, or a carefully and clearly organized lesson makes for purposeful and orderly process (Ur 1999: 262). The plan should include the use of variety of procedures as assignments and debate in order to maintain students interest in learning (Lewis, 2008: 35).

2.2.2 The use of Extinction Technique

This technique is related to minor misbehaviors and how they should be handled by teachers. Smith and Laslett (1993: 9) express that effective teachers are skilled at spotting and dispersing a minor disturbance before it builds up into a major depression. Seeman (2010: 22) maintains that not all behaviors that teacher find

disruptive should be handled with an assertive response and that some disruptive behaviors shouldn't be reprimanded on the spot, but handled in a different way.

Thus, Walters and Frei (2007: 86) for example, suggest the use of extinction technique. It indicates ignoring minor negative behavior so it is not provided with much attention.

2.2.3 Rules and Procedures

One of the most important preventative strategies is the use of rules and procedures. Lewis (2008: 4) describes rules as things created by the teacher to control the behavior of students which could be useful and acceptable to some students or they represent a negative experience associated with feelings of negation and control. Ridley and Walters express that rules are important for students understanding of behavioral and learning expectations explicitly.

Marzano et al. (2005: 5) explain that rules give students the structure they need and help them feel that the classroom is a safe and predictable place. They also make a distinction between rules and procedures, expressing that both rules and procedures refer to stated expectation about student's behavior, but they differ in an important way. A rule identifies general expectations or standards, a procedure communicates expectations for specific behaviors.

Both rules and procedures should be implemented in the classroom from the beginning to express teachers expectations for behavior, for example, beginning and ending the class day, transitions and group work and also in relation to politeness, respecting the property of others, and interrupting the teacher or others (Marzano et al., 2003: 18). Early establishment of rules is an effective strategy that to make the class manageable (Walters and Frei, 2007: 54).

Announcing the rules is not enough, modeling and practicing are important for the student's understanding of what is expected of them (Mcleod et al., 2003: 75). Teachers must model the behavior they want, they should model "commitment, promptness, enthusiasm" for learning, active listening... etc. (Ibid: 63). Because "people believe actions much more than they believe words" (Ridnouer, 2006: 25).

Finally, rules and procedures should not be imposed on students, they should be created with students. Effective teachers take time to explain the reasons behind a particular rule and procedure Marzano et al., (2005: 5). We can frame behaviors that we jointly consider to be appropriate for the classroom by discussion and negotiation with students. This implies a partnership with them, so the teacher can remind them about any of the agreed rules (Mathieson and Price, 2002: 30).

2.2.4 Positive classroom environment

Classroom environment includes the " physical setting chosen for the facilitation of learning", it also includes the interdependent dynamics and covers various dimensions such as social, personal, organizational and emotional (Ridely and Walther 2000: 109).

Classroom environments have climates as do regions and locations. A place can affect your ability to feel relaxed or comfortable depending on the way people interact with one another, how they listen, and what they say Moreover, establishing a positive learning environment includes an entire spectrum of teacher actions and expectations (Walters and Frei, 2007: 33).

Ridley and Walther (1995:17) point out that the variables that define a positive classroom environment are mixture of instructional factors, social and emotional factors and professional growth and competences factors. So, teachers need to deal sensitively and sympathetically with students, the students should be viewed as a

group of individuals who cannot simply be instructed and organized in a mechanical manner. The lesson should start in a friendly atmosphere and proceeds smoothly and purposefully with attention to students needs and feelings (Lindsay, 2000: 19).

Student's growth and development can be facilitated through providing an environment in which their academic and emotional needs are addressed by communicating care, empathy and respect for them as individuals and worthwhile human beings (Kapalka, 2009: 9-10). In order to meet students' academic and emotional needs teachers should consider what the students want, Ridley and Walther (1995: 12) have covered the idea of positive classroom from two points of view, teachers' point of view as well as students' point of view. At the same time in which teachers want cooperation among students, mutual respect among teachers and students, positive personal relationships with students, students want positive aspects in the class. They want acceptance, a feeling of worth, and respect for their school and non-school identities, and positive relationship with teachers and confidence in their ability to understand and learn.

