

**REPUBLIC OF TURKEY**  
**ÇUKUROVA UNIVERSITY**  
**THE INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**DEVELOPING ENGLISH LANGUAGE TEACHERS' TEACHING  
TECHNIQUES AND CLASSROOM MANAGEMENT BASED ON  
CHOICE THEORY**

**Hakimeh MORADI**

**DOCTOR OF PHILOSOPHY**

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02 /03/ 2018

Hakimeh Moradi

## ÖZET

# İNGİLİZCE ÖĞRETMENLERİNİN SEÇİM TEORİSİ'NE DAYALI OLARAK ÖĞRETİM TARZLARI VE SINIF YÖNETİMLERİNİN GELİŞTİRİLMESİ

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Bu nitel çalışmada, Glasser'ın Seçim Kuramı uygulanmış olup İngilizce öğretmenlerinin sınıf yönetimleri, mesleki gelişimleri ve öğretim teknikleri araştırılmıştır. Bunun yanısıra, bu uygulamanın öğrencilerin seçim kuramınca önerilen temel ihtiyaçları, öğretmenlerin sınıf yönetimi ile ilgili algıları ve yansımaları üzerine olan etkileri incelenmiştir. Mevcut araştırmanın katılımcıları İranlı İngilizce öğretmenleridir. Bunlar, iki kadın öğretmen ve bir erkek öğretmen olup, İran'ın Tebriz şehrinde, genellikle yüksek gelirli ve çoğunlukla eğitimli ailelerin çocuklarının iki dilli olarak eğitildikleri özel bir okulda öğretmenlik yapmaktadırlar. Veri toplama araçları, görüşmeler, ses kaydı ile yapılan sınıf gözlemlerinden elde edilen alan notları, gözlem sonrası konferanslar, öğrencilerin altı aylık bir dönem süresince tuttıkları günlükler ve üç anketten oluşmaktadır. Araştırmadan elde edilen bulgular, Glasser'in Seçim Kuramı uygulamasının, İngilizce öğretmenlerinin sınıf yönetimlerini, öğretim tekniklerini ve bu konudaki algılarını değiştirmenin ve geliştirmenin yanında öğrencilerin seçim kuramınca önerilen temel ihtiyaçlarını karşılamada açıkça yararlı olduğunu göstermiştir.

**Anahtar Kelimeler:** Seçim Teorisi, Sınıf Yönetimi, Müdahaleciler, Müdahaleci Olmayanlar, İyileştirici, Temel İhtiyaçlar, Glasser Yetkinliğe Dayalı Sınıf, Glasser'ın Kaliteli Okulu. İngilizce Öğretmenleri

**ABSTRACT****DEVELOPING ENGLISH LANGUAGE TEACHERS' TEACHING  
TECHNIQUES AND CLASSROOM MANAGEMENT BASED ON  
CHOICE THEORY****Hakimeh Moradi****Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Danışman: Yrd. Doç. Dr. Meryem Akçayoğlu Mirioğlu****March 2018, 241 sayfa**

This qualitative study investigates the professional development of English language teachers' classroom management and their teaching techniques through applying Glasser's Choice Theory. Moreover, the effects of this implementation on students' basic needs proposed by choice theory and teachers' perceptions and reflections about classroom management are examined. The population of the current research is Iranian English language teachers. The participants in this research, two female teachers and a male teacher, teach in a bilingual private school in an area with high-income and mostly well-educated families in Tabriz, Iran. The data collection instruments are interviews, field-notes data obtained by audio-recorded classroom observations, post-observation conferences, students' journals written during a six-month period and three questionnaires. Results from the study indicated that application of Glasser's Choice Theory is obviously fruitful in changing and enhancing English language teachers' classroom management, teaching techniques and their perceptions about it as well as meeting students' basic needs proposed by choice theory.

**Key words:** Choice Theory, Classroom Management, Interventionists, Non-Interventionist, Interactionalists Basic Needs, Glasser's Competent-based classroom, Glasser Quality School, English Language Teachers

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**LIST OF ABBREVIATIONS**

<b>BIMS</b>	: Theoretical Development of the Behavior and Instructional Management Scale
<b>CL</b>	: Cooperative Learning
<b>CBLT</b>	: Competency-Based Language Teaching Approach
<b>CBC</b>	: Competency-Based Classroom
<b>CT</b>	: Choice Theory
<b>CTP</b>	: Choice Theory Program
<b>DS</b>	: Discipline Situation
<b>ELT</b>	: English Language Teaching
<b>EB</b>	: Epistemological Beliefs
<b>GQS</b>	: Glasser Quality School
<b>L1</b>	: First Language
<b>L2</b>	: Second Language
<b>PCTS</b>	: Perceived Changes in Teaching Styles as Result of Participation in the Choice Theory Program
<b>STs</b>	: Students
<b>T</b>	: Teacher
<b>TBA</b>	: Task-Based Approach

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## CHAPTER I

### INTRODUCTION

#### 1.1. Introduction

The significance of professional development in teacher education is a well-recognized phenomenon, particularly when the teachers are supplied with opportunities to learn experientially, to utilize theory in their classroom, and to be able to overcome teaching and learning problems and developing their classroom management (Darling-Hammond, 2006; Hammerness, et al., 2005).

Classroom management is a comprehensive term employed to specify student's manner, social interactions and learning (Martin, Yin & Baldwin, 1998). Since student's behavior is critical for teachers (Bucher & Manning, 2001), determining a proper strategy to run the classroom is even more striking (Glickman & Tamashiro, 1980). Teachers need to see students' behaviors from a social and instructional prospect (Gable et al., 2005). Successful teachers endeavor to manage an efficient classroom without using rewarding, punishment or blaming. They try to employ more effective classroom management techniques (Rosenfeld & Rosenfeld, 2007). Hence, classroom management strategy introduced by William Glasser's Choice Theory can be an appropriate alternative method for teachers who seek for developing their techniques to manage their classroom more efficiently and interactively.

Choice theory is a personal responsibility model which considers that a person can only control himself/himself. According to this theory, everything we do is performed to meet one or more of five basic needs: *survival, love and belonging, power, freedom, and or fun*. Therefore, all behavior is internally motivated to gratify these needs (Glasser, 1998a, p. 14). Considering teaching and learning context with such an outlook, teachers can utilize Choice Theory techniques for classroom to provide students to hold a better perspective around their manners and take responsibility for them (Lanoue, 2009, p.1-2). However, in most schools teachers typically control students by applying rewards and punishments (Ford, 1994).

