Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Diplomová práce

STRATEGIE PREVENCE DISCIPLINÁRNÍCH PROBLÉMŮ V HODINÁCH ANGLIČTINY NA 2. STUPŇI ZÁKLADNÍCH ŠKOL

Markéta Schwarzová Kopačková

Plzeň 2014

University of West Bohemia

Faculty of Education

Department of English

Thesis

STRATEGIES TO PREVENT DISCIPLINE PROBLEMS IN ENGLISH LANGUAGE CLASSES OF LOWER-SECONDARY SCHOOLS

Markéta Schwarzová Kopačková

Plzeň 2014

Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 14. 4. 2014 ………...…………………….

Markéta Schwarzová Kopačková

ACKNOWLEDGMENTS

ABSTRACT

Bc. Markéta Schwarzová Kopačková. University of West Bohemia. April, 2014. Strategies to prevent discipline problems in English language classes of lower-secondary schools. Supervisor: Mgr. Gabriela Klečková, Ph. D.

The thesis examines the strategies to prevent discipline problems in English language classes of lower–secondary schools. The aim was to determine what prevention strategies and techniques teachers use and what prevention strategies and techniques pupils would recommend using with the focus on differences in language and non-language classes. The first part introduces the topic of discipline and its functions, followed by reasons for, impact and types of misbehaviour. Further, it presents types and usage of prevention strategies, techniques and disciplinary measure. The research part, based on structured interviews, explores teachers' means and pupils' suggestions on preventing and dealing with 6 misbehaviour situations while judging the seriousness of each misconduct situation. The analysis of the findings showed limited range of prevention strategies and techniques as well as disciplinary measures employed by teachers. Furthermore, the collected data implies that pupils are aware of teachers' rules and disciplinary measures. The findings also indicate that there is no difference between measures used in language or non-language classes and points out that the teacher is the key factor in the process of discipline.

TABLE OF CONTENTS

I. INTRODUCTION

Disciplining and maintaining discipline have become an inseparable part of instruction. The impact of indiscipline on any class is significant since misbehaviour causes not only considerable loss of teaching/learning time, but it can also undermine pupils will to work or prevent pupils from work. There are many reasons why pupils misbehave as well as many types of troublesome behaviour. That is why the answer is to focus on prevention of misbehaviour. Not only it is more effective and efficient compared to handling indiscipline problems when they occur but it is also a long-term solution for indiscipline in a class. Therefore teachers must master and be proficient in teaching skill as well as classroom management skills. The author of this thesis experienced endless problems with discipline during her lessons thus the study of the subject should bring better understanding and development of disciplining skills. For that reason the main objective of the thesis is to determine strategies to prevent discipline problems in English language classes of lower-secondary pupils. The focus is on identifying whether there is any difference between the prevention of misbehaviour in language and non-language classes.

The Theoretical Background provides the understanding concerning disciplinary problems. It explains what discipline is and describes its functions. Then it explores misbehaviour in terms of types, impact and reasons. Further, it deals with strategies to prevent lack of discipline including Behaviour Management Models. The chapter closes with different approaches towards misbehaviour presenting types of disciplinary measure (reward and punishment), their usage and misbehaviour in language classes.

In the next chapter, the preparation for the practical part of the thesis is outlined. At the beginning, it introduces the purpose of the study and states the research questions. Then the relevant information about the participants (teachers and pupils) is presented, followed by accurate description of preparation of the research. Finally, it explains the process of data collecting and data treatment.

Chapter three presents the results of the research obtained from the analysis of the data. This chapter is divided into three main sections: prevention of misbehaviour, disciplinary measures and seriousness of misbehaviour. Each section presents separately teachers and pupils' general opinions, attitudes on the topic and specific points of view on six misbehaviour situations. The last section compares through graphs the participants'

opinions on seriousness of misbehaviour and examines the same across various school subjects. The findings are described and discussed in the commentary.

The following chapter (Implications) further develops the findings in three different ways. Firstly, it outlines the practical part of the research by demonstrating the significance of the research. Secondly, it reflects the research limitations by reviewing problems which occurred during the research. Finally, it offers ideas for future research. The last chapter summarizes the principal ideas of the thesis.

II. THEORETICAL BACKGROUND

The theoretical part firstly introduces the concept of discipline, lack of discipline and discipline´s functions. Then it presents possible impact of misbehaviour on learning processes followed by types and reasons for misbehaviour. Secondly, the thesis describes possible strategies to prevent lack of discipline including Behaviour Management Models. Thirdly, tactics for dealing with misbehaviour are suggested and their types and employment are outlined. The chapter finishes with pointing out divergence concerning discipline in language classes.

Discipline

Discipline in general can be defined as a conscious compliance with the specified norms (Bendl, 2011, p. 33). The norms we understand are a common set of rules that regulates the behaviour of societies. Following the norms is often necessary for people to fit into a social group or to coexistence with other people.

In schools, discipline is based on two norms. The first set of norms is set through school rules and regulations. Some teachers can also have class rules and regulations which are in accordance with the school rules and regulations. The second set of norms is evolved around unwritten instructions of the school management, teachers or other school employees. Therefore school discipline could be defined as: pupils' conscious compliance with school rules and regulations and instructions given by teachers or possibly other employees of school (Bendl, 2011, p. 35). Prodromou & Clandfield (2007) discuss discipline as complex problems which can assume many different forms, which are not always obvious. They suggest a different definition of discipline. They talk about any action that undermines the unity or cohesion of a class.

Functions of discipline

Discipline has two basic functions. The first function is to guarantee the safety environment for pupils and teachers. Many pupils welcome a disciplined environment as it fulfils their basic psychological need of safety (Vágnerová, 2001, p. 276). The second function is to create the working atmosphere necessary for successful learning (Bendl, 2004, p. 24). Bagley (1915) adds two more functions of discipline: preparing pupils for their lives in an adult society and establishing the basic habits of self-control (as cited in Bendl, 2004, p. 24).

Lack of discipline

Lack of discipline may occur when the pupils start changing their relationship and usage of social norms. Pupils can either ignore social norms, be unable to understand them or be unwilling to respect them. Another possible cause of lack of discipline is insufficient self-control, which is a skill that is also being developed during pupils´ school years.

Lack of discipline could be referred to as: misbehaviour, indiscipline (Prodromou & Clandfield, 2007, p. 39), negative class participation (Wadden & McGovern, 1989), off-task behaviour (Good & Brophy, 1994) or troublesome behaviour (McManus, 1995). It could be defined as a range of passive and active behaviour or behaviour which interferes with the teaching/learning process or behaviour which is inappropriate, disruptive, problematic, disturbing or (Wadden & McGovern 1991).

Impact of misbehaviour on learning

Pupils who demonstrate troublesome behaviour prevent themselves from educational progress and prevent other pupils from learning too. They also undermine the other pupils´ will to work, the "togetherness" of the group and the idea of working collectively towards common aims. (Prodromou & Clandfield, 2007, p. 39). Moreover the time used for taking care of misbehaviour means less teaching/learning time for everyone. On the top of that misbehaviour provokes and aggrieves teachers, which can influence their teaching abilities.

According to preliminary research carried out by PedF UK in Czech schools between 2000/2001, the time lost because of lack of discipline in one lesson is in average 3 minutes and 54 seconds. To illustrate it better it could hypothetically mean ¾ of a school year being lost during compulsory school attendance. In reality the time loss is even bigger because of the time pupils need to start working again (Bendl, 2004, p. 25).

Types of misbehaviour

In an average classroom we can find many types of misbehaviour, from minor for example naughty pupils or pupils´ show offs, to major difficulties such as seriously misbehaving pupils. Any troublesome behaviour can be: distractive or non-distractive. Distractive behaviour is such when other pupils are prevented from learning or they lose their interest in work. Non distractive behaviour is the behaviour when other pupils are not prevented from learning but the pupil demonstrating non disturbing behaviour will not

achieve their learning goal. It is very important to deal with both kinds of troublesome behaviour because it can turn to seriously disturbing behaviour later on. A different classification is given by Kyriacou (1997). He classifies troublesome behaviour from simple non-compliance to over disruptive behaviour. (See table 1).

Table 1 shows the frequency in which different types of misbehaviour occur during lessons either daily or weekly. It displays that serious misbehaviour, which is generally a physical act, is not very common. On the contrary, frequently the problematic behaviour is simple non-compliance with rules/norms such as braking school rules, making unnecessary noise, being unpunctual or hindering other pupils from their work. The most recurrent misbehaviour is talking out of turn, which occurs 53 % a day and 97 % a week, followed by idleness or work avoidance 25 % a day and 87 % a week. Physical aggression towards teachers, which takes place 0 % a day and 0, 17 % a week is the least common.

Table 1. Classroom disruption

Type of pupil behaviour	Frequency during lessons	
	At least weekly (%)	At least daily (%)
Talking out of turn	97	53
Idleness or work avoidance	87	25
Hindering other pupils	86	26
Unpunctuality	82	17
Unnecessary noise	77	25
Breaking school rules	68	17
Out-of seat behaviour	62	14
Verbally abusing other pupils	62	10
General rowdiness	61	10
Impertinence	58	10
Physical aggression to other pupils	42	6
Verbally abusing teachers	15	1
Physical destructiveness	14	1
Physical aggression towards teacher	0,17	0

(Adapted from The Elton Report, DES, 1989, cited in Fontana, 1994)

Reasons for misbehaviour

Discipline must be seen as the responsibility of everyone not only teachers (McManus, 1995, p. 1). This indicates that reasons for misbehaviour can be caused by anybody. The attitudes of school management, teachers and pupils towards discipline and disciplinary problems are the core stone of prevention and solution. Disciplinary problems do not necessarily occur simply because of insufficient classroom management or teaching skills. Pupil's behaviour is affected by their present circumstances and by what happens in lessons, hence teachers should not analyse troublesome behaviour as an isolated factor but see it as a part of a whole.

Bendle (2004, p. 28) proposes a dichotomous key for the categorisations of reasons for misbehaviour. The factors that influence our behaviour are intrinsic and extrinsic. Thus the reasons for misbehaviour could be intrinsic (heredity, physiology) or extrinsic (education, environment).

Motives for misbehaviour

To correctly determine the motive causing troublesome behaviour helps to identify the correct tool to deal with it. Motives for misbehaving can be basic or complex. According to MacManus (1995, p. 13) the basic motives could be: testing teacher's´ rules and resolution, avoiding failure, displaying and defending personal identity, establishing and maintaining a place in a friendship or peer-group, the straightforward relief of tedium and tension. More complex reasons could be these: struggling for attention, seeking power or revenge, using the teacher as a safe target for feelings that belong to another person, place or time, seeking refuge from reminders of traumatic experiences, camouflaged or inept attempts at friendship and destructive testing of any relationships that may be formed. Harmer (2009, p. 153 - 155) adds four other factors which can cause disciplinary problems. These are: classroom–related factors, personal factors, social factors, and external factors.

Classroom related factors. If teachers lack teaching skills, if the quality of teaching is poor, or if teachers make unfair comparisons and are not consistent, they will be more likely to have disciplinary problems. Bad behaviour emerges because of what is happening or not happening in the classroom. Pupils can be bored, uninterested, confused,

inattentive, annoyed, resentful, lost, asleep etc. which can result in them finding some other activity to do. (Good & Brophy, 1994; Harmer, 2009; Wadden & McGovern, 1990).