Kapalka (2009: 9) indicates that the goal of the teacher is to facilitate students, growth and development and to prepare them for adulthood. This means that teachers focus should be on academic achievement and skills building as well on students growth and development. Ridnour (2006: 9) expresses that since teachers' job is to educate the population that they are given to teach and to help them to learn and learn about themselves, teachers must make connection with students and establish a positive classroom environment. This can also help teachers to be closer to the vision of the classroom they want to have. Ridely and Walther (1995: 4) have believed that students can't learn in a classroom unless they are comfortable. Williams and Burden (1997: 197) add that the best results are likely

to be achieved when there is a combination of warm and supportive relationships, an emphasis on specific academic tasks and accomplishment and a reasonably clear, orderly and well-structured milieu. A similar view point is expressed by Wajnryb (1992: 58), expressing that people learn best when they are relaxed, comfortable, unstressed, interested and involved in what is going on.

2.2.4.1 The characteristics of a positive classroom

- 1- The classroom should be made as comfortable to the students as possible (Ridley and Walters, 1995: 4)
- 2- A classroom in which the students feel safe physically and intellectually and they are convinced that the teacher protects them (Ridnour, 2006: 9).
- 3- The students have a reasonable level of self-esteem and they are experiencing success since the teacher works to ensure that the class is a success - oriented environment (Harmer, 2007: 155).
- 4- The students are actively engaged in the classroom activities. If the students are fully absorbed in learning tasks, and enjoying the experience, they will experience a range of positive feelings from clam to curiosity, deep interest and euphoria (Wright, 2005: 166).
- 5- A classroom with a positive learning environment includes students who feel confident about their abilities and efforts in their learning journey (Walters and Frei, 2007: 37). Shidler (2010: 47) explains that when teachers satisfy students' basic needs, promote their success, and demonstrate real care for them, they help them to feel positive about themselves and what they can do.
- 6- The teacher should provide positive consequences to students actions and efforts by recognizing their efforts when they are working at a task (Shidler, 2010: 161). The teacher must show appreciation of the students' cooperation;

they receive immediate positive consequence as a sign of approval. This could be verbal like "Great job" or nonverbal like a smile or a gentle pat on the shoulder (Kapalka, 2009:37).

7- Positive classroom includes a warm and friendly relationship between teacher and students. First it should be pointed out that the relationship between teacher and students is "unique, complex and delicate" and that students and teachers are not destined for friendship. The relationship should be developed with carefully established boundaries and mutual respect (Balli, 2009: 42). Smith and Laslett (1993: 10) mention that mutual trust and respect in the classroom are very important in developing good personal teacher - student relationships. They also mention that positive relationships are developed from the language used by the teacher and the manner in which he/she communicates with students, teachers should think about how they address and question students (Ibid: 8). Shindler (2010: 42) shows that teachers should think about the emotional climate created by the use of the language.

The teacher who is perceived by the students as caring and trusting has more influence than the one who is not (Mcleod, 2003: 98). The students who have a good relationship with the teacher are more likely to accept the rules and procedures and disciplinary actions that follow their violations (Marzano et al. 2003:41). At the same time all of the other aspects of classroom management will run much more smoothly Resnick et al., (1997) concludes that positive teacher – students relationship protects adolescents from unacceptable behaviors. They are less likely to have discipline problems when they feel connected to the teacher.

8- The teacher respects the students in a positive classroom. Harmer (2007: 115) maintains that "respect is vital", teachers who respect students do their best to see them in a positive light, and are not negative about their learners in the way they deal with them in class. Walters and Frei (2007: 22) provide the same emphasis on respect, they point out that it is fundamental to respect students, and to accept them, you have not the students you wish you had. Teachers have to think of each individual student as a person who deserves to be treated with dignity regard less of his/her intellectual level, language, social training or cultural background, when you respect your students they are more likely to respect one another.