Regarding Choice Theory, teachers, who would like to flourish their classroom management, should offer choices and help students to make decisions on how to gratify their own needs properly. If choices are removed by teachers in school, it can be a big hindrance to promote responsibility in students (Paularinne, 2007, pp, 1-2).

Responsibility generally arises when a person gratifies his/her own needs without trying to deprive other people to satisfy their own needs (Glasser, 1998 a). Choice Theory, which is a biological/psychological theory, was developed on the perspective of offering an explanation of human behavior as well as guidelines to successful relationship building by emphasizing on achieving and maintaining personal responsibility.

The current study aims at creating such conditions to provide the English language teachers with opportunities to learn *Choice Theory* and implement it in their classrooms. This study strived to familiarize English language teachers with affective teaching by having a suitable classroom management during their training in the Choice Theory program (CTP) and would thus guide them in their English language teaching profession.

## **1.2. Background to the Study**

Effective classroom management is related to operational efforts. The classroom context plays a remarkable role in the genesis and permanence of students' manner and their performance (Greer-Chase, Rhodes, & Kellam, 2002). Kauffman postulates that children's behavior is crystalized by the social context of the environment during the process of the developing (2005).

Abbass (1998, p. 2), Glasser (1997a) and Sullo (2007) underlined that in developing student behavior models which improve instructional practices, schools move away from rewards and punishments which was rooted in stimulus response theory. Teachers who try to develop personal responsibility in students by employing effective practices have demonstrated an increment in student achievement results (Amatea & Clark, 2004). In line with Amatea and Clark's, Sullo's findings (2007) show that employing personal responsibility rather than stimulus-response psychology works well if teachers would like students to take the responsibility of their own manner and learning.

In addition to getting students to take the responsibility of their own behavior, teachers often concern themselves about students' misbehavior and seek for solutions to tackle it. Glasser (1997a) reckons that most of misbehaviors done by people are due to their dependence on what he calls *external control psychology*, in which we want to control others by applying one or more of the seven *deadly habits*: criticizing, blaming,

complaining, nagging, threatening, punishing, and bribing or rewarding. Therefore, he suggests replacing these deadly habits by the seven *caring habits*: supporting, listening, accepting, respecting, trusting, and negotiating differences which are crucial to make relationships successful, especially over the long term.

Different variations of misbehaving and incompetency are the basic challenges which all teachers struggle: Teachers, most of the time, fail to persuade the students to do what they ask them to do or, students do the work but not the way the teachers want it done. Students generally become a discipline problem when they disobey the rules or restrain to fulfill the assignment asked by their teachers which leads the teachers or principals to push or punish them. Since punishment increases the severity of problem, it is considered to be the worst way chosen to solve school problems in Glasser's perspective (Glasser, 2004, p.4). Hence, in a Glasser Quality School (GQS) there is no room for punishment.

Glasser believes that a GQS in which students, teachers, principals, and parents get along well with one another could serve, as some do now, as models of good relationships for the rest of their community. There are two reasons that explain why all the people involved in a GQS get along so well with one another. The first is a general one: They all use Choice Theory to guide the way they deal with one another socially. The second is more specific: They all have implemented the Competency-based classroom, a method of teaching that persuades almost all students to do, at a minimum, competent work. Glasser states that it is common knowledge that people who are competent in whatever they are doing tend to get along much better with others than those who are less competent (2004, pp. 5-9).

This study strived to present an effective classroom management method by applying Glasser's Choice Theory to enable the teachers to get familiarized with this theory and employ it in their professional life. Therefore, students and teachers may have a pleasant and successful environment to develop their learning and teaching in general, in our case, English language learning and teaching.

### **1.3. Statement of the Problem**

Approaches to English language teaching (ELT) in many countries have changed in time, however; The Iranian education system still concentrates on traditional issues of classroom management employing punishment and reward principle

introduced by stimulus response theory and developing of linguistic knowledge in language classrooms with little emphasis on interaction among students and teachers (Safari and Rashidi, 2015, p. 187-188).

According to Foroozandeh's research (2011), the history of formal teaching of English language in Iran dates back to 1938-1939. The first English textbook series, designed and published by the Ministry of Culture in the academic year of 1938-1939, included six books for six grades of high school education. The Ministry of Culture had adopted the Direct Method (DM) and Reading Method (RM). A brief survey of English language teaching methods and textbooks taught in formal k-12 education system of Iran shows that they were mostly and generally developed under the influence of methods such as RM, DM, Grammar-Translation Method (GTM), and Audio-Lingual Method (ALM) that has failed to develop learners' communicative ability in real-life situations in Iranian educational system (Rajabi & Godazhdar, 2016, p. 20-21).

The similar problem was pointed in Lanoue's study (2009) where he asserts that rewards and punishments is the most familiar classroom management approaches which teachers often employ (p.10). Therefore, failure to employ an efficient classroom management may cause students misbehavior or weak behavior and affects their achievements and responsibility in an unpleasant way. Students' misachievement and teacher-student conflicts are the administration's main concern. Nevertheless, threats and rewards do not flourish students' responsibilities nor do they remove teachers and principals worry in creating a competent school regarding effective classroom management.

Unfortunately, changes in the field of ELT and teacher education in Iran have not yet been established satisfyingly. There is, however, an urgent need for an effective alternative method for traditional ones to improve ELT and equip the teachers with an approach to manage the classroom more efficiently.

Regarding the core of Choice Theory, several studies have been conducted to investigate its effects on enhancing teacher's skills in managing the classroom, teachers' attitude toward inclusion, students' attendance and conduct, and student responsibility which is expected to result in high achievements (Garza-Burciaga, 2002; Paularinne, 2007). However, there is not any research about the impact of employing Choice Theory on training English language teachers by equipping them with an affective classroom management system in Iran.

#### **1.4. Aims and Research Questions**

The purpose of this study is to introduce an effective classroom management method by implementing Glasser's Choice Theory. It also aims to examine how applying this theory in the classroom could flourish English language teachers' teaching techniques. Moreover, the effects of this implementation on teachers' perception about classroom management and students' needs are investigated. Therefore, the main purpose of this study is to determine the effects of employing the Choice Theory on English language teachers' classroom management and their teaching techniques through introducing them to Choice Theory and its implication in improving classroom management. The present study is geared to finding answers to the following research questions:

1. How does Choice Theory affect English language teachers' techniques to meet students' basic needs proposed by Choice Theory during and after the Choice Theory program?
2. How do English language teachers exposed to the Choice Theory program change their perception toward classroom management during and after this program?
3. How do English language teachers exposed to the Choice Theory program change their classroom management during and after this program?
4. How does employing Choice Theory enable English language teachers to reflect on their own classroom management during and after Choice Theory program?
5. How were the basic needs of the students whose teachers were exposed to Choice Theory program met during and after this program?