Classroom related misbehaviour problems can be fixed by improving teaching and classroom management skills. Sometimes it can be difficult to decide what causes the problem so teachers should reflect upon the situation after the lesson by trying to answer questions regarding classroom management, teaching strategies and teaching skills (e.g. Did they understand? Were my instructions clear? Did I choose interesting, appropriate materials etc.). In any case, by carefully following the curricula, preparing the lesson by paying attention to the smallest detail and attentively choosing the materials could prevent misbehaviour (Good & Brophy, 1994; Harmer, 2009; Wadden & McGovern, 1990).

A teacher's personality pays a very important role too. Sometimes a teacher´s behaviour or actions can provoke a disciplinary problem. According to Kyriacou (1997), a pupil's misbehaviour is in large measure an attempt to maintain their sense of self-dignity in the circumstance that confronts them. Pupils are easily affected by teachers´ behaviour. Therefore teachers should not only be well prepared but also enthusiastic, full of positive energy, certain about what they teach, able to admit their errors, open minded, adaptable, patient, able to learn, show respect towards their pupils, realistic and organize in order to build a positive relationship with their pupils. Furthermore teacher should also pay attention to their physical appearance and voice (Fontana, 1994, Harmer, 2009).

Personal factors. Some misbehaviour could be caused by a pupil´s personal issues connected to their own personal problems or social and psychological issues (e.g. anxiety, depression, eating disorders, attention deficit disorder, learning difficulties,). However teachers are not trained psychologist thus they should not try to deal with it, but refer the pupils to a specialist.

According to Dreikurs (1982) other personal issues which can cause misbehaviour are seeking attention, revenge, and power or avoiding failure. Pupils seek approval from their classmates but also from their teachers. Approval from their peers is more current between older pupils (teenagers), who are not any longer impressed by good learning results but by anarchic behaviour. Troublemakers are rewarded by the attention of the teachers and classmates. On the contrary well behaved pupils are very seldom praised and receive very little attention. Pupils are very sensitive about their feelings. If they think that someone has hurt their feelings, they may take revenge as a solution, which can then lead

to disciplinary problems. Some pupils use misbehaviour in order to show their power or to get the power over the situation, within peer group or with the teacher. Every pupil needs to feel some sense of success in order to be encouraged to keep on working. By experiencing only failure, a pupil could give up working and instead find some other activity to avoid the failure (Good & Brophy, 1994; Harmer, 2009; Wadden & McGovern, 1990).

Social factors. Disciplinary problems are connected to the social background of a pupil, and to the society as a whole. If pupils have not yet developed their own sense of judgement, they will copy the behaviour surrounding them. This is called Social Learning Theory which states that children learn through observing and imitating others. Hence the family environment is connected to a pupils´ view on learning and on authority. Children are effected by their family environment and by their parent´s educational style and attitude to children. Situations where parents fail to cooperate with a school have a great impact on a child´s ability to accept authority. Troublesome behaviour can further indicate a single parent family, difficult home situation, poor interactions, low income family etc. In addition today´s society puts a very low value on education as well as on the teaching profession. This devaluation means that children do not respect teachers and do not see the importance of education. (Good & Brophy, 1994; Harmer, 2009; Wadden & McGovern, 1990).

External factors. Some of the reasons for misbehaviour cannot be dealt with or controlled but a teacher can try to minimalize the impact. These could be for example learning difficulties, tiredness, medical conditions, lack of social skills and self-discipline. Another external factor is the environment in which the learning is taking place e.g. dirty classroom, lack of lightning in the classroom, being too hot or too cold, the weather or outside noise (Harmer, 2009; Bull & Solity 1996).

Strategies to prevent lack of discipline

Preventing disciplinary problems is much more effective then dealing with them when they occur. The basic ways, according to Kyriacout (2012, p. 103), is to carefully plan and prepare lessons, take and keep pupil's attention, interest and commitment and to use stimulating enough activities which meet the pupils' abilities and offer a real

opportunity to succeed. Nevertheless teachers should also consider other tools for keeping discipline, such as rapport, Code of Conduct or methods for observing behaviour and work.

Rapport

Successful learning long with controlled behaviour thus consequently discipline, can only take place and exist in a positive, good learning environment in the classroom. In order to create this environment, teachers have to develop positive, enjoyable, respective and useful relationships with their pupils. Valuable rapport develops from pupils' perception of the teachers (pupils should see the teacher as a good leader and a successful professional) and from the way the teachers interact with pupils. Successful interactions revolve around four key characteristics: recognising pupils (know their names and know basic background information about pupils), listening to pupils (listen to them inside and outside the classroom and show it), respecting pupils (not using mockery, ridicule or sarcasm), being even-handed (treating all pupils equally) (Harmer, 2009, p. 113-115). In addition Good & Brophy (1994, p. 143-144) include usage of positive language. Specifying desirable behaviour in positive terms and avoiding negative language can prevent creating anxiety or negative resentment against the teacher. See table 2

The table below shows how teachers can phrase instruction in positive, specific language that clearly indicates the desired behaviour thus fully avoiding the negative language.

Table 2: Specifying desirable behaviour in positive language

Positive language	Negative Language
Close the door quietly.	Don´t slam the door.
Try to work these out on your own without help.	Don´t cheat by copying from your neighbour.
Quiet down – you are getting too loud.	Don´t make so much noise.
When you make your class presentation speak naturally, as you would when talking to a friend.	Don´t just read your report to us.

Raise your hand if you think you know the answer.	Don´t yell out the answer.
When you finish, put the scissors in the box and bits of paper in the wastebasket.	Don´t leave a mess.
Be ready to explain your answer.	Don´t just guess.
Use your own ideas. When you do borrow ideas from the author, be sure to acknowledge them. Even here, try to put them in your own words.	Don´t plagiarize.

Good & Brophy (1994, p. 144)

Methods for observing behaviour and work

Kyriacou (2012) states that the teachers have to observe carefully the behaviour and work of their pupils. For that reason he suggests using the following methods:

- The teacher should watch all pupils at regular intervals. It will enable the teachers to spot, if somebody is having some difficulties.

- The teachers should walk around the whole classroom to ensure that all pupils are included. Standing in front of the classroom gives the pupils sitting at the back feeling of distance and "safety".

- The teachers should use eye contact to show that they know about pupils´ misbehaviour. It enables to deal with off task behaviour without interrupting teaching.

- The teachers should target the questions. Asking the pupils a direct question can help them to start working again.

- The teachers should use proximity which means standing next to pupils to show, that they are aware of misbehaviour without interrupting the teaching process.

- The teachers should help pupils with their work, lead and encourage them so that they can finish the task successfully. This will prevent the misbehaviour which will occur if the pupils are not able to continue or finish the task

- The teachers should change activity or pace of work based on current situation. If the lesson is too fast or too slow not all pupils will participate because they would feel either lost or bored.

- The teachers should write an agreement with the pupils stating what rewards pupils could get if they behave in an appropriate way.

- The teachers should prepare for the fact that each pupil will have different pace and will need a different amount of time for a task.

- The teachers should noticing misbehaviour and always acknowledging it.

- The teachers should note lack of respect. If a pupil shows lack of respect towards teachers and they are not dealing with it, it could be viewed by the others as a norm.

- The teachers should keep changing the seating arrangement of pupils. Teachers can sit the pupils according to their needs as pupils do not have the right to choose where they want to sit. It is their privilege.

Code of Conduct

Setting up the guide-lines or creating a Code of Conduct where consequences and rewards are clearly stated, helps teachers to be fair, not to act emotionally for example from anger, frustration, or personal displeasure and to make sure that punishments or rewards follow a gradual scale. Furthermore it implies that everybody will be punished or rewarded the same way; therefore, pupils will feel that there is no favouritism as well as they will be provided with a sense of justice and a feeling of confidence in the system. Moreover it familiarise the pupils with the consequences of behaviour and therefore allows them to think about their future behaviour .The Code of Conduct will also clearly divide what is expected and acceptable and what would not be tolerated and accepted. It

often arises that different teachers have different values and what could be acceptable behaviour for somebody could be inacceptable for somebody else. The Code of Conduct should be carefully examined and the norms should be consulted by both sides. Most importantly it must be reviewed and revisited regularly. It is vital that when misbehaviour occurs the pupils must be told which norm they broke and therefore which consequence they are to follow (Harmer, 2009, p. 160, Bendl, Good & Brophy 1994, p. 141).

Another method to prevent lack of discipline is close cooperation with parents. Teachers should not only inform them about problems but also try to seek a solution with them. In addition parents can provide useful information which could lead to finding the source of the problem e. g. a hidden handicap (Kyriacou, 2012). Alternatively, it is also possible to use systematic observations. It means monitoring all pupils one by one in one class. Each teacher collects information about each pupil in one class and then examines and evaluates them. (Kyriacou, 2012)

Behaviour Management Models

Behaviour management models are alternative methods focused on developing and maintaining appropriate, desired behaviour. Malmgren & Trezek & Paul (2005, p. 36) say that a cohesive and thoughtfully constructed personal philosophy of classroom management can provide the foundation from which teachers make classroom management decisions and respond to instances of pupils´ misbehaviour. There exists a considerable variety of models of behaviour management each of which is based on a different philosophy and brings a different proactive approach (e.g. Logical Consequences, Positive Teaching, Assertive Discipline, Ginott model etc.). Teachers should choose a model which is close to their personal philosophy, and get professionally trained. However as it is pointed out in the section Behaviour Management Models (p.4) no unified theory exists.

Logical Consequences

The Logical Consequence model is based on the assumption that all misbehaviour is an outcome of unconscious and unfulfilled pupils´ needs. Dreikurs (as cited in Malmgren & Trezek & Paul, 2005, p. 37) explains that when the need is unfulfilled pupils display mistaken goals which are attention seeking behaviour, power struggles, revenge and displays of inadequacy. Therefore the basic solution is to assist pupils in meeting their intuitive needs to gain recognition and acceptance, while helping them to recognize the

consequences of their decisions. The main focus of this model is on prevention which is founded on positive relationships with pupils so that they can feel accepted. Hardin (2012, p. 83) adds also the importance to "assist pupils in taking the responsibility for their actions and behaviour."

The following table shows four mistaken goals and describes how the pupils feel about the class, teachers, classmates or themselves in their pursuit of the goal. Further it introduces some examples of pupils´ typical behaviour when they try to fulfil their mistaken goal. Finally the table displays how the teachers react to pupils´ behaviour and how the pupils react on teachers´ intervention.

Table 3: The Four Mistaken Goals of Students

Mistaken Goal	Student´s Belief	Example of Student´s Behaviours	Teacher´s Reaction to Behaviour	Student´s Reaction to Intervention by Teacher
Attention Seeking	The student feels part of class only when getting attention from the teacher or other students	Constantly demands attention Desires to be teacher´s pet Shows off Becomes the class clown	Annoyance/irritation	Stops momentarily but the resumes
Power Seeking	The student feels part of the class when controlling the teacher or other students	Lies Has temper tantrum. Questions teacher´s authority or knowledge Contradicts	Professionally threatened	Continues to verbally or physically defy the teacher
Revenge Seeking	The student feels left out of the social structure so strikes out at classmates or teacher	Is aggressive toward teacher or classmates Becomes a bully Threatens teachers or classmates	Hurt	Intensifies behaviour
Failure Avoiding	The student feels incapable of achieving socially or academically and no longer tries	Sleeps or daydreams through class Attempts to be invisible	Inadequate to help student	Withdraws further from teacher o classmates

Dreikurs, Grunwald, and Pepper (1982), Nelsen (1987) as cited in Hardin (2012, p. 88)

Positive Teaching

Positive Teaching is a simple method which does not require any cooperation with parents or school and is based on Behavioural Psychology. This method rewards good behaviour which in turn leads to the possibility that in the same situation it will occur again. It ignores any bad behaviour which leads to the possibility that in the same situation it will occur less frequently (Cangelosi, 1995, p. 51). According to Wheldall & Glynn (1989) this strategy enables teachers consistently, systematically and effectively to solve misbehaviour problems through reinforcement of good behaviour. Using this method can lead to the improvement of behaviour of the whole class as well as individuals. Punishments are rarely used and the main focus is on never rewarding undesirable behaviour. However, Harmer (2009, p. 158) points out that praise will be effective only if it is given appropriately and for a good reason.