2.2. 5 Instructions

Techniques used by the teacher in giving the students instructions is another crucial factor that can contribute to preventing inappropriate behavior in the classroom. Lewis (2008:33) expresses that one of the causes of inappropriate behavior is that the process of instruction is not stimulating enough to maintain the interest and attention of students. Ur (1999: 265) shows that instructions need to be communicated clearly and quickly, courteously but assertively since problems sometimes arise when the students are uncertain about what they are supposed to be doing. Harmer (1998: 4) argues that if the students don't understand what they are supposed to do, the best activity will be waste of time and that instructions must be simple and logical. That is the students know which information do they need first and which should come next.

Lindsay (2000: 20) points out that instructions need to be given to the class before starting any activity. The students know what they are going to do, how the

activity is to be organized, and why they are going to do it. He suggests that imperative forms work well because they utilize the base form of the verb and more readily understood.

2.3 Teacher reaction

In spite of all teacher's efforts to prevent students misbehavior or discipline problems in the classroom, problems may occur for one reason or another. Bender (2003: 78) mentions that "regardless of how skillful you are at preventing discipline problems", you might face students who challenge your authority or break the rules.

Teacher reaction to students behavior includes verbal and nonverbal reactions that indicate to the students that the behavior is appropriate or inappropriate. A variety of verbal and nonverbal cues and signals can be used to recognize or follow up on either appropriate or inappropriate behavior (Marzano et al., 2005: 40). Teachers need to react professionally and effectively to discipline problems .This requires correct attitudes, resources and techniques to be applied by the teacher in order not to consume time and affect the education (Morgan,2009:7). In order to achieve this, it is important to consider the following points:

First, it is the behavior that should be criticized when dealing with any kind of behavior problems, not the character of the students, the teacher should not react with anger or ridicule when the students do unplanned things, but instead use professionalism to solve the problem (Harmer, 2007: 115). Rogers(2002:4) expresses the point that teachers should communicate values when they manage students behavior .They should avoid sarcasm ,cheap shots ,put downs of any kind when they discipline(Rogers,2002:6).

Second, teacher's reaction should be as immediate as possible because it will improve the student's ability to recognize the connection between their behavior and the resulting consequence (Mcleod et al., 2003: 98).

Third, teachers need to tackle the problem of indiscipline in a scientific way showing a more cooperative attitude (Chauhan, 2007: 13). Teachers need a recognized body of knowledge to react to discipline problems effectively, at the same time teachers emphasize the importance of discipline, most of them enter the profession with "little or no training" in school discipline techniques. They follow common sense in dealing with such problems or use techniques that cannot be supported by a research literature (Tauber, 2007: 11).

The fourth point that should be considered is that the best action is quit, but clear – cut response that stops the deviant activity. It is better to react quietly than to draw the attention of the whole class. Mathieson and Price(2002:30) maintain that it is vital to deal with disruption in the least costly and least intrusive way, and to minimize the loss of momentum, avoid escalation and return to a task as quickly as possible.

The fifth point that should be taken into consideration is related to teacher control of their reactions, when frustrated, many teachers lose control over their own reactions and conflict ensues (Kapalka, 2009: 9). Teachers need to act calmly and carefully because teachers who shout appear to be losing control and this will raise the overall level of noise in the class (Harmer, 2997: 158).

The last point is related the use of punishment as a reaction to discipline problems in the classroom. For different reasons, educational psychologists reject the use of punishment, specially corporal punishment which is described as

inhumane (Chauhan, 2007: 13). Cummings (2000: 2) says that if our goal is to establish a community of learners who feel bonded and connected, punishment as a form of discipline to gain control should be a last resort. In addition punishment is not very useful as a reaction to students misbehavior since it may stop the unwanted behavior in the short term which contributes to the illusion that it works, but it does not lead to learning or behavior change. The students will wait for the opportunity to go back to the unacceptable behavior (Shindler, 2010: 162).