#### **1.5. Significance of the Study**

The significance of this study is that it could assist teachers to become more self-reflective and interactionalist through getting familiarized with a novel classroom management and teaching method. It also strives to develop internal-control on own behavior taking the responsibility of learning by the students. The results do not only benefit the participants in the present study, but can also be informative to other teachers, students, and administrators. In addition, the school where this research was conducted could tremendously benefit by the application of this research.

Strong teacher-centered classroom (interventionist) is associated with behaviorism that is based on rewards and punishments; on the other hand, strong student-centered classroom (non-interventionist) is considered as a humanistic approach. Choice Theory finds itself somewhere in the middle of this continuum focusing to provide an optimal environment to facilitate second language teaching and learning (Lanoue, 2009, pp.6-7).

As researchers (Bennett, 1998; Glasser, 2004; Houston, 1998; Kohn, 1998; Lewis, 2001; Paularinne, 2007) articulates, students must enhance their personal responsibility particularly in the classroom environment since classroom is the main place where students can develop their social skills and work habits and learn to take the responsibility of their manner efficiently. The study also strives to provide insights into the participants' perceptions of their interactions with their students and the effectiveness of this kind of classroom management strategies.

### **1.6. Assumptions and Limitations**

The main assumption in this study is that Choice Theory is not just a theory or educational strategy that can ameliorate not just teaching and learning, but also can manage the personal life in the real world. Glasser (1998) compares the development in science and technology with the breakthroughs in human relationships but regrets that although science and technology have continuously progressed, unfortunately, the same cannot be said of human relationships (p. 9). To overcome this problem, we must endeavor to establish relationships based on esteem and decency which will encourage students and teachers to work for long-term happiness and successes in their future lives in the real world.

This research has some limitations. The first limitation was directly connected to the nature of these kinds of studies which aimed to measure English language teachers' reflection, perception, and beliefs as well as their changes through applying Choice Theory program (CTP), however, it was not so feasible. As Holschuh (2006) postulates epistemological beliefs are "difficult to measure" since they are "covert, unconscious and the effect of context or domain on beliefs" is vague (p. 1). Bendixen and Rule (2004) define epistemological beliefs as beliefs about the nature of knowledge influence learning and teaching.

To overcome to this problem, the researcher decided to apply triangulation method for data collecting tools including interviews, tape-recorded observations, field-notes, student journals, and two questionnaires to conduct the research. However, data collection procedure was another limitation. Regarding the limitations of interviewing, Creswell (2003) believes that interviews provide “information in a designated place rather than the natural field setting” and the researcher’s presence “may bias responses” (p. 186).

Conducting this study in a private school had also its own limitations because supplying the participants with CTP and getting them coordinated with each other, students, and the administrators needed a big effort. Convincing the administrator about the efficiency of this work for the school and students, observing ten sessions of each participant, and performing separate post-conference sessions for each participant were other difficulties.

### **1.7. Operational Definitions and Key Terms**

**Administrator:** School leader in the role of principal, assistant principal or assistant administrator

**Beliefs in the Teaching Profession:** The existing knowledge and beliefs affecting what and how a student learns can resemble filters and scaffolds for learning (Richardson, 1996).

**Choice Theory:** A biological/psychological theory that offers an explanation of human behavior as well as guidelines to successful relationship building. Choice Theory emphasizes achieving and maintaining personal responsibility (Glasser, 1998a).

**Classroom Discipline:** Discipline is about developing and creating appropriate behaviors, not just managing the ones which are already there. It’s about instilling values and positive attitudes, teaching prosaically skills and training children how to work within a structure of rules and limits. Because it deals with all aspects of behavior, discipline which is capable of producing higher order attributes such as respect and responsibility (Morrish, 2000, p. 2).

**Classroom Management:** A broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior (Martin & Yin, 1998).

**Effective Choices:** “Effective choices” refers to “behavior that works for us; it satisfies our needs” (Erwin, 2004, p. 19).

**Interactionalist:** An approach to classroom management that allows students to learn from interacting with the environment resulting in students' ability to accommodate to a variety of situations. Example: internal-control psychology models proposed by Glasser and Powers (Glickman & Tamashiro, 1980).

**Interventionist:** An approach to classroom management that involves the use of stimulus response strategies with a focus on the external environment and behavior modification techniques resulting in much teacher control. An example of this is Cantor's assertive discipline (Glickman & Tamashiro, 1980).

**Stimulus Response Theory:** A theory that describes human behavior based on rewards and punishments and that the environment controls the behavior (Skinner, 1948).

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Introduction

This chapter provides the review of literature that serves as the foundational structure of this research. This study focuses on employing of Choice Theory to develop English language teachers' teaching techniques and classroom management. The first subheading comprises a brief glance over the theoretical framework of the study. And, then, the other four main bodies that underpin this research, Choice Theory, Glasser Quality Schools, classroom management, and some of Learner-based English language teaching approaches were covered.

#### 2.2. Theoretical Framework

Effective classroom management and student-teacher relationship are interwoven concepts which correlate with each other closely. Effective classroom management is very important in increasing student achievement, on the other side, student-teacher relationship is vital for an effective classroom management. To manage an effective classroom, teachers must be educated with new and more efficient methods rather than traditional ones. As Darling-Hammond (2006) and Hammerness, et al. (2005) asserts, teacher education can have a significant impact on education system totally, particularly when it provides opportunities for teachers to experience teaching by practicing the implementation of a theory, so, English language teachers should be provided with techniques required to improve student achievement, develop their relationship with their students, and change their beliefs toward fellow students and teaching because students would unlikely modify their manner unless teachers changed their beliefs about people, behavior, and learning (Good et. al., 2003).

The overall goal of this study was to introduce Choice Theory to Iranian English language teaching system where modern education is relatively young and despite the educational system of centuries ago, its first modern school is no more than 150 years old. As Foroozandeh (2011) articulates that the history of formal teaching of English in Iran is even less and dates back to 1938-1939. A brief survey of English textbooks taught in formal k-12 education system of Iran shows that they were generally

developed under the influence of methods such as Direct Method (DM) and Reading Method (RM), Grammar-Translation Method (GTM), and Audio-Lingual Method (ALM) that have failed in developing learners' communicative ability in real-life situations (Rajabi & Godazhdar, 2016, p.20-21).