Ginott

The Ginott model is based on premises that teachers interacting and treating pupils with understanding, kindness and respect can improve pupils' behaviour. Cangelosi (1995, p. 41) underlines the necessity for not labelling pupils (e. g. good pupils, stupid, strong reader, week reader, lazy etc.) as pupils try to live up to their labels. Furthermore, he warns against the improper use of praise, reminding that teachers should always praise pupils´ work and not the pupils themselves, indicating that pupils could become hooked on praise. He also emphasizes the need of inviting cooperation, avoiding sarcasm and exercising a teacher's personal self-discipline so that they can be viewed as models of suitable behaviour.

Assertive Discipline

Assertive Discipline is based on the theory that teachers are the leaders of the classroom and if needed, they should use punishment to bring control to the classroom (Behaviour Management Models, p. 10). The teachers´ work/behaviour in the classroom is directly connected with the pupils' behaviour and the main emphasis is on appropriate feedback and reinforcement of good behaviour (Canter and Canter 2001 (as cited in Malmgren & Trezek & Paul, 2005, p. 36)). Malmgren (2005) highlights the key points of

Assertive Discipline: (1) developing a set of consistent, firm, fair rules for the classroom, (2) determining a set of positive consequences for following the rules, (3) establishing a set of negative consequences for not following the rules, (4) implementing the model with the pupils. In addition misbehaviour could also be resolved by using a one-on-one problem-solving conference, individualize behaviour plan or by building a good relationship with the pupils.

Teacher Effectiveness Training

The Teacher Effectiveness Training is based on the presumption that pupils are able to manage and regulate their own behaviour, thus it de-emphasizes the teacher´s role in classroom behaviour management. Furthermore it underlines the importance of intrinsic motivation and the usage of I-Messages or responsibility taking messages (aimed at teachers´ feelings and perspectives), instead of You-Messages (blaming, ordering, name-calling, sarcasm, warning moralizing, criticism) (Malmgren, Trezek & Paul, 2005, p. 38).

Positive Discipline

The Positive Discipline model of behaviour is based on the assumption that order in the classroom can be achieved through nonverbal clues and movements calculated to bring teachers and pupils closer. Hence the suitable employment of physical proximity, body carriage, appropriate facial expressions and gestures, eye contact is vital. Other significant elements are limit setting (usage of body language in dealing with misbehaviour), omission training (troublemakers are taken out of PAT and put into an individualized incentive program thus unwanted behaviour is removed), positive training (teaching pupils to cooperate by using PAT - preferred activity time), and backup system (a previously agreed system of consequences divided into 3 levels: small, medium, large responses). (Cangelosi, 1995 p. 37-39, Jones, 2000, Behaviour Management Models, p. 17-18).

Kounin

The Kounin model is based on the premise that pupils need to be controlled by their teachers and that the teachers´ attitude towards pupils (either negative or positive), can radiate out and influence others. In order to create and maintain discipline in the classroom Kounin emphasizes importance of teachers´ proper planning and preparedness for lessons

and organization of lessons. Hence he established following concepts for controlling pupils´ behaviour: (1) ripple effect (correcting the misbehaviour in one pupil, which positively effects the behaviour of other pupils), (2) whininess (awareness of the happenings in the classroom), (3) momentum (conducting the lesson effectively in a lively manner), (4) smoothness (managing the lesson without needless interruptions), (5) group alerting (engaging the whole class), (6) pupils accountability (maintaining pupils attention and involvement), (7) overlapping (addressing two or more events at the same time), (8) the avoidance of satiation (refrain from overloading with information), (9) valance and challenge arousal (enthusiastic and rich teaching activities), (10) seatwork variety and challenge (making seating arrangements useful and interesting). (Cangelosi, 1995, p. 32-36, Behaviour Management Models, p. 15-16, Kounin, 1977).

Dealing with misbehaviour

Misbehaviour can occur even if the teachers follow all of the suggested strategies. Rotterová (1973, p. 142) specifies the analysis which should be carried out before resolving the conflict. Analysis is essential owning to the fact that each pupil is unique and brings to the classroom environment a unique personality and learning expectations. Firstly the teachers analyse the pupil´s personality (including family environment, relationship to school, people and friends, pupil´s school results and personal oddities etc.) Secondly the teachers consider the whole situation in which the misbehaviour occurred (seeking the motive, possible context of the situation, asking class, friends, and/or family for reviews etc.). Finally the teachers look for a potential punishment and its probable anticipated results and rectifications. Hereto Čapek adds the requirement of consistently checking the execution of the punishment (2010, p.78).

Furthermore Good & Brophy (1994, p. 192) highlight the necessity of careful observation and recognition if the act is chronicle or recent. Harmer (2009, p. 158) continues by stressing the obligation of addressing misbehaviour immediately, focusing on the act and not the pupil and implementing the disciplinary process with detachment, fairness and consistency. Bendl (2004, p. 44) finishes by reminding us of the need to consider how it may influence other pupils and to try use and combine all possible methods and measures.

Teachers should never try to restore discipline by trying to dominate their pupils or by evoking fear. This approach will not enable the development of a positive class climate,

necessary for effective learning. As the result the teachers do not concentrate on improving the quality of teaching but on keeping the discipline. (Kyriacou 2012, 99-100)

Acknowledging misbehaviour can be done verbally or nonverbally. It is better to use the non-verbal chastise first as it gives the pupils time to correct their behaviour and the teachers do not have to disturb others. If the teachers decide that it is necessary to interrupt the class and to deal with misbehaviour they should always do it by standing face to face and lower themselves to the level of the pupils. (Kyriacou. 2012, 108)

Disciplinary measures

Disciplinary measures are considered to be everything which helps to discipline pupils. Disciplinary measures and their choice, employment, and effect are very individual. Each subject requires diverse disciplinary measures and each teacher chooses and uses disciplinary measures differently, according to their personal point of view. Equally the effect it brings varies likewise. The efficiency of disciplinary measures is influenced by 3 factors: firstly the teachers' authority (the more authority the teachers have, the higher the probability that the disciplinary measure will be effective); secondly the attitude of the pupils towards the teachers, school or disciplinary measures and thirdly the attitude of parents/guardians towards disciplinary measures (the most important is the compliance of the school and of the parents/guardians) (Bendl, 2004, p. 106-107; 2009, p. 41-42, p. 44; Čapek, 2010, p. 75).

Bendl proposes certain guidelines and rules which should be followed during the utilization of disciplinary measures. These are: give, use and combine disciplinary measures according to pupils' personalities (age, character, gender, maturity) and situation, be fair, think of other pupils and be consistent. (Bendl, 2004, p. 106-107; 2009, p. 41-42, p. 44; Čapek 2010, p. 75).

Rewards

Bendl (2004, p. 130) defines reward as the "pleasant consequence of disciplined, legal and moral conduct". Čapek (2010, p. 75) specifies that the purpose of rewards is to inform, motivate and modify pupils' behaviour. Rewarding clearly shows that the pupils' behaviour is correct and welcome. Moreover it satisfies the pupils´ needs for attention. Therefore rewarding pupils initiates and reinforces good behaviour. However Kohn (1994)

warns that when rewarding stops, pupils retreat to their previous attitudes and behaviour because their main motivation was extrinsic.

Contrary to punishment, rewards should never be based on previous agreement or be part of a bargain. Furthermore teachers should not reward pupils with exceptional talents, unless pupils show some effort for the improvement in them. Teachers should make sure that all pupils are rewarded regularly, equally and tailor the reward according to pupils' individuality. It is required to connect the reward with the activity for which it is given. Thus rewarding should follow immediately after an event and the teachers should specify why they are rewarding. Bendl (2004, p. 140) explains that the efficiency of rewards depends on three factors: the approval of peers, the pupils believe they deserve it and the authority of the teachers Finally, the rewarding of pupils should not be only for their results but mainly for their efforts and it should not occur too often. (Helus & Hrabal & Kulič & Mareš, 1979, p, 85-88; Bendl, 2004, p. 130-142)

Types of rewards. Bendl categorizes rewards as intrinsic and extrinsic. He also distinguishes between reward, praise and encouragement, suggesting that all three should complement each other. He reminds that encouragement helps pupils with their self-esteem, self-respect, confidence and can be employed even if the pupils experience failure. (Bendle, 2004, p. 129, 141 as cited in Čáp-Mares 2001, s 257)

Warnings

Before giving the punishment it is recommended to give some kind of warning. A warning could be verbal or non-verbal. Firstly, giving a non-verbal warning means that the teachers do not have to interrupt teaching and shows that the teachers are aware of the situation. Furthermore it gives the opportunity to the pupils to correct their behaviour. A non-verbal warning could be: an eye contact, a stare or a gaze at misbehaving pupils, walking towards or standing next to misbehaving pupils, or some kind of gesture e.g. putting a hand on a shoulder. The principle of a non-verbal warning is that it will not disturb other pupils yet it will be seen, realised and recognised only by those who are meant to see it. (Kyriacou 2012, p. 108-111)

On the occasion that a non-verbal warning is not successful and misbehaviour continues, teachers can use a verbal warning. Teachers should use verbal warnings wisely and not too frequently as it can be seen as nagging. Verbal warnings have several rules on how to use them in order to use them effectively. It is necessary to give the warning to the

originator of misbehaviour not to the whole class. Warnings must be clear with content. Teachers must not be or get angry, or speak or express themselves angrily. A warning should give the information needed of what is expected from the pupils to do, and not to say what they are not supposed to do. While giving a warning, teachers must keep eye contact. The teachers should make sure that they criticize the behaviour of the pupils and not the pupils themselves. Teachers should not get into arguments with pupils, use empty threats or and use unjustified comparisons to others. The teachers should not be sarcastic, ironic or use mockery. While giving a warning, the teachers should remind the class of the rules or use warning as an example of what is not going to be tolerated in class. (Kyriacou 2012, p. 108-111)

Punishments

The main goal of a punishment is to make the pupils feel unpleasant. Its purpose is the same as the purpose of reward to motivate, inform and modify pupils' behaviour (Čapek, 2010, p. 75). On the contrary Dreikurs refuses punishments, as pupils can connect it with their punisher and not with their actions (Queen, Blackwelder & Mallen 1997 as cited in Hardin 2012 p. 89) Nelson (1987 as cited in Hardin 2012 p. 89) is in accordance with Dreikurs explaining that punishment crates four R´s of punishment : resentment, revenge, rebellion, and retreat.