3. Data Collection and Analysis

In order to achieve the aims of the study the following methodology is implemented: A questionnaire is constructed by the researcher depending on the theories of dealing with behavior problems selected by the researcher. There are different theories related to approaching behavior problems. Teachers should select the theories appropriate to the situations and levels of students. (Tauber, 2007:9) indicates that " No theory or technique works with all students all the time in all situations". He adds that selection of the theory of dealing with behavior problems should be based on what this theory can do for the students, teachers should select the theory that works better than others. The questionnaire is based upon the selection of the following theories:

- 1- Lee and Marlene Canter (1976): Theory on assertive discipline which states that rules and behavior expectations must be clearly stated and enforced.
- 2- Rudolf Dreikurs (1972) which states that discipline is based on mutual respect, which motivates students to behave constructively because of their high sense of social interest, the students feel that they belong to a group and that all students desire to feel they have value and can contribute to the classroom.

- 3- Gordan Thomas (1974) which states that the factor that contributes the most is the quality of the teacher – student relationship. Teachers need to have high quality relationships with their students to have less conflict and more teaching – learning time.

<http://behaviormanagementreport.weebly.com/key.theorists.html>.

The questionnaire was conducted by the researcher depending on a number of references which are also used to support the study in the theoretical background. It was distributed to teachers of English electronically and teachers' responses were analyzed statistically to obtain the results.

3.1 Population and sample of the study:the population of the present study consists of teachers of English at intermediate schools for boys and girls in Al-Diwaniyah city.80 teachers of English males and females aged from 28 to 53 were selected randomly to be the sample of the study.

3.2 Statistical process: in order to discover whether there is a significant difference between teachers' response to items of the questionnaire related to preventing behavior problems (1 to 16) and items related to responding to them (17 to 36), the following items were calculated:

- 1- Calculating the standard deviation and the mean scores of the percentages of each response in the questionnaire (never, rarely, sometimes, often, always).
- 2- Calculating the standard scores and selecting only the highest and the lowest levels of responses for items related to preventing and items related to reacting to behavior problems.

3.3 Results:The results related to the first hypothesis reveal that there is a statistically significant difference between teachers responses related to items that

emphasize preventing behavior problems and items that emphasize reacting to them appropriately. This means that teachers at the intermediate level emphasized preventing problems more than reacting to them appropriately.

Results related to the second hypothesis show that there is a statistically significant difference between teachers responses within each group of items. This means that teachers of English at the intermediate level have different views about preventing behavior problems in the language classroom and reacting to them appropriately as illustrated in table (1) and (2).

variables responses	Always		often		Some time		rarely		Never	
	%	Nu.	%	Nu.	%	Nu.	%	Nu.	%	Nu.
(X1-X16)	31.25	5	18.75	3	18.75	3	6.25	1	18.75	3
(X17-X32)	6.25	1	6.25	1	18.75	3	25	4	12.5	2

Table (1) shows the percentage of classification of variables for the first level in terms of the standard degree

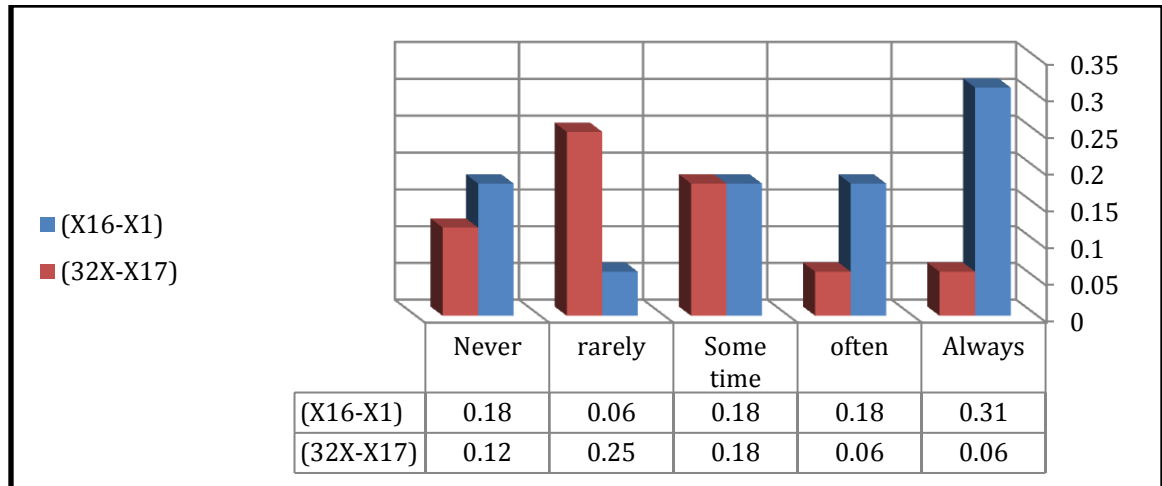


figure (1) shows the percentage of classification of variables for the first level in terms of the standard degree