Therefore, the investigation of employing an almost new and theoretically-based classroom management method on Iranian English Language teachers seemed necessary to find out whether it could influence these teachers' classroom management and their perceptions and beliefs towards classroom management in creating a foreign language learning friendly classroom climate. Choice Theory could be considered a useful alternative to achieve such an environment.

However, since it is not so easy to change teachers' belief toward an alternative method after a long experience utilizing a specific method, generally teacher-centered method; it was decided to engage volunteering teachers who were open to innovation and learning new method in the present research. To create a more positive teaching and learning environment, via understanding and employing Choice Theory, these teachers would be hopefully self-reflective on their future practices and apply an alternative method, which is not strongly teacher-centered strategies nor strongly student-centered system. This approach, which is identified as *interactionalists*, tried to found solutions that work for both teachers and students.

Strong teacher-centered classroom (interventionist) is connected to behaviorism approach concentrating on rewards and punishments; nevertheless, strong student-centered classroom (non-interventionist) is regarded as a humanistic approach (Figure 1). Choice Theory locates somewhere in the middle of this continuum with a glance of creating an optimal environment to boost second language teaching and learning (Lanoue, 2009, pp.6-7).

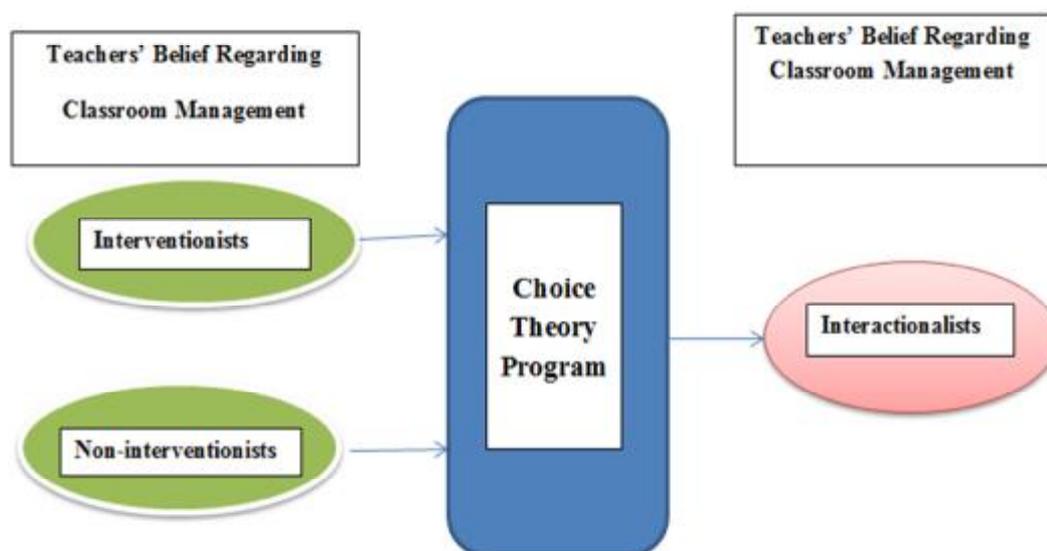


Figure 1. Theoretical framework of the study

### 2.3. Origin of the Word 'Choice'

The word *choice* has been discussed for centuries. It was rooted from the word *chois*, which ultimately is derived from a Germanic source during the *Middle English period about 13<sup>th</sup> Century*. The etymological dictionary refers to *choice* as a noun meaning "selection, alternative". About 1350, the adjective *choice* is referred to as "distinguished, excellent" (Barnhart, 1988, p. 168 cited in Eaton, 2003, pp.13-14).

As defined in the Oxford dictionary (2002), *choice* and its meanings are as follows:

Choice (n) 1. Choosing, deciding between possibilities; a necessity to choose, a selection. 2. Option. 3. A person or thing (to be) specially chosen or selected. 4. Variety and abundance to choose from; a scope or field of possibilities. 5. Care in choosing, judgment and discrimination. 6. An alternative. Choice- a. 1. Carefully chosen, appropriate. 2. Careful in choosing; discriminative.

### 2.4. Choice Theory

The genuine thought for Choice Theory came from another theory known as *perceptual control theory* (PCT) which was introduced by William T. Powers and published in his seminal work *Behavior: The control of perception* (1973) and a later book *Making sense of behavior: The meaning of control* (1998). After learning PCT from Powers, Glasser then modified this theory to suit the approach he had introduced

known as reality therapy. The first book in which Glasser described his ideas of this theory was *Stations of the mind* (1981). Glasser's theory was originally known as control theory "because it teaches that the only person whose behavior we can control is our own" but it has since been changed to Choice Theory since Glasser finds "Choice Theory to be a better and more positive-sounding name" (2013, p.599).

Choice Theory was developed by William Glasser, a renowned American psychologist and psychiatrist who has been writing about the "follies of external control in our lives and in our school" over 30 years and postulates that behavior is a choice made by an individual, based on his or her feelings and needs, and is therefore not determined or controlled by external circumstances (2000, pp. iii-v). In other words, it is the choices that determine our manner not outsiders' control. Glasser (1990) defines the term "*Choice Theory*" as an explanation of the underlying processes of human behavior and the procedures of therapy and management. Choice Theory is a biological theory, which explains both the psychological and physiological behavior of all living creatures.

Choice Theory "explains why and how we make the choices that determine the course of our lives" (Glasser (1998a, p. 7). Glasser believes that "whatever behavior we choose is generated inside our brains" (p. 17). So, to get the students to behave and work in a way that is desired by the society i.e. peers, teachers, parents, we need to consciously get them aware that they are cared for in general. It is very important in this theory to build a strong relationship between students and teacher. Listening plays a key role in relationships.

Glasser's theory emphasizes the importance of listening in building strong relationships. Hearing and listening are two different concepts. Glasser contends that hearing is a physiological response while listening to someone is considered, consciously what he or she has said, and then choosing how best to respond (Glasser, 2000). If we are capable of hearing, we hear automatically but listening is a choice that requires to actively engage in what interlocutors communicate. While listening in such a way you show that you are genuinely interested in making a connective relationship. This need to establish close relationships is the foundation not only of Choice Theory but also of happiness (Paularinne, 2007, p.12-28). To put it in general, Glasser (2004) asserts:

The problem that the people come in with is they are unhappy...almost all of them are unhappy about one thing...they can't get along with the important

people in their lives to the extent they want to. And when you can't get along, you're unhappy. Unhappiness isn't a feeling; it is a kind of realization (p. 50).