According to Kyriacou (2012, p. 112) the main objectives of punishments are: the discouragement of similar misbehaviour, remedial so that pupils understand the inappropriateness of their behaviour and retaliation to show that after a bad act follows a consequence. In order to assure and enhance the impact of punishment, the following rules should be followed. Punishments should be given sparingly and as a last resort after the teachers have tried and failed all the other options. It is required to explicitly explain why the punishment is given and to explain why the misbehaviour is not acceptable, for the pupils to understand that it is in their own interest. The pupils must accept the punishment as reasonable, deserved, and adequate. The teachers should give the punishment as soon as possible after the misbehaviour and should use a tone to show disagreement, however should always choose an adequate punishment in accordance with school policy, class policy consistency and justice. (Bendl 2004, p. 106-108, 114-115; Cangelosi 1995, p. 55-56; Kyriacou 2012, p. 1112-113)

Each punishment has advantages and disadvantages, and also will have a different effect on the pupils according to their personality. Therefore the teachers must choose the punishment wisely in order to fulfil its goal, that is to prevent pupils from misbehaviour. In addition the teachers must be very careful not to use punishments on pupils too often as it can create a stigma and the pupils may try to live up to their reputations.(Kyriacou, 2012, p. 112-113)

Punishments inform pupils on whether they have fulfilled expectation and can motivate them to keep on working towards fulfilling future expectations. In order to give pupils complete feedback, it is necessary to explain the problem to them and to show them how they can do it correctly (Čapek 2010, p. 77). Kyriacou (2012, p. 112) adds other objectives of punishment: revenge (to demonstrate that a moral punishment follows a bad act), discouragement (that pupils will avoid similar behaviour for the fear of consequence) and rectification (that the punishment will help towards the understanding of the inappropriateness of the pupils´ behaviour). Punishments should never prevail over rewards. Good behaviour should not be taken for granted and as something which does not need our attention

Types of punishments. Cangelosi (1995, p. 55-56) presents two types of punishments. Firstly, the contrived punishment which has no connection to the misbehaviour. Secondly, the naturally occurring punishment which is a direct and effective consequence of misbehaviour. According to Bendl (2004, p 111) the advantage of a naturally occurring punishment is that the relationship between the teachers and the pupils is not aggrieved. However in reality a naturally occurring punishment is not always apparent or can arise much later.

Bendl (2004, p. 108) notes two other distinctions of punishment known as physical and psychical. Finally, Kyriacou (2012, p. 112-113) offers these other types of punishment: written homework (extra homework which is not an opportunity to catch up on learning material), loss of benefits (the choice of where and with whom to sit, or the right to participate on school excursions, sports day, assemblies etc.), isolation/detention (keeping the pupils during a break or after school), exclusion from the class, informing the class teacher/director/ parents or guardian, and finally symbolic punishment (the system of giving black dots etc.)

Misbehaviour in language classes

Disciplinary problems could be more profound in a language class because the dynamic of a language class is different. The reason for that are: teaching languages is more demanding, more interaction between the teacher and the pupils is necessitated, frequent cooperation with the other pupils is required, some pupils do not study the language by choice but where assigned and the language barrier. (Mousavi 2007, p. 33;) Wadden & McGovern (1991, p. 119) add inaudible responses or unwillingness to speak in the target language.

The chapter introduced the topic of discipline and misbehaviour in the classes. It presented the different types of prevention and disciplinary measures and explained their usage. The following section presents the findings obtained during structured interviews.

III. RESEARCH METHODOLOGY

The aim of this chapter is to specify the key questions of the practical research along with outlining and explaining all steps of the research. Furthermore this chapter provides relevant information not only about the participant of the research but also about preparation of the research. It also delineates the methods of research and process of data gathering.

Purpose of the study

The main objective is to identify strategies of preventing and dealing with misbehaviour in the classroom and determine whether there exist any differences between strategies employed in langue classes and non-language classes. Accordingly, the attention is paid to the observation of how serious participants consider different types of misbehaviour. The following questions are researched: 1) What type of prevention of misbehaviour do the teachers use in language and non-language classes? 2) What type of punishment do the teachers use in language and non-language classes? 3) What type of prevention of misbehaviour would pupils themselves propose to use? 4) What type of punishment would pupils propose to use? 5) What type of misbehaviour do teachers and pupils consider serious?

Participants

All demographic data were collected through a self-report questionnaire which was filled in by the participants. The data about the class and its pupils very obtained from their class teacher also through a self-report questionnaire. The demographic questionnaire for the teachers included: age, gender, type of university education, teaching qualification, years of teaching experience and further education. The demographic questionnaire about the class and its pupils contained: age, number of pupils, number of male and female pupils in the class, class average grade, seating arrangement, other relevant information, classroom environment, classroom climate.

Pupils

The research was carried out in the ninth grade (9. A) of 21st Basic School. There were 26 pupils in this class, 13 girls and 13 boys aged between 14 - 15 years. The class

demonstrates very low level of misbehaviour. Subsequently, there were no lowered behaviour grades and no detentions. The class also has very good studying results as the class average grade is 1.43 and last term there were 62 % of pupils with the average grade better than 1.5. Furthermore 4 pupils in the class have individual study plan (3 boys and 1 girl). All four pupils were diagnosed with specific learning needs, and one boy was also diagnosed with ADHD.

The school psychologist describes the class as an average with no strong personalities. The class does not cooperate well as a group. The pupils in the class form small groups and every group functions independently. According to sociometrics there are neither rejected pupils nor a class star.

Teachers

The main criteria for choosing the participants was long-term teaching the class 9.A and the subject the teachers teach in the class 9. A so that all main subject fields were included. The age of the teachers played also an important role as it is presumed that a wide range of age would offer different points of view.

Based on the above mentioned criteria 6 teachers of Mathematics, History, Physical Education, English, Czech, Biology were chosen. The range of teachers´ age is from 28 to 55 years (5 females and 1 male). Five teachers graduated from the Faculty of Education. One participant pursued studies in ecology and later on completed a teaching certificate. Five participants studied teaching for lower secondary pupils; one participant has a degree for primary school. All teachers take part in further education and participate on other teacher training seminars. The teachers have from 3 to 30 years of teaching experience. Table 4 streamlines all above mentioned information.

Table 4: Teachers´ demographical data

Age	Degree,	Teaching qualification	Subject	Years of teaching experience	Gender
28	Teaching certificate	Lower secondary	Biology	3	M
39	Faculty of	Lower	English	17	F

	Education	secondary			
55	Faculty of Education	Lower secondary	History	30	F
28	Faculty of Education	Lower secondary	Physical Education	4	F
54	Faculty of Education	Primary school	Mathematics	30	F
48	Faculty of Education	Lower secondary	Czech	20	F

Procedure

Preparation

Firstly, with the help of the teachers the most common behavioural problems in that class were identified. Accordingly, six most typical misbehaviour situations occurring in the class were selected ranging from minor to very serious misbehaviour and from distractive to non-destructive behaviour.

Data Collection Procedure

At the beginning of the interview the purpose of the study was presented. Accordingly, it was pointed out that the benefits for the participants would be the determination of pupils´ point of view on prevention and punishment of specific misbehaviour problems. All participants were insured that the research was anonymous and collected data would be used only for the purpose of this study.

The process of gathering date was divided into 2 main parts: short, structured interviews with teachers and a structured interview with the pupils. The teachers and the pupils were presented with six misbehaviour situations illustrated by an example (see Appendix A) : repeated failure to hand in homework, refusing to do a given task, daydreaming, disturbing the class by making unnecessary noise, disturbing the class by unwanted behaviour and verbal aggression against classmates. The teachers and the pupils were judging the situations from three points of view. Firstly they were to decide the seriousness of the misbehaviour on the scale from 1- the least serious to 5 – the most

serious based on their personal feeling. Secondly, the teachers were to explain what they do to prevent the misbehaviour situations, the pupils were to suggest what the teachers should do to prevent given misbehaviour situations. Finally, the teachers were to describe what punishment they use in case of the certain situation occurs; the pupils were to propose what punishment that the teachers should use.

Treatment of the data

The gathered data were carefully examined from these points of view seriousness of misbehaviour, suggested prevention and suggested punishment in language class and non-language class. The data were also compared to the suggestion of teachers and pupils.

The following section presents the results of the research.

IV. RESEARCH RESULTS AND COMMENTARIES

This chapter processes the data acquired during the structured interviews with the teachers and the pupils. It examines the application of prevention and disciplinary measures on six misbehaviour situations. Furthermore it describes and compares the participants view on seriousness of given misconducts situations. The chapter closes with Results and Commentary.

Prevention of misbehaviour

The following section covers the topic of prevention. Firstly it introduces the general participants´ observations concerning prevention and then it presents types of prevention the teachers apply and types of prevention the pupils propose to use for specific examples of misbehaviour.

Teachers

The participants said that they find prevention very important; however, they feel that with all other responsibilities and duties they cannot pay a proper attention to developing and maintaining valuable prevention techniques. Moreover they agreed that the pupil´s way oj reacting to prevention measures is very different and the teachers cannot expect the same reaction from all pupils (e.g.: the threat of grading only works on those pupils who are interested in grades). For that reason they concentrate more on disciplinary measures because they usually bring immediate results. Some participants admitted that they sometimes find it easier not to acknowledge some minor types of misbehaviour.

The most common strategy used by all respondents is introducing the Code of Conduct at the beginning of the school year. The Code of Conduct is based on and in accordance with The School Code and School Policy. As all teachers have been teaching in the class for previous years that is why they expect that the pupils remember previously introduced rules.

Two participants with the tenured teaching experience (History, English teachers) underlined the necessity of respect and trust as a tool of prevention. By giving the pupils certain responsibilities (e.g.: help to organize school excursion, trip, look after their classroom etc.), the teachers show their trust and respect. The teachers stated that because the pupils respect them, they rarely experience any kind of indiscipline. They also

emphasized that in order to maintain respect, they have to follow the same rules as well. That is to say what the pupils are not allowed to do the teachers should not do either (e.g.: no mobile phones during the lessons). They also suggested that the rules must make sense and not be based only on teachers´ superior position. Further the teachers recommended always explaining why the rule is important and why it should be followed so that the pupils can see the practical side and identify with it. The best way to implement the guidelines is not by using orders and commands but by positive language (e.g.: Would you please…, I would really appreciate if…, It would be great if you could…, Try to work on your own.). The rules should be strengthened, reminded and explained regularly and on a practical example (e.g.: when misbehaviour occurs instead of punishing use the situation as an example).

Four respondents (History, English, PE, Math teachers) highlighted the significance of consistency. They pointed out that sustained consistency mainly saves time because the pupils know what to do and what to expect. It promotes a positive atmosphere in the classroom as the pupils feel that everyone is equal. Moreover it helps the teachers gain respect. Although the German teacher admitted that the consistency is not only demanding but time consuming as well thus preferring the "effect of surprise".

German and Biology teachers viewed that thorough and detailed preparation of the lesson along with a wide range of challenging/interesting activities, using visual aids, technology and engaging the pupils is the key for establishing good behaviour. Nevertheless the participant expressed the worries that preparing above described lesson is time consuming so that it is not possible to do it on a daily bases. On the contrary the English teacher recommended only basic preparation stating that thorough and detailed preparation is too binding thus the teachers cannot adjust to instantaneous atmosphere and needs in the class. Therefore the prevention measures are: frequently changing activities, keeping the phases of the lesson, using scope of school material, being a hands on teacher and having only framework preparation. Consequently good, creative and resourceful improvisation allows prevention of discipline problems

The class also includes four pupils with specific learning needs. All participants recognized the need to imply a special type of prevention measures. The essential measure is to have zero tolerance towards any kind of misbehaviour. Other measures are: close cooperation with the head teacher, headmaster, school psychologist and parents, tailing the

activities, exercises and test to their abilities and needs, using special grading of their work and allowing more time for completing the tasks.