Table (2) shows the percentage of classification of variables for the fifth level in terms of the standard degree

variables responses	Always		often		Some time		rarely		Never	
	%	Nu.	%	Nu.	%	Nu.	%	Nu.	%	Nu.
(X1-X16)	31.25	5	18.75	3	37.5	6	50	8	68.75	11
(X17-X32)	37.5	6	43.75	7	37.5	6	25	4	18.75	3

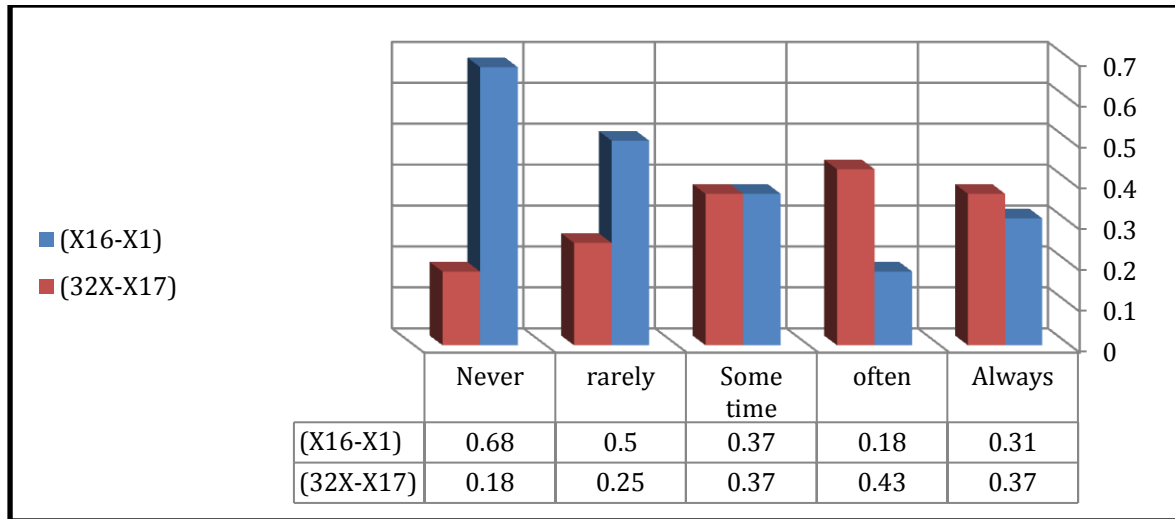


figure (2) shows the percentage of classification of variables for the fifth level in terms of the standard degree

Table(3) percentages of the most common behavior problems observed by teachers of

No	Type of behavior problem	percentage
1	Playing with a ruler, a pencil or any other objects.	50%
2	Ignoring or not listening to the teacher or other students.	58%
3	Passing notes	37%
4	Chewing gum.	37%
5	Talking during instruction	82%
6	Asking inappropriate and insincere questions	38%
7	The back –row distracters	60%
8	The nonparticipants.	47%
9	Aggression toward other students	31%
10	Damage of classroom furniture	41%
11	Challenges to teacher's authority	28%
12	Other types	12%

Table(3)indicates that the most frequent types of behavior problems observed in the language classroom at the intermediate level include: The back –row distracters, ignoring or not listening to the teacher or other students, playing with a ruler, a pencil or any other objects, and the nonparticipants.

3.4 Face Validity and Reliability

Face validity is achieved by exposing the questionnaire to a jury of experts in linguistics and language teaching (see Appendix A), their suggestions and notes were taken into consideration.