Regarding school context in particular, Glasser (1998a) states students should sense that teachers are authentic resources to gratify students' needs and school is a place where they can gratify their needs before they choose to behave responsibly. To this end, teachers should do their best to accomplish this task of establishing connectedness to ensure students that their needs can be satisfied there. In other words, students need to realize that teachers can satisfy some of their needs. To get students to realize that teachers are one of the best of those resources, teachers must have a good relationship with all of their students. Glasser (1998a) posits that:

.... Many who teach and manage don't understand that given care and support, the students and workers who are doing so little now would be willing and eager to work hard. Many students who do not enjoy school will work for teachers with whom they have a good relationship because the relationship means so much to them. For instance, students may view their teachers as the only people who can satisfy the students' need for love and belonging (p. 50).

According to Glasser (1998a), a good teacher/student relationship will assist students to behave responsibly in school. He also claims that success in any circumstances is directly connected to this fact of how well the involved people get along with each other. Students who get along with their teachers and with each other are almost always successful (p. 21). He continues to argue that if teachers and students cannot coexist in an environment where both groups get along, conflict will likely be evident. A classroom with no classroom management problems may be indicative of a positive and mutually respectful relationship between the teacher and the students (p.22).

In addition to claiming that humans need strong relationships, Glasser (2002) also offers teachers certain habits that he believes are more likely to create strong relationships. He refers to these habits as *connecting habits*. Glasser (2002) also notes several habits that he believes harm the much-needed positive teacher/student relationship. He refers to these habits as *deadly habits*. These habits are considered

deadly because commitment and wide spread use of such habits are deadly to the teacher/student relationship. Table 1 summarizes these habits (p.14):

Table 1.

*Connecting Habits & Deadly Habits*

Connecting Habits of Choice Theory (helps create strong relationships)	Deadly Habits (inhibits the creation of successful relationships)
1. Supporting	1. Criticizing
2. Encouraging	2. Blaming
3. Listening	3. Complaining
4. Accepting	4. Nagging
5. Trusting	5. Threatening
6. Respecting	6. Punishing
7. Negotiating differences	7. Bribing or Rewarding for Control

As seen in Table 1, the habits that connect students and teachers collaboratively and constructively leading them to create an efficient and joyful learning and teaching environment. However, this table also depicts deadly habits that get in the way of establishing successful relationships between teachers and students which should be avoided as much as it does not damage classroom management.

During his work as a school consultant, Glasser (2004) has found that by applying Choice Theory principles, there will be no discipline problems in high-quality schools. He claims that although there may be discipline issues, enduring discipline problems are nonexistent. It is when students and teachers do not get along that classroom management becomes a problem. Although teachers want an effective learning environment, the students may not construe them as resources that satisfy their needs. If students and teachers get along, discipline problems can be diffused (Glasser, 2004).

In concurrence with Glasser, Lewis (2001) found that “students who receive more relationship-based discipline are less disruptive when teachers deal with misbehavior and generally act more responsibly in that teacher’s class” (p. 315). Comparing with other forms of classroom management, students will act more responsibly when managed by teachers who employ classroom management techniques that flourish relationship quality. Glasser states that the manner in which teachers and administrators choose to deal with students adversely cause schools to have difficulty

promoting responsible behavior in their students (2004, p .15). Therefore, by using connective habits, teachers may facilitate approaching with problem students.

Considering connecting and deadly habits, Glasser claims that many teachers often resort to controlling behaviors (called the *deadly habits*) as a means of promoting responsibility. By the same token, Palmatier (1998) explains that this behavior is inconsistent with Choice Theory and does not promote responsibility:

Choice Theory or responsible Choice Theory places personal accountability directly on the students' shoulders. Teachers in a quality school do not even try to manipulate environmental reinforcers to control their students; instead, they remove the barriers that inhibit students from controlling their own behavior (1998a, p.120).

Erwin also states that whatever is considered external to students and tries to control students' behavior is an environmental reinforcer. For example, when a teacher punishes a student for doing something that is considered wrong or rewards a student when he/she performs a more desirable behavior, the punishing and rewarding behaviors place controls on the students' choices. As a result, the students' behavior is no longer considered responsible because he/she is only acting to either get rid of the external control (the punishment) or to get the reward (2004, p.15). He notes:

The class clown may find that disrupting the class helps him/her meet power, freedom and fun needs; but again his/her behavior is depriving others (particularly the teacher) of meeting their needs effectively. The good news is that people can, and most are more than willing to, choose new, responsible behaviors if they are at least as need-satisfying as their former, irresponsible behaviors (p. 19).

As researchers (Bennett, 1998; Glasser, 2004; Houston, 1998; Paularinne, 2007; Kohn, 1998; Lewis, 2001) assert, students should ameliorate personal responsibility particularly in the classroom environment since this is where students boost their social capabilities and job habits and learn how to accept responsibility for their manner and decision. The current study tried to shed light on the participants' perceptions of their interactions with their students and the effectiveness of this kind of classroom

management strategies. Teachers need to know a different theory of human behavior to implement it in their classroom environments.

Teachers, who would like to develop responsible manner in their students, need to hold forth choices and assist students to decide how to satisfy their own needs properly. Receding choices by teachers is a big hindrance to enhance responsibility in students (Paularinne, 2007, pp. 1-2). Ford, (1994) defined 'responsibility' as “-response-ability- the ability to choose your response” (p. 71). Glasser (1998a) argued that responsibility arises from gratifying one's own needs without depriving other people of gratifying their own needs. He developed his Choice Theory on this perspective. Whenever people intentionally choose their responses, they can achieve true responsibility because only they know which personal needs are not being met (Paularinne, 2007, pp.1-2).

According to Glasser (1998a) responsible behavior has two aspects: “(A) the ability to satisfy one's needs; and (b) the ability to satisfy one's needs without depriving other people of the opportunity to satisfy their own needs”. Students maybe not comprehend that issue when they are being trouble in class. It becomes a significant part of classroom management to clarify that students find out that responsible behavior involves these both aspects. To run a classroom in a way that students would like to make responsible behavior, it is vital to discover which student needs have to be satisfied in school.