Repeated failure to hand in homework. A PE teacher said that on a training course a psychologist explained that according to a law, the school is responsible for the children only when they are at school, thus school cannot dictate what the children should do in their free time. On that account giving homework is not in the competence of the school. However at school, where the research was carried out, giving homework is permitted.

History, Biology and German teachers assign homework only exceptionally as they have a long term negative experience with homework setting (e.g.: forging the signature of parents, copying homework at school or parents signing a blank paper so that the pupils can copy homework at school). In addition, they find it too exhausting and troublesome handing it in and keeping track on who handed the homework in and who did not. In conclusion they feel that the contribution of homework is not that significant.

German, English and Mathematics teachers set homework regularly. In order to avoid not handing in homework they have clear rules so the pupils know the consequences in case they fail to do homework. According to them the crucial rule is to have a deadline which applies for everyone and make sure that everyone knows what to do and how. The second rule is to have a clear system of punishments for not handing in homework. The last rule is showing the importance of homework by using the knowledge gained from the assignment during the lesson or by showing its practical side.

Refusing to do a given task. All participants try to motivate pupils by using the system of grading the pupils´ work during the lesson. They stressed that giving A´s for excellent work during the lesson is much more effective than giving F´s.

Mathematic and English teachers said that the fundamental is to find out why the pupils refuse to cooperate. Usually the reasons are: fear from failure, incomprehension of the instructions and incapability to do the task. Therefore the basic solution is: making sure that everybody can fulfill the task thus experiences the success, creating friendly environment where nobody is afraid to make a mistake, checking that the pupils understand the tasks properly and know what to do and adjusting the pace of work.

Other types of prevention are: making the lesson as interesting and challenging as possible so that the pupils would like to participate; trying to show the practical side of the lesson to awake the need to participate, involving the pupils by giving them the

responsibilities (e.g.: the smart pupils helping the others with the tasks) and giving unexpected reward (e.g.: A for good work, no homework, game at the end of the lesson, earn some privileges).

Daydreaming. All participants agreed that the best prevention is to produce stimulating and engaging lessons where everyone would be involved. Furthermore they use a range of methods for observing behaviour and work (e.g.: walking around the whole classroom, targeting the questions, eye contact) thus recognizing inattention on time.

Disturbing the class by making unnecessary noise. The participants divided unnecessary noise into two categories. First category is unnecessary noise, which is connected to work during the lesson (e.g.: answering the question without being asked). Five teachers find this type of noise positive as they think it shows the pupils´ effort and commitment. The History teacher does not allow it since it can disturb the others. Therefore the participant does not accept the answer from the pupils who did not put their hand up.

The second category is unnecessary noise, which is not connected to the lesson. The participants always try acknowledging the problem right from the beginning and embrace the seating arrangement as a tool of prevention.

Disturbing the class by unwanted behaviour. As each teacher has a different idea on what is unwanted behaviour the main prevention is to clearly explain to the pupils what is considered as unwanted behaviour in their class and what will not be tolerated (e.g.: some participants (History, Biology, German) allow the pupils to leave their seat and go to the bin without asking, one participant (Mathematics teachers) permits it only if the pupil asks, one participant (PE teacher) does not allow leaving the place during a lesson.

Verbal aggression against classmates. All participants use a zero tolerance policy so that the pupils know that this kind of misconduct will never be tolerated and will always be punished.

Pupils

The pupils found it very difficult to voice what type of prevention could be effective. They tended to suggest types of punishments instead of types of prevention. However they came up with three approaches that they applied for all types of misbehaviour. Firstly, respect and trust which were ladled as the most powerful tool of prevention. The pupils explained that if they respect the teachers enough, they do not dare

to indiscipline in their class. Equally if the teachers show that they trust them, the pupils do not want to jeopardise the trust by any misconduct behaviour. Secondly, producing interesting, entertaining lessons, engaging activities and involving all pupils so that they do not feel the need/do not have the time to misbehave. Finally, clearly state what consequence would the wrongdoing mean and fallow them threw.

Repeated failure to hand in homework. The pupils said that the threat of punishment for failing to hand in homework is a good prevention. They also offered other possibilities such as: not ever getting homework and giving rewards for doing homework (e.g.: grading, sweets, earning privileges, shorter homework the right to choose where to sit, plus points for the test, possibility to erase one bed grade).

Refusing to do a given task. The pupils recommended that the teachers should ask the pupils to cooperate. In case that they refuse the teachers should have a talk with them and try to understand why the pupils are refusing to do a given task.

Daydreaming. The pupils thought that changing activities often, paying better attention to the pupils, having a private talk with the pupils, encouraging cooperation and including everyone in a learning process prevents from daydreaming.

Disturbing the class by unwanted behaviour. The teachers should take a Report Book and put it on the teachers' desk, thus reminding the pupils to behave. The pupils also feel that the teachers should be stricter, talk to the wrongdoers and do what they threaten to do instead of giving warning after warning.

Disturbing the class by unwanted noise. The pupils advocated that the best prevention is: get and keep the attention of the pupils, have a talk in private with the misconducting pupils, practically show the consequence instead of hollow threats.

Verbal aggression against classmates. The pupils advised to create an effective system of punishments (e.g.: helping to a caretaker, banning from a school trip, excursion), that would discourage from misbehaving. They also advised to search for the source of the rudeness.

Disciplinary measures

This part covers the disciplinary measures. It studies the general usage of these measures employed by the teachers and advised by the pupils, demonstrates teachers and pupils´ view on disciplinary measures and continues with recommendations of suitable disciplinary measures for each type of misconduct.

Teachers

The participants agreed that disciplinary measures are a good tool how to maintain discipline in the class; however they admitted that the teachers cannot rely only on them. Disciplinary measures must be a part of prevention and consequence system. Further the teachers said that the pupils´ personality must always be taken into consideration. Each pupil is unique and responds differently (e.g.: If the pupils do not have a family support it is useless to punish by informing the parents); therefore, knowing the background/family situations of the pupils is very useful. As well as knowing how the class work as a unit and being aware of the relationships and liaisons in the class.

The teachers use punishment as a last resort after trying and failing every other technique. The participants introduce the system of disciplinary measures at the beginning of the school year. The pupils are informed about how different types of wrongdoing would be approached. In addition nonverbal or verbal warnings always precede the punishment. The most often employed nonverbal warnings include: gestures, postures, eye contact, moving around the classroom, approaching the uncooperating pupils. PE teacher uses only naturally occurring punishment explaining that in order to be effective it must be closely connected to the act of misbehaviour. Even though the consequences are clearly given it is necessary to have an individual approach to each case of indiscipline so that the true reason for misconduct can be discovered.

All punishments used at 21st Basic School are in accordance with the law, The School Code and The School Policy. The School Code enacting the following: three written notes into a Report Book means that the pupils will receive the head teacher warning; three head teacher warnings means that they will receive a headmaster warning. If the pupils receive three headmaster warnings, their behaviour grade will be lowered.

In addition PE, English and Biology teachers acknowledged that each subject offers different conditions for the disciplinary measures and requires miscellaneous approach to punishment. The most practical and effective punishment during PE lesson is loss of benefits (e.g.: not participating in a game, tournament). Language lesson offers possibility to an additional exercise or essay. Biology presents the opportunity for a contrived punishment (e.g.: helping to prepare/tidy the classroom, bringing the needed school materials for the lesson or preparing a special presentation).

The teachers with the longest teaching experience attempt to avoid the punishments however, they insist on always addressing even the smallest of behavioural problems. They

feel that punishing negatively affect classroom atmosphere and a relationship between the pupils and the teachers. Moreover they said that punishing can be influenced by teachers' mood or the fact that the teachers do not identify correctly the originator of the misbehaviour. Instead they prefer using mainly nonverbal and verbal warnings. If the misconduct continues, the participants talk to the pupils in private in order to allocate the reason and origin of the misconduct. They explain why this kind of indiscipline is not acceptable and what would happen if it continues. In rare cases when a private talk is not effective enough, the teachers try to find a solution together with the head teacher or school psychologist and parents.

The pupils with an individual learning plan require a different approach. Consequences for these pupils are not as severe and are trailered to their abilities and needs. The teachers show more tolerance to the misbehaviour which is connected to their disabilities. However as Mathematics teacher pointed out, it is important to explain to the class why the consequences are different.

Repeated failure to hand in homework. One participant objected to the word punishment explaining that school is not allowed to punish its pupils, suggesting instead a word follow up measures. The teacher also strongly disagrees with grading homework as it is the pupils´ opportunity to verify and strengthen the knowledge gained during the lesson. Thus mistakes are part of this process. Furthermore mistakes serve as an important feedback for the teachers. If the pupils are graded, they will be afraid to make mistakes so they are unintentionally pushed into cheating. Moreover the predicative value of homework for the teachers is zero. So the follow up measures for repeated failure to hand in homework is a private talk with the pupils which primarily aims at finding the pupils´ reason for not doing homework and secondly at clarifying the importance of homework to the pupils. If it is necessary the parents/guardians are contacted and ask for better cooperation with the school.

Two participants thought that every piece of homework has a different value (practice, preparation or creative homework); therefore, every one of them requires different disciplinary measures. On the contrary the participants (History teacher), who values consistency, strongly disagree arguing that if it was set as homework with a clear deadline the type of homework is not significant. Further, distinguishing importance of homework is setting a wrong signal by implying a different level of importance. It also shows indecision, confuses the pupils and gives space for discussions.

English, PE, Biology teachers use a system of black dots. The only distinction is that each had set up different limits and consequences. It varies from three to five black dots. Possible consequences are: written note into a Report Book, getting F on the homework, and assigning extra homework. One participant (Biology teacher) offers a solution that if the homework is handed in the next day the black dot is erased thus encouraging the pupils to do homework because the main goal of homework is to practice and not to be graded.

Refusing to do a given task. The participants offered the following solutions: give a verbal warning, grade the pupils´ work during the lesson or give some extra work. If it proves to be a long-term problem inform the parents in order to seek a solution together.

Daydreaming. The participants agreed that the most effective measure is a simple verbal warning (e.g.: using the pupil´s name: "As Martin said…, As Lucka can see on the blackboard…") and targeting the question so that the pupils are punished by not knowing the answer.

Disturbing the class by unwanted noise. The participants recommended to pay attention to the fact weather unwanted noise is made by an individual or whether a whole class participates. If the whole class is punished because of one pupil´s rudeness it could damage the teachers - pupils' relationship and inflicts the relationships between the pupils as well. Therefore knowing the relationships and liaisons in the class helps to choose the potentially effective disciplinary measure.

 History, Biology, German and English teachers said that if an individual is disturbing the class the possible consequences are: ask them to stand in front of the whole class and continue teaching instead of the teachers, set an extra homework, prepare a presentation on certain topic and ask them to step outside the class and permit to return only when they clam down. The key is to insisted on completing all work which was missed out so that the pupils are forced to work in their free time (e.g.: during the break). If the class is disturbed be a group of pupils they ask them to finish the lesson at home or next lesson set a test which is based on knowledge from previous lesson or require a paper on the topic.

The participants use many warning techniques such as: raising the voice, lowering the voice, starting to whisper, stop speaking until the class clams down and making unexpected noise (e.g. : whistle, loud bang). All participants also find very effective changing the seating arrangement (e.g.: sitting either alone or at the front) explaining that if

the teachers know well the relationships in a class they can use it as their advantage and sit troublemakers next to somebody who would keep them calm.