Meanwhile reliability coefficient is calculated by the use of person coefficient correlation, It is found out to be (0.77) which is considered acceptable.

Conclusion

In the light of the results obtained, it is concluded that:

1-Teachers of English at the intermediate level focus great deal on using various techniques to prevent behavior problems inside the language classroom.

2-Teachers of English show less focus on how to respond to behavior problems effectively depending on a scientific approach, and

3-The most common types of problems observed in the language classroom at the intermediate level include : The back –row distracters, ignoring or not listening to the teacher or other students, playing with a ruler, a pencil or any other objects, and the nonparticipants.

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Appendix (A) The Academic Ranks, Names and Locations of the Jury Members.

No	Academic Rank	Name	Location
1	Asst. prof., Ph.D. in Methodology	Ali . A. Hussain	Al-Diwaniya technical Institute

2	Asst. prof., Ph.D. in Methodology	SaadiyaWaaah Hassan	College of Education University of Al-Qadisiyh
3	Asst. prof.,M.A. in Linguistics	Ahmed Muhamed Mahdi	College of Education University of Al-Qadisiyh
4	Asst. prof., Ph.D. in Applied linguistics	Sami Basher	College of Education University of Al-Qadisiyh

Appendix (B) A survey of items related to preventing behavior problems in the language classroom and reacting to them appropriately.

Age: sex:

Dear teachers of English,

The study is related to teachers' control of classroom factors that contribute to preventing behavior problems in language classrooms at intermediate level by developing positive classroom environments that address students' search for identity and self-esteem . Consequently ,this is done by addressing their academic and emotional needs in order to facilitate their growth and development and to react to such problems appropriately and effectively by having a recognized body of knowledge to react to discipline problems without drawing students' attention.

No	Statement	Never	Rarely	Somet imes	Often	A l w a y s
1	I show interest in each student as a person.					
2	I openly solicit students' feelings.					
3	I value and respect what the students think and say.					
4	I develop a sense of joy when the students learn and succeed					
5	I work with my students as a team.					

6	I make connection with the students to make them feel safe physically and intellectually in my class.					
7	I help my students to develop self-esteem					
8	I treat all students equally and fairly					
9	I establish behavioral expectations in the first day of the semester.					
10	I follow through consequences when classroom rules are broken.					
11	My students are provided with clear instructions about group work.					
12	I use more than one strategy in each lesson the students see, hear, and manipulate to understand and learn.					
13	I prepare my students to make smooth transitions and rehears transitions so that they are under 30 seconds.					
14	I arrive, start , and end on time.					
15	I use students' names when I speak to them					
16	I provide opportunity for students to questions , and I will respond to all questions satisfactorily.					
17	I follow a systematic approach to classroom management					
18	I address problems as soon as they arise in class.					
19	I have signals to get my students' attention.					

20	I stay alert for potential problems.					
21	I use a variety of intervention methods.					
22	I am aware of my responsibilities and my authority to manage the classroom.					
23	My discipline is somewhat flexible according to the Students' types.					
24	I ignore minor discipline problems.					
25	I provide quite but clear-cut responses to stop the deviant activity without drawing the attention of the whole class.					
26	I don't use threats to make an impression or intimidate.					
27	I use strategies like postponement and compromise.					
28	I deal with the problems using as few words as possible with minimal instruction time lost.					
29	I have a plan for when to send a student to the head and when to call the parents according to the school policy.					
30	I use brief eye contact with offending students to move them on task.					
31	I deliver interactions near a student when an inappropriate behavior begins.					
32	I keep a record off what problems have arisen ,which solutions I have tried and whether they have worked.					

The most common types of behavior problems that I observe in my class are the following:

- 1-Playing with a ruler, a pencil or any other objects.
- 2-Ignoring or not listening to the teacher or other students.
- 3-Passing notes
- 4-Chewing gum.
- 5-Talking during instruction.
- 6-Asking inappropriate and insincere questions.
- 7-The back –row distracters.
- 8-The nonparticipants.
- 9-Aggression toward other students.
- 10-Damage of classroom furniture.
- 11-Challenges to teacher's authority.
- 12- Other types -----