To understand Choice Theory completely, it is worth studying it in detail. Choice Theory comprised of four basic components; basic needs, the quality world, total behavior, and human creativity (Glasser 2004).

#### **2.4.1. Basic Needs**

All human beings have basic needs that have to be met otherwise they could be disappointed of getting deprived of these needs and show their dissatisfaction by misbehaving and try to do whatever possible to satisfy them. Glasser designates *survival, love and belonging, power, freedom, and fun* as basic needs within the framework of Choice Theory.

Meeting these basic needs especially in schools and classroom context is so significant that Glasser asserts “in classrooms in which students' needs are satisfied

discipline problem does not occur” (Glasser, 1988, p. 8). He identifies the following five needs:

Besides survival, which depends a lot on our physiology, I believe we are genetically programmed to try to satisfy four psychological needs: love and belonging, power, freedom, and fun. All our behavior is always our best choice, at the time we make the choice, to satisfy one or more of these needs (p. 28).

According to Choice Theory, assisting students comprehend how to gratify their needs, it is significant for them to comprehend what needs they have. It is also important to distinguish which need out of the five needs remains unsatisfied. Once the failed needs are discovered, the teacher will be able to understand the reasons of the misbehavior. In addition, the teacher will also be in a better position to help the student choose more responsible behavior that will result in the satisfaction of the students frustrated needs (Paularinne, 2007, p.17). Furthermore, Erwin (2004) asserted the possible subsequences of not creating situations for students to meet their needs:

If we (teachers) do not provide opportunities for students to meet these needs in our classrooms, the genetic instructions don’t go away. Students will be frustrated. Some frustrated students will behave responsibly and just wait until they are home or at lunch to satisfy their unmet needs. Many others have not developed that much self-control and engage in irresponsible behaviors in their attempt to follow their genetic instruction (p. 19).

Glasser (1998a) asserts that regardless of age, gender, intelligence, or cultural heritage, everyone is born with the sense of gratifying these five needs which are universal, intrinsic, and genetic. Moreover, albeit everyone has the same needs, they do not have the same drive for each need to be satisfied. Erwin (2004) states that “the basic needs often conflict with other people’s needs” (p.18), for example, a teacher with a high need for power may satisfy that need by trying to force disruptive students to stay after class, a situation that may conflict with the students’ need to satisfy one of their needs (Paularinne, 2007, p.18). Glasser notes that, “our need for love and belonging drives us not only to care for others to the point of caring for others we don’t know, but also to seek satisfying relationships with special people, such as mates, family members, and friends all our lives” (p. 28). Regarding love and belonging, Glasser (2004) states “if we practice that need we’ll get along wonderfully well with most of the people in our lives. If we help them to satisfy their needs and don’t deprive them of a chance to

satisfy their needs, this is a wonderful way to get along. To promote responsible behavior, teachers must attempt, either directly or indirectly, to satisfy all five of students' needs. They, hence, must satisfy their students' need for love and belonging if they are to convince students that teachers and schools are needs-satisfying sources.

#### **2.4.1.1. The Need to Survive**

Survival is our most basic of all needs which depends a lot on our physiology and we should not take the gratification of it for granted. Need for food, clothing and shelter are our essential needs that must be satisfied. If these needs are not properly gratified, then we have to conflict to get them satisfied (Glasser, 1998). To exemplify the effort to satisfy the basic need of hunger, Abbass explains the attempt of a young offender who goes into a store to steal a loaf of bread may do so in order to satisfy his basic need of hunger and states that we must show him/her how to reach out and get this need met in both a moral and productive way for his/herself and society as a whole (1998, p. 25).

#### **2.4.1.2. The Need to Love and Belonging**

Every one of us has the basic need to love and belonging. We all have the intrinsic need to be loved. We want to feel that we are a part of a community of friends, family, or society in general. This sense is not special only to humans. It can and does include pets, plants and even non-living entities, such as cars or boats. The above drives us to look for other people and things to accomplish this need. A lonely person may think they have nothing to live for since that need goes adversely unmet (Glasser, 1998a). Also, Glasser (1998a) notes that we all need happy, helpful people. It is the "job of parents, teachers and employees to be such people. Too many teachers and bosses do not realize how much they are needed just to be warm, friendly, and supportive to those they teach and manage" (p. 50).

According to him (1998a), until students understand that they are able to gratify their need for love and belonging in school, problems can happen in classroom management since teachers may not want to be helpful and caring people. What students need is to sense that teachers care about them. Students may have seen it hard to gratify this need for love and belonging as they maybe have a family or have a poor social statues and network. Their teachers can be the only person who can gratify this

need remained unmet. If they select to gratify this need irresponsibly, it may disturb the class, and satisfy the need by catching the teacher's attention. Teachers must flourish classroom management techniques that will perform this need more responsibly (Paularinne, 2007, p. 19).

#### **2.4.1.3. The Need to Freedom**

Freedom is another basic need of humans which should be met both in society and schools. It has different meaning for different people in different situations and it can even cause a dilemma. For example, what students see as freedom, parents and teachers may consider as disobedience or misbehavior and as Glasser (1998) states, it "concerns us mainly when we perceive that it is threatened" (p. 39). Closely tied to this is expressed by Glasser to more elaborate freedom as an "evolution's attempt to provide the correct balance between your need to try to force me to live my life the way you want and my need to be free of that force" (Glasser, 1998a, p. 39). He also postulated that:

Whenever we lose freedom, we reduce or lose what may be a defining human characteristic: our ability to be constructively creative ... When we don't feel free to express ourselves, or if we do and no one will listen to us, our creativity may cause us pain or even make us sick. The more we are free and able to satisfy our needs in a way that does not stop another person from satisfying his or hers ... the more we are able to use our creativity not only for our own benefit, but for the benefit of everyone. Creative people who feel free to create are rarely selfish; they get a lot of pleasure from sharing their gift (p. 40).

Hence, removing freedom from students' life in school can lead to a situation in which they do not want to spend more effort in schoolwork. For example, if they have a choice to select which homework to do, their need for freedom may be gratified. This need expresses itself in our want to come and go as we please. We look towards others as sometimes being roadblocks to acquiring the satisfaction of this need. We all want to feel free both in a political and personal sense. This need has the potential to cause a great amount of turmoil in relationships as each of us wants to feel and live an aspect of freedom (Paularinne, 2007, p. 20).