Disturbing the class by unwanted behaviour. As it is mentioned above, the teachers recognizes unwanted behaviour of an individual and of a group. Unwanted behaviour of an individual can be solved be isolating him/her from the class and allowing him/her time to calm down (e.g.: sitting alone, going behind the door). Unwanted behaviour of a group is punished by: an immediate test, extra homework or extra lesson.

Verbal aggression against classmates. As the general rule is zero tolerance, verbal aggression is always addressed immediately and always considered as a serous rule braking. There exists the following procedure: a private talk with the pupils, informing the head teacher and school psychologist. If the aggression continues parents are informed and the school seeks a solution together with parents.

Pupils

The pupils expressed their resentment towards punishing. They feel that the teachers punish rather often with no visible or real results. Furthermore they claim that troublemakers are not discouraged from wrongdoing because of the fear of punishment. The pupils also indicated that usually the whole class is punished even though only a few pupils misbehave. Moreover the pupils said that sometimes the teachers can come to the classroom already angry or upset and then the class is punished for things, which would normally go unnoticed. Consequently, they feel that punishments are very unjust and inutile (e.g.: someone gets extra homework for talking during the class and someone gets a written warning in a Report Book for the same indiscipline). The pupils concluded that if they respect the teachers they take even a warning as a punishment; if they do not respect the teachers they really do not mind what kind of punishment they get as long as parents are not informed.

The pupils recognized these main types of consequences that they applied to all examples of indiscipline. These are: informing the head teacher, headmaster, school psychologist, parents; written note into a Report Book, system of black dots and grading.

Repeated failure to hand in homework. The pupils chose the same approach as their teachers that is the system of black dots with typical consequences mentioned above. They have a disparate idea on number of dots (from 3 to 7). Other consequences are: a

written warning note into an exercise book, verbal warning, not getting a reward and loss of benefits.

Refusing to do a given task. The pupils proposed: informing head teacher, headmaster and parents, give a special homework, ask the pupil the leave the classroom until they are ready to cooperate again, copy x times some sentence.

Daydreaming. The pupils thought that no aftereffect is necessary only a verbal warning or target a question. They said that getting bad grades as a result of not paying attention would be good enough punishment. A further proposal is: prepare a presentation called: "What was I daydreaming about?" and present it.

Disturbing the class by making unnecessary noise. The pupils offered the following consequences: let the pupils teach the class instead of the teachers, ask the pupils to leave the classroom and wait outside until they are called back, give a verbal warning clearly stating what will happen if the noise continues; make sure that the threats are executed precisely. Change the seating arrangement so that the naughty pupils sit alone.

Disturbing the class by unwanted behaviour. Apart from the above mentioned punishments the pupils suggested: writing an essay on the topic: "Why do you think you cannot leave your seat during a lesson without permission?" and ask the pupils to sit back down

Verbal aggression against classmates. The pupils offered the following punishments: a written note into a Report Book, informing the head teacher, headmaster, parents and school psychologist. However they added that public apology would be the most effective.

Seriousness of misbehaviour

The following section presents various levels of seriousness of misbehaviour. It shows and compares how serious the teachers and the pupils find each case of indiscipline. The teachers and the pupils graded indiscipline situations on a five-step scale. They chose from these grades: least serious, quite serious, moderately serious, very serious and extremely serious.

Graf 1: Repeated failure to hand in homework
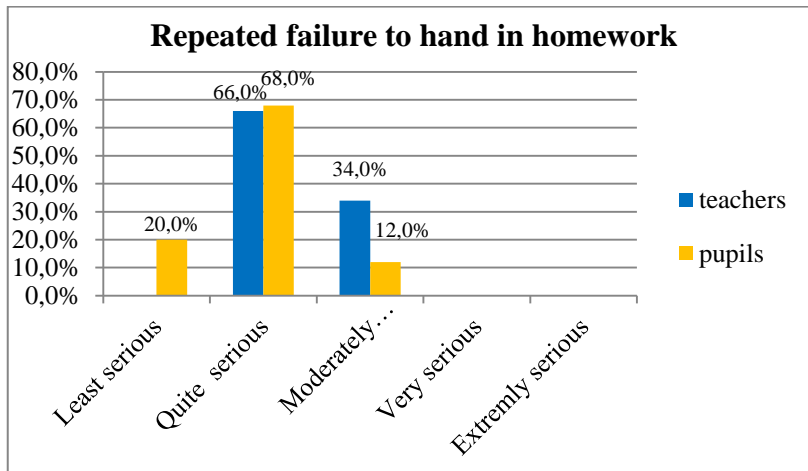
Graph 1 shows the opinion on seriousness of repeated failure to hand in homework. More than half (66 %) of the teachers and even 2 % more of the pupils (68 %) thought that it is quite serious type of misbehaviour. One third of teachers and 12% of pupils found it moderately serious. 20 % of pupils suggested that it is the least serious problem. No teachers or pupils judged it as very or extremely serious misconduct.

Graph 2: Refusing to do a given task
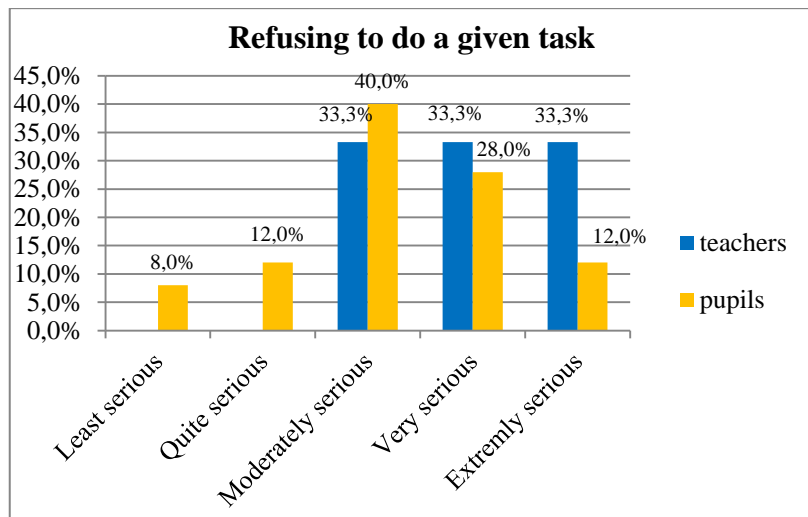
The graph 2 describes how the teachers and the pupils see the problem of refusing to do a given task. One third of the teachers believed that it is moderately serious; one third found it very serious and one third viewed it as an extremely serious problem. 8 % of pupils assumed that it is the least serious problem. The same percentage of the pupils (12
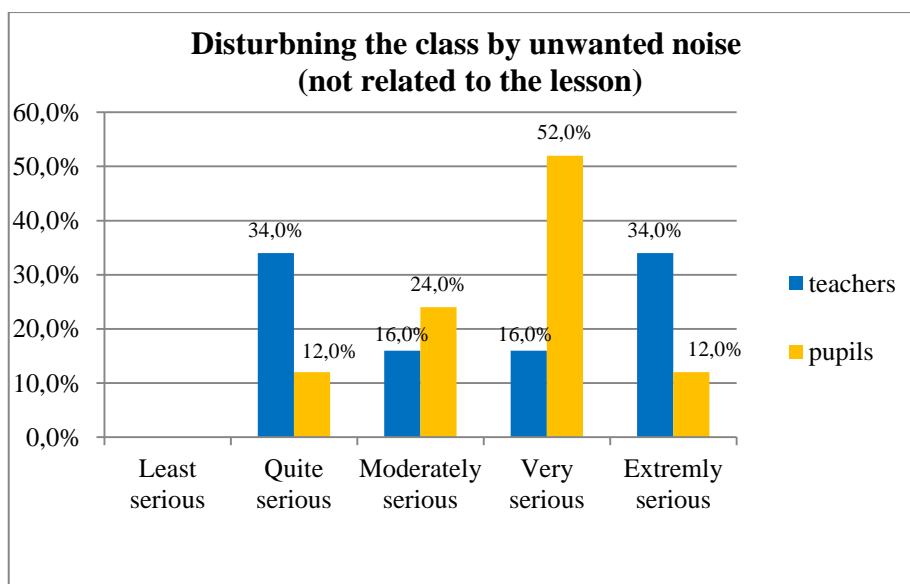
%) judged it as quite serious and extremely serious. Most of the pupils (40 %) said that it is moderately serious and 28 % regarded it as very serious misbehaviour.

Graph 3: Daydreaming
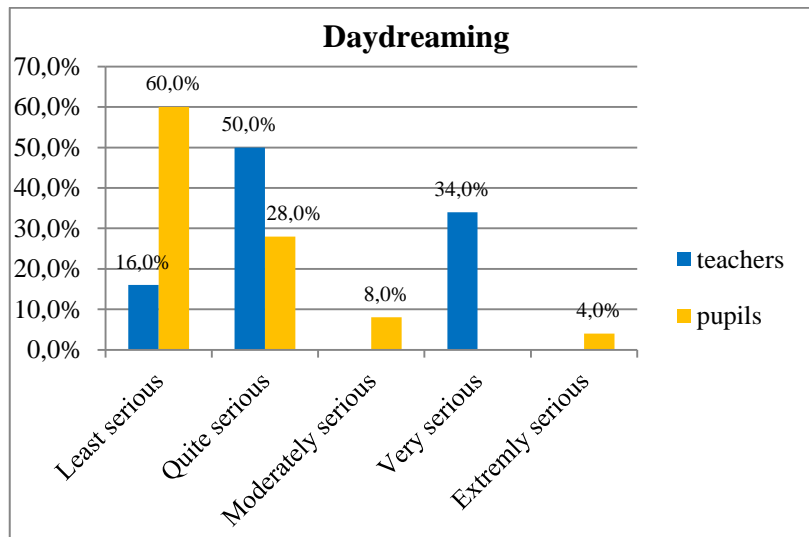
The problem of daydreaming is presented in Graph 3. 60 % of pupils looked at it as the least serious indiscipline compared to only 16 % of teachers. Exactly half of the teachers viewed it as quite serious and 34% as a very serious problem. 28 % of pupils said that it is quite serious, 8 % considered it moderately serious and 4% extremely serious.
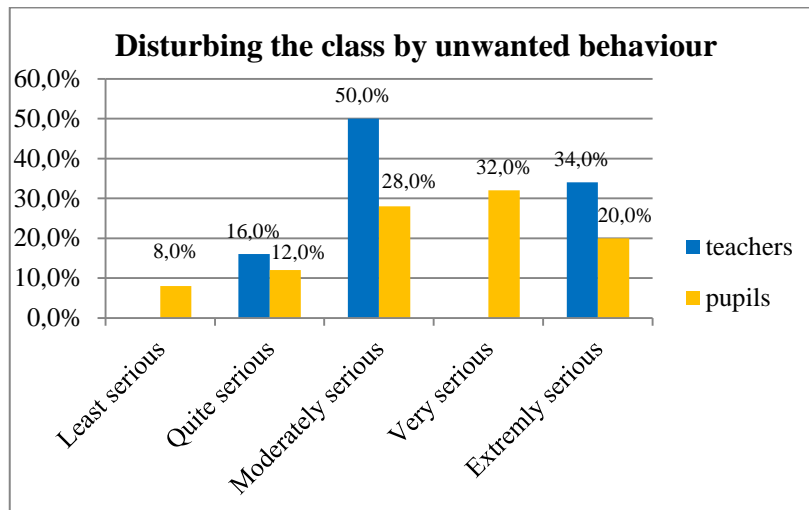
Graph 4: Disturbing the class by unwanted noise

Graph 4 displays the views on disturbing the class by unwanted noise – not related to the lesson. 34 % of teachers and 12 % of pupils assumed that this type of distraction in

the class is quite serious, 16 % of teachers judged it as very serious and moderately serious while 34 % said it is extremely serious. More than half of pupils (52 %) concluded that this type of misconduct is very serious, when 24 % of pupils viewed it as moderately serious and 12 % as extremely serious. No participant looked at the problem as the least serious type of misbehaviour.

Graph 5: Disturbing the class by unwanted behaviour

Graph 5 above introduces the judgment on disturbing the class by unwanted behaviour. A haft of the teachers thought that disturbing the class by unwanted behaviour is moderately serious contrasting with only 28 % of pupils. More than one third (34 %) of the teachers looked at the problem as extremely serious, compared to 20 % of the pupils. 16 % of teachers and 12 % of the pupils expressed that it is quite a serious problem. No teacher but 8 % of the pupils found it the least serious. 32 % of the pupils considered it very serious.

Graph 6: Verbal aggression against classmates

Verbal aggression against classmates
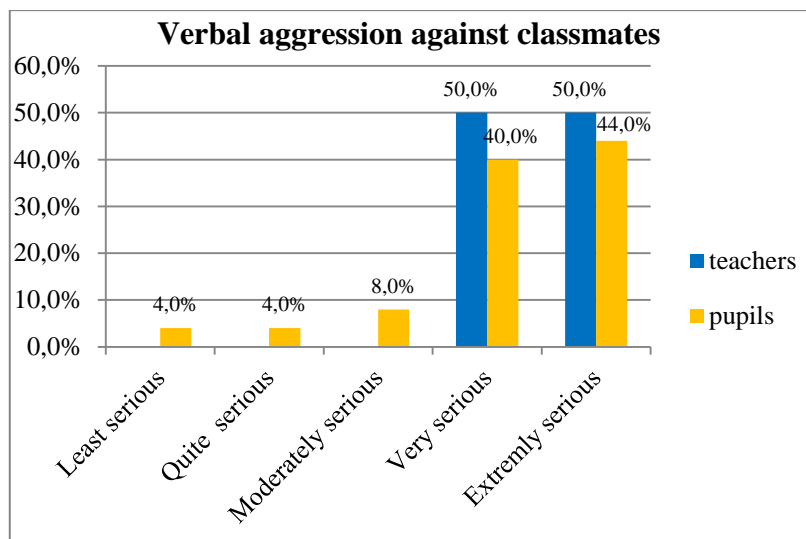
As we can see Graph 6 is focused on showing the seriousness of verbal aggression against classmates. A half of the teachers and 40 % of the pupils recognized verbal aggression against classmates as very serious. The other half of the teachers and 44 % of the pupils found it extremely serious. 4 % of pupils said it is the least serious and quite serious.

Table 4: The seriousness of misbehaviour according to the subjects

	Math	History	Physical Education	English	German	Biology
Repeated failure to hand in homework	2	2	2	3	3	2
Refusing to do a given task	4	3	3	5	5	4
Daydreaming	4	2	4	2	2	1
Disturbing the class by unwanted noise connected to the lesson	2	2	2	3	2	2

Disturbing the class by unwanted noise not connected to the lesson	5	3	4	3	5	3
Disturbing the class by unwanted behaviour	5	3	5	2	3	3
Verbal aggression against classmates	5	4	4	5	5	4

Least serious - 1, Quite serious - 2, Moderately serious - 3, Very serious - 4, Extremely serious – 5

This table shows how the seriousness of behaviour is judged differently in each subject. Mathematics and German teachers found the most situations (three) extremely serious. On the contrary History and Biology teachers did not find any of these situations extremely serious. Only the Biology teacher graded one situation as the least serious. The Biology teacher considered all the situations in average moderately serious compared to the Mathematics teacher who marked all the situations in average very serious.

Results

Prevention of misbehaviour. The common strategy done by all participants is to: introduce the Code of Conduct at the beginning of school year, threat of grading and stimulated and engaging lessons. Furthermore the teachers use other types of prevention suitable for their subject and their personal perception of prevention. The pupils suggested that any misbehaviour is discussed with the wrongdoers. They also recommended the need of respect, trust, interesting lessons and teachers´ general consistency.

Disciplinary measures. Firstly, the teachers establish the general conditions needed for successful application of disciplinary measures. These are: tailor the consequences to pupils´ personality, sensibly combine prevention and disciplinary measures and use punishment as the last resort. Secondly, the teachers underline that all types of disciplinary measures are in accordance with the Code of Conduct and introduc the scales of punishments set by the School Policy. Finally, the teachers employ diverse consequences for each type of misconduct. Nevertheless the typical disciplinary measures

are: warn, grade, a written note into a Report Book, extra homework, tests and contact parents.

The pupils do not consider disciplinary measures a good solution pointing out that the system is not always justiciable. They recommended respect and trust as the key aspect of maintaining discipline. However, they also identified the most common practical types of punishments: informing the head teacher, head master, school psychologist, parents, a written note into a Report Book, grading.

Seriousness. The pupils and the teachers had almost the same opinion on seriousness of repeated failure to hand in homework considering it quite serious (66 % of teachers and 68 % of pupils). They also had a similar view on refusing to do a given task judging it as moderately serious (40 % of pupils and 33,3 % of teachers) and verbal aggression against the classmate (50 % of teachers and 44% of pupils thought it extremely serious misconduct). In other three cases of misbehaviour, the teachers and the pupils did not agree. The pupils showed different opinion on daydreaming thinking it the least serious (60 %) while 50 % of the teachers find it quite serious problem. 52 % of the pupils concluded that disturbing the class by unwanted noise is very serious while 34 % of the teachers evaluated it as quite serious as well as extremely serious. 50 % of the teachers decided that disturbing the class by unwanted behaviour is moderately serious while pupils did not strongly agree on the level of seriousness.

Commentary

As mentioned in the theoretical background disciplinary problems in language classes could be more profound due to the different dynamic of the class. (Mousavi 2007. p. 33). Based on that premises the research was to established strategies of prevention of misbehaviour and dealing with misbehaviour, and verify whether there occur any differences between strategies employed in language classes and non-language classes. It was expected that the findings would support the theory of differences between language and non-language classes. Mainly due to the fact that according to Mousavi (2007, p. 33) language classes require more interaction between the teacher and the pupils, the necessity of cooperation between pupils is bigger and there is an impediment of foreign language etc. This anticipation was not confirmed. The analysis of structured interview with the teachers and the pupils indicate that there is no significant difference between prevention

of misbehaviour used in language and non-language class, nor disciplinary measures differ across language or non-language subjects. Therefore it can be concluded that misbehaviour is prevented and treated similarly across subjects.

On the contrary the study indicates that the key elements in dealing with misbehaviours are specific to each teacher. It is the teachers who set up the class guidelines, rules, regulations and limits by deciding what is acceptable and what is unacceptable. They also monitor the compliance with the rules. Finally, the teachers decide about disciplinary measures in case of misconduct. Moreover other factors that influence the choice of prevention and disciplinary measures closely connected to the teachers are: teachers' personal view on discipline and the choice of tools for maintaining it, teachers' personal perception of prevention and disciplinary measure, the number of years of teaching experience, personal experience with the class, and also teachers' mood. However, the subject plays a certain role in terms of miscellaneous opportunities and conditions which influence and enable certain types of prevention of misconduct and punishment.

Prevention of misbehaviour. The theoretical background offers various types of prevention strategies and techniques. Those should be used coherently and individually to suit pupils' personalities and needs. Every pupil is different thus it is not possible to neither generalize nor depend on limited spectrum of prevention strategies and techniques. However the collected data indicate that the teachers employ superficial and quite limited range of preventative tools. The teachers basically rely on the Code of Conduct and the threat of grades. The teachers do not prefer various Behaviour Management Models; however, they use certain parts of it (e.g.: Positive teaching – in case of refusing to do a given task the teacher suggested rewarding those who cooperate instead of punishing those who do not cooperate.).

The pupils' propositions of prevention of misbehaviour and discipline measures were comparable to the types that the teachers employ. This implies that the pupils are used to and aware of teachers' means of tackling indiscipline; therefore, the pupils are familiar with the rules. It suggests that the teachers' way of introducing the Code of Conduct at the beginning of school year is functional and sufficient in terms of informing pupils about class policies.

Disciplinary measures. The second part studied disciplinary measures. The theory suggests three basic types of measures (warning, reward, punishment) which should be

used in accordance with teachers´ philosophy. The findings showed that each teacher has a slightly different opinion and philosophy concerning disciplinary measures so they have different methods of usage. The widest diversity can be seen on the problem of repeated failure to hand in homework. Different attitudes towards homework influence the choice of punishment the teachers use. Nevertheless the variety of disciplinary measures is not very wide and sophisticated. The teachers usually choose contrived punishments such as a written note into the Report Book.

The suggestions made by pupils on the topic of disciplinary measures were very close to the examples given by the teachers. It could either be concluded that the pupils know well the consequences used by their teachers therefore they are aware of the teachers´ rules. Or it could also mean that the pupils simply accept the aftereffect. **Seriousness of misbehaviour.** Furthermore, the research examined how serious participants consider different types of misbehaviour. The theory says that disciplinary measures should correspond with the seriousness of misbehaviour otherwise the consequences could be unjust, inadequate and not accepted by the class. The graphs and the table indicate that the teachers have a different idea about seriousness of misconduct. Every teacher regards the seriousness of misbehaviour differently as every teacher has its own idea about the discipline in their classes. The findings show that the means of prevention and types of disciplinary measures used by teachers are closely connected and directly affected by how serious the teachers think the misconduct is. The table shows that even though the subject can influence the choice of prevention and punishment it does not influence how the teacher perceives the seriousness of misconduct.

In this chapter the data concerning prevention and disciplinary measures the teachers use and the pupils propose to use were analysed. Then the results were presented followed by commentaries. The next chapter introduces the implications.

V. IMPLICATIONS

This chapter discusses the findings in relation to classroom practices. It also provides practical information to teachers. In section Implications for teachers it demonstrates the importance of obtained data to the teachers. The following section points out the research limitations. The final section suggests possibilities of future research.

Implications for teachers

The research output offers several pieces of valuable information which teachers could find beneficial. Firstly, every teacher employs different prevention and discipline technique; thus teachers can see other examples of techniques effectively used in the same class. Secondly, the pupils expressed their opinions indicating their attitudes towards strategies and techniques employed by their teachers hence providing essential feedback. Finally, the study allows comparison of prevention and disciplinary methods across school subjects and enables identifying their strengths and weaknesses.

Prevention measures. The research indicates that although teachers are aware of prevention measures they use only a limited number of them; nor do they apply various Behavioural Management Methods. Therefore teachers should concentrate on developing the strategies to prevent lack of discipline instead of relying on threats, report books and grading.

The analysis of pupils' answers pointed at three valuable findings. Firstly, the pupils regard respect as the most powerful tool of prevention. Accordantly teachers should establish gaining and maintaining the respect as their number one priority. This could be achieved through building positive relationship with the pupils and getting to know the pupils better. Secondly, the pupils indicated that a lack of consistency could be confusing (they do not know what to expect) and also unjust (reacting differently on the same type of problem). Therefore teachers should try to be more consistent in their behaviour towards pupils. Finally, the pupils also suggested as a part of prevention measure to have a discussion with the wrongdoers. It implies that teachers should make an effort to have personal, face to face conversation with their pupils.