#### **2.4.1.4. The Need to Fun**

Fun is the essential reward for learning and one of the basic needs which can be regarded as a principal element to ameliorate classroom environment. As Glasser (1998a) postulated, “with the possible exception of whales and porpoises, we are the only creatures who play all our lives. And because we do, we learn all our lives, “the day we stop playing is the day we stop learning” (p. 41). Glasser (2004) claims that we learn best whenever we can have fun. When we do not have fun, we cannot learn how to activate all our potentials. When we play and have fun, we feel free to be creative. Students are also more inclined to take chances and work more when fun is an indispensable part of assignment (Paularinne, 2007, p.20).

Glasser (1998a) claims that “fun is defined by laughter” (p. 41). The more laughter in classroom demonstrates the more indication for the students’ learning. According to Erwin (2004), a classroom without fun not only makes students dull but also creates “the conditions for Johnny and Jenny to be absent, to shut down, to give up, or to disrupt” (p. 162).

Students are unwilling to do assignments which does not satisfy need; and making an assignment fun is one of the proper strategies to make learning need gratifying. Glasser (2004) states that “we could have much better schools if we keep in mind that fun, when you satisfy it, is a genetic reward”.

Life can be unpleasant if this basic need remains unmet. Students generally spend six or seven hours in school each day for approximately 9 months each year. They typically spend more time communicating in school than in their home. Therefore, schools’ works and experiences have a profound impact on the students’ mind and characteristics. As teachers, we must find strategies to flourish joy in their mind and soul. Wolk’s (2008, pp.10-13) suggested the following notions to incorporate fun into our classroom.

##### **2.4.1.4.1. Find the Pleasure in Learning**

Fun in learning usually requires some ownership on the part of the learner. Students can own some of their school learning in several ways. They can choose the books they want to read through independent reading. In writing workshop, we can inspire them to be real writers and choose for themselves what genres to write in. During units in math, science, art, and social studies, they can choose specific subtopics

to study; then, as "experts," they can share their learning with the class. Students can also choose which products they want to create to demonstrate their learning. Wolk suggested giving students one hour each day to study topics of their choice in what he calls "Exploratory". In Exploratory, teachers collaborate with students to help shape student-initiated ideas into purposeful, inquiry-based investigations. During this time, students are scattered around the room, absorbed in an endless variety of topics that matter to them (p. 10).

#### **2.4.1.4.2. Let Students Create Things**

People like to make stuff. It gives us a nice feeling because we sense we have control of our work and utilize our thought and creativity to create something. There is a special pride in bringing an original idea to fruition. It “empowers us and encourages us; it helps us appreciate the demanding process of creating something from nothing” (p. 10). “Newspapers and magazines, brochures, stories, picture books, posters, murals, Web sites, podcasts, PowerPoint presentations, interviews, oral histories, models, diagrams, blueprints and floor plans, plays and role-plays, mock trials, photographs, paintings, songs, surveys, graphs, documentary videos” are the things students can make (p. 10).

#### **2.4.1.4.3. Show off Student Work**

Wolk asserted that schools and classrooms should be brimming with wonderful, original student work. The walls of their classrooms should speak to people; they should say exactly what goes on in that space throughout the school day. You can tell what teachers value by simply walking into their classrooms and looking at the walls (2008, p.11).

#### **2.4.1.4.4. Take Time to Tinker**

The Tinkering School offers an exploratory curriculum designed to help kids ages 7 to 17, learn how to build things. By providing a collaborative environment in which basic and advanced building techniques and principles are explored, we strive to create a school where we all learn by having fun. All activities are hands-on, supervised, and at least partly improvisational. Grand schemes, wild ideas, crazy notions, and

intuitive leaps of imagination are, of course, encouraged and fertilized (Tulley, 2005, p.11).

#### **2.4.1.4.5. Make School Spaces Inviting**

Wolk postulated that we can transform those often unused and sterile spots in schools into places for small groups of students to work or cozy nooks for kids to read or write and fill a foyer with plants and flowers and give a large wall to the students to create and paint a mural (p.11).

#### **2.4.1.4.6. Get Outside**

Students and teachers in school need a break from being inside a classroom all day. Interacting with nature brings a unique joy. Pretor-Pinney (2006) writes, "I have always loved looking at clouds. Nothing in nature rivals their variety and drama; nothing matches their sublime, ephemeral beauty" (p. 9). Naturalist and artist David Carroll (2004) describes his childhood enthrallment of seeking out turtles as he walked the ponds and marshes:

The sheer joy of being there, of simply bearing witness, continued to be paramount. I went out neither to heal my heartbreaks nor to celebrate my happiness, but to be in nature and outside myself. Turtles, spotted turtles most significantly, were a living text moving upon an endless turning of the pages of the natural world (p. 27).

As a teacher, Wolk would often take his students outside to read, write, or have a class meeting. It is delightful for a student to sit under a tree and read or for a class to sit in a circle on the grass and talk.

#### **2.4.1.4.7. Read Good Books**

Everyone loves a good story. Immerse students in a culture of good books, and you surround them with joy. Of course, if we want joy in schools, then sometimes students should read books that aren't so "serious." I believe that books with important themes can make a better world, but we must also sometimes allow- even encourage- students to experience books for sheer pleasure (Wolk, 2008, p. 12).

#### **2.4.1.4.8. Transform Assessment**

Assessment in school is the enemy of most students. However, it can be made a more pleasant. We have to assist students to know the value of evaluation. We must rethink about *failure*. Our educators see it as an adverse thing but it is an essential part of learning. Demonstrating it as an adverse thing makes students to avoid risk taking and brave ideas. Quantitative assessments should be limited and teachers ought to apply more narrative assessments and report cards, portfolios of authentic work, and student presentations and performances. They should get students to do self-assessments. This gave them some real power over the process.

#### **2.4.1.4.9. Have Some Fun Together**

The teacher-student games should be held once a while. Here we have two people, students and his teacher, having a joyous good time. Schools need to find ways for students, teachers, and administrators to take a break from the sometimes emotional, tense, and serious school day and have some fun together. Sporting events, outdoor field days, movie nights, school sleep-ins, potluck meals, visits to restaurants, school wide T-shirt days, and talent shows can help everyone get to know one another better, tear down the personal walls that often get built inside schools, form more caring relationships, and simply have a wonderful time together (p.12).