Disciplinary measures. The analysis of the pupils interview showed that the pupils find punishing unjust. It can indicate that teachers either do not find the originator of indiscipline, the consequence does not correspond to the misconduct (too severe or too

trivial) or the same type of wrongdoing is punished differently. If the pupils do not feel that they deserve the punishment they do not accept it thus the efficiency of the punishment is lower and the teacher-pupil relation demanded. To avoid it teachers should prioritize naturally occurring punishment as it does not jeopardise the relationship between the teacher and the pupils and the pupils do not consider it unjust.

Seriousness of the problem. The pupils and the teachers' views on seriousness of certain types of misbehaviour vary. If the pupils do not understand how serious the misbehaviour is, they probably do not understand why it is wrong to misconduct in that certain way. It can also signify that the teachers did not explain properly their expectations and what will or will not be tolerated. Therefore, teachers should clearly explain, constantly remind and for better understanding demonstrate what the rules and the consequences of their violation are in their class. Teachers can have a written agreement with the class. Pupils and teachers can discuss and choose the rules together and revisit them whenever it is needed. Even though at the beginning it could be a time-consuming method, the final result is very efficient and effective.

Limitation of the Research

The limitations of the research lie in providing only basic and limited information about strategies to prevent discipline problems. The limitations arise from inability to compare therefore generalize the result due to the fact that only one basic school and one class participated and there were limited numbers of teachers-participants.

The process of evaluating the study also reviled certain weaknesses. Firstly, although the misbehaviour situations presented to the participants during the structured interviewed were previously discussed with the head teacher, it was not possible to choose six situations which would concern all teachers equally. Hence some participants evaluated the predetermined misbehaviour situations despite of the fact that they do not have personal experience with them so giving only hypothetical answers.

Secondly, comparing language classes to non-language classes where non-language classes were not closely specified or chosen under certain criteria proved to offer a too wide range of individual, incomparable possibilities. The non-language classes can be further divided into the subgroups (Social studies, Science, Humanities) and every subgroup has its own specific characteristic. As the research showed, the type of subject

offers certain conditions for prevention and disciplinary measures but does not influence it. So the research should be focusing separately on every subgroup.

Finally, the research does not have any control mechanisms thus the respondents' answers were not verified. That means that the data collected are only participants´ perceptions of given situations but were not confirmed in practise whether the participants really behave that certain way.

Suggestion for Further Research

The current study can be improved by including more schools, classes and teachers-participants so that the data could be compared and generalized. Moreover the research showed that the teachers' personality plays a vital role in strategies to prevent discipline problems. Thus recognizing teachers´ personality type and applying the knowledge to the research would surely improve the accuracy and quality of obtained data. Finally, the research might study more closely the pupils' opinion and suggestion to demonstrate their perception of prevention of misbehaviour and disciplinary measure; hence crating useful feedback for the teachers.

This part of the thesis analysed the findings from a practical point of view thus provided useful advice and observations. Then it introduced the limitations of the research and suggested possibilities for further research. The next chapter will summarize the main ides and findings.

VI. CONCLUSINS

Lack of discipline is an everyday problem in schools. It can consume up to 4 minutes from each lesson. Moreover, it influences everyone in the classroom. Dealing with misbehaviour is challenging as indiscipline takes many varying forms, has different motives and is evoked by four different factors. The solution of indiscipline does not mean punishing when a problem occurs. On the contrary it means focusing on prevention techniques and strategies to minimalize the presence of misconduct. Skilful management of prevention techniques and strategies completed by creative usage of disciplinary measures can bring the desired effect of discipline in the class.

In order to apply functional prevention techniques and strategies it is necessary to know why the misbehaviour occurs. It is equally important to set clearly the rules and be consistent in overseeing the compliance with the rules. The preventions strategies differ and are based on various premises (e.g.: always rewarding good behaviour, the necessity to control pupils or de-emphasizing the teacher's role). The teachers must choose the strategy in accordance with their personality and personal philosophy so that they can relate to it. The teachers can also apply diverse prevention technique such as methods for observing behaviour and work, rapport or cooperation with parents etc. Despite all possible types of prevention misbehaviour can occur. The factors causing misconduct could be: classroom, personal, social and external related. Disciplinary measures which are not only punishments but also warning and reward must follow certain rules in order to be effective (e.g.: finding the true originator of the problem, tailored them to pupils abilities and needs etc.). Every disciplinary measure offers certain advantage and disadvantage and has its own rules for usages. To ensure positive impact of disciplinary measures teachers must always acknowledge and address any kind of misbehaviour unemotionally and without prejudice. Finally, disciplinary measures and prevention of misconduct must coexisted and influence each other and must be used consistently, effectively, reasonably and creatively.

The study implied that the perception of seriousness of misbehaviour varies between the teachers and the pupils but also between teachers themselves. Furthermore, it indicates that the key usage of prevention of misbehaviour and disciplinary measures are the teachers therefore it does not differ according to subjects. However, the subject can limit and predetermine it. The findings suggest that the teachers do not use prevention of misbehaviour very efficiently and creatively depending mainly on different types of

47

threats. Equally disciplinary measures are mainly contrived and rely on grading. The analysis shows that the pupils are aware of teachers´ requirements on discipline and possible consequences. That implies that the pupils know and understand the rules.

The thesis can help teachers to improve or master their discipline skills by correctly understanding the reasons for misbehaviour and applying prevention techniques and strategies effectively. It also introduces the key factors which influence the usage of prevention strategies and disciplinary measure so that they can be taken into account in decision making processes. Furthermore, pupils´ point of view provides a feedback on prevention of misbehaviour and disciplinary measures.

REFERENCES

Behavior Management Models. Retrieved from: http://www.sagepub.com/upm-data/40497_1.pdf

Bendl, S. (2001). *Školní kázeň metody a strategie*. Praha: ISV nakladatelství.

Bendl, S. (2004). *Jak předcházet nekázni aneb kázeňské prostředky.* Praha: ISV nakladatelství.

Bendl, S. (2005). *Ukázněná třída aneb Kázeňské minimum pro učitele*. Praha: Triton s.r.o.

Bendl, S. (2011). *Kázeňské problémy ve škole*. Praha: Stanislav Juhaňák – Triton.

Bendl, S. (2011). *Školní kázeň v teorii a praxi*. Praha: Stanislav Juhaňák - Triton.

Bull, S. L., & Solity, J. E. (1996). *Classroom Management: Principles to Practice.* London: Routledge.

Cangelosi, J. S.(1994). *Strategie řízení třídy jak získat a udržet spolupráci žáků při výuce.* Praha: Portál.

Čáp, J. (1996). *Rozvíjení osobnosti a způsob výchovy*. Praha: ISV nakladatelství.

Čapek, R. (2010). *Třídní klima a školní klima*. Praha: Grada Publishing, a. s.

Good, T. L., & Brophy J. E. (1994). *Looking in Classroom.* New York: HaprerCollins College Publishers Inc.

Hardin, J. C. (2012). Effective Classroom Management. Retrieved from: http://www.learningace.com/doc/7698386/0078583e94603fcfea7f87534246206c/chapter-5-logical-consequences

Harmer, J. (2009). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.

Helus, S., & Hrabal, V., & Kulič, V., & Mareš, J. (1979). *Psychologie školní úspěšnosti žáků*. Praha: státní pedagogické nakladatelství, n. p.

Jones, F. H. & Associates (2000). *Tools for Teaching.* Fredridc H. Jones & Associates, Inc.

Kyriacou, Ch. (2012). *Klíčové dovednosti učitele: cesty k lepšímu vyučování*. Praha: Portál.

Malmgren, K. W., & Trezek, B. J., & Paul P.V. (2005). Models of Classroom management as Applied to the Secondary Classroom. Retrieved from: http://www.drradloff.com/documents/models-of-classroom-management-as-applied-to-the-secondary-classroom.pdf

McManus, M. (1995). *Troublesome Behaviour in the Classroom Meeting individual needs.* London: Routledge.

Mousav, E. S. (2007). Exploring "Teacher Stress" in Non-native and Native Teachers of EFL. Retrieved from: http://bravestar.csv.warwick.ac.uk/issues/volume-10/Mousavi.pdf

Prodromou, L., & Clandfield, L. (2007). *Dealing with Difficulties*. Peaslake: Delata Publishing.

Sheldall, K., & Glynn, T. (1989). *Effective Classroom Learning: A behavioural Interactionist Approacht to Teacching.* Blackwell Pub

Underwood, M.(1991). *Effective Class Management.* New York: Longman Inc.

Vágnerová, M. (2001). *Kognitivní a sociální psychologie žáka základní školy.* Praha: Nakladatelství Karolinum.

Wadden, P., & McGovern S. (1991). The quandary of negative class participation: coming to terms with misbehaviour in the language classroom. Retrieved from: http://203.72.145.166/ELT/files/45-2-3.pdf

Yuan, X., & Che, L. (2012). How to Deal with Student Misbehaviour in the Classroom?.*Jurnal of Educational and Developmental Pschology, 2*. Retrieved from: http://www.google.cz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.ccsenet.org%2Fjournal%2Findex.php%2Fjedp%2Farticle%2Fdownload%2F16609%2F11076&ei=ej03U-rcOcq64ATZk4CQDw&usg=AFQjCNE0uecycILAoHT_uCBf2KuOaj7O0g&sig2=GZtyi36M7bEgaCz_8Sb7Ig&bvm=bv.63808443,d.bGE

APPENDIX A

Demographical information about teacher

Age	
Gender	
Type of university education	
Teaching qualification	
Number of years of teaching experience	
Further education	

APPENDIX B

Demographical information about pupils

Age	
Number of pupils	
Number of girls, boys	
Behaviour grades	
Studying results	
Individual study plan	

APPENDIX C

Structured interview

	Seriousness of misbehaviour	Prevention strategies and techniques	Disciplinary measures
Repeated failure to hand in homework *E.g.: A pupil repeatedly did not bring his/her homework.*			
Refusing to do a given task *E.g.: A pupil is refusing to do a given task.*			
Daydreaming *E.g. A pupil is not paying attention and participating on the lesson.*			

Disturbing the class by unwanted noise *E.g.: A pupil is constantly shouting out during a lesson.*			
Disturbing the class by unwanted behaviour *E.g.: A pupil leaves his/her seat without permission.*			
Verbal aggression against classmates *E.g.: A pupil is verbally abusing other pupil.*			

SHRNUTÍ

Diplomová práce se zabývá strategiemi prevence disciplinárních problémů v hodinách angličtiny na 2. stupni základních škol. Práce zjišťuje techniky a strategie prevence a disciplinárních prostředků užívaných učiteli a doporučených žáky. Zároveň se práce zabývá otázkou rozdílů v užívaných technikách v jazykových a nejazykových hodinách. Teoretická část seznamuje s pojmem disciplína, její funkcí ve vyučovacím procesu, dopad nedostatku disciplíny na proces učení a vymezuje druhy a důvody vzniku špatného chování. Dále nastiňuje užití technik a strategie prevence špatného chování včetně Behaviorálních modelů a představuje způsoby řešení problémů spojených se špatným chováním. Praktická část, která je založena na strukturovaném rozhovoru, uvádí na šesti praktických příkladech nespolupracujícího chování způsoby, jakými učitelé předcházejí a řeší špatnému chování a způsoby jakými by žáci dané situace řešili. Učitelé i žáci také hodnotí závažnost daných situací. Závěr práce je věnován spojení dat zjištěných při výzkumu s praxí.