#### **2.4.1.5. The Need to Power**

According to Choice Theory, the need for power should be taken into account in all classrooms by the teachers. Glasser (1998a) suggested how to satisfy teachers' and students' needs for power by mutual respect between teachers and students. It is important that teachers consider the use of power in their current classroom management strategies. However, if this need is being satisfied through means that will offend students' feeling, misbehavior will occur and the result will be the frustration of the students' own need for *power* (Glasser, 2004). Paularinne articulates that "teachers who believe there should be more suspensions and more detentions often have more classroom management problems with their students" (2007, p. 21).

An important concept for teachers to understand is that by helping to empower students, teachers enjoy more, not less, power. To define power, Glasser (2000) categorizes three kinds of power: First, there is *power over*, which is frequently the first

thing that comes to mind when we hear the word power. This is the urge to control others, maybe for personal satisfaction, maybe “for their own good”. Second, there is *power within*. This might be called personal empowerment, which includes learning, accomplishing goals, and achieving Competency or excellence. Third is *power with*, which is the power we achieve when we work cooperatively with others. Every day in school, students can meet their need for power if teachers and others provide them with opportunities to achieve *power with* and *power within*. If students do not have opportunities to meet their need for power in these healthy, productive, and responsible ways, they will most likely choose *power over*. Seeking *power over* might manifest itself in behaviors like cheating, bullying other students, disrupting a classroom, or engaging in vandalism or violence. Indeed, we have choices about almost everything we do, but we do not have choices about experiencing powerful urges to meet our five basic needs (p.100).

#### **2.4.2. The Quality World**

The quality world is the second main component of the Choice Theory. This small, very specific, personal world is the center of our lives since it includes the people, things, and beliefs that we have understood satisfy our needs mostly. From our birth, we start to instruct this small world through discovering what satisfies our needs properly, we build this knowledge into the part of our memory that is called *quality world* and we continue to instruct and readjust it throughout our lives. A group of pictures, stored in our brain indicates the way we would like things to be, particularly the manner we would like to behave. People are the most important pictures of this world (Glasser, 2013, p. 599).

Children continue to build and adjust their quality world from the moment they entered school. As Glasser (1998a) asserts, students and teachers take their own perceptions of the world into the school. Since they have different ways of constructing and interpreting reality, they interpreted situations completely differently. Choice Theory explains that the quality world and the important world are “unique to each of us” and that is the reason why people perceive reality differently (p. 44).

The quality world represents the way in which students interpret the World. Although all students are working in the same classroom environment, each student interprets what happens in the classroom differently. Optimists and pessimists live in

the same world, as do the sane and the crazy, but each sees it far differently. Much of what we see may be close to what others see or we wouldn't get along, but it is not the same." (Glasser, 1998a, p. 44) Glasser also postulates that, "This small personal world...is made up of a small group of specific pictures that portray, more than anything we know, the best ways to satisfy one or more of our basic needs" (pp. 44-45).

The pictures which make the quality world in our mind falls into three categories: (1) the *people* we most want to be with, (2) the *things* we most want to own or experience, and (3) *the ideas or systems of belief* that govern much of our behavior. Anytime we feel very good, we are choosing to behave so that someone, something, or some belief in the real world has come close to matching a picture of that person, thing or belief in our quality world (Glasser, 1998a, pp. 45). If school, schoolwork, and teachers are not perceived as important in students' quality worlds, they will not be able to satisfy students' needs. Glasser notes that when "students see their school as need-satisfying; there are almost no discipline problems" (p. 71).

When students' needs for fun were satisfied in school in the past, students will look to school to satisfy the need again (Paularinne, 2007, p.23). If a classroom management plan does not increase the likelihood that the teacher will be placed into students' quality worlds, the plan may be useless. According to Glasser (1998a), teachers, schoolwork, and school must be admitted into students' quality worlds.

Teachers need to identify the criteria that will allow them to become pictures in their students' quality worlds. When teachers ask students to describe what a good teacher is, the responses represent the criteria for admittance. A classroom management technique that emphasizes the importance of understanding students' quality worlds may gain the necessary insights from which teachers can use to gain access into their students' quality worlds. If teachers hope to facilitate responsible behavior in their students, they may benefit by using a classroom management system, such as Glasser quality school that will help them gain entrance into their students' quality worlds. If the teacher provides such conditions, students will see him/her as a need-satisfying source, and discipline problems will decrease (Glasser, 1998b).

### **2.4.3. Total Behavior**

The third component of Choice Theory is total behavior which is usually interpreted as *an action* by many people. In fact, Oxford *Dictionary* (2006) also defines

behavior as “a manner of behaving or acting”. Action is an important aspect of behavior; nevertheless, Glasser’s (1998a) concept of total behavior may be a more complete definition of what it is to behave:

Not only are we always behaving, but we are also always trying to choose to behave in a way that gives us the most effective control over ourselves. In terms of Choice Theory, having effective control means being able to behave in a way that reasonably satisfies the pictures in our quality world (p. 71).

It is important to note that from the moment of birth until death humans are always behaving. Each behavior is an attempt to satisfy a picture in the person’s quality world. Since entering the school, as mentioned in the previous parts, children start to build their quality world so when a student behaves in a manner that is undesirable to a teacher, the student may not be behaving in this way with the intention of disrupting the class. Indeed, he/she did not find the situation satisfying one or some of his/her needs. To explain this situation, Glasser (1988) posits that:

... When a student talks back to you in class, you might not think that what he is doing is very complicated. He’s just another lazy kid ‘shooting off his mouth’ instead of doing his work. He thinks it’s pretty simple too. You just got him so upset that he told you off. It’s not his fault; you deserved it. If we are to deal effectively with problems like these, it would help if we could understand how much more complex these simple behaviors are than they seem at first glance (p.48).

However, this example illustrates a potential problem with the definition of behavior. If behavior is as simple as responding without choice to another person’s reaction, responsibility is lacking. If the teacher caused the student’s behavior, the student is absolved from any responsibility in this situation (Paularinne, 2007, p.25). According to Glasser all behavior represents *total behavior*.

Glasser (1988) asserts that there are four components of total behavior: “Acting, thinking, feeling and one's physiology”. We can modify (choose) our thinking and acting and in so doing improve our lives for greater happiness. Two of these

components are under our own control directly but the other two parts are controlled indirectly. Glasser (2000) states:

This concept explains that we can only directly choose our actions and thoughts. But we have indirect control over most of our feelings and some of our physiology. However, the actions and thoughts we choose are inseparable from the feelings and physiology that go with them (p. 226).

Although total behavior theoretically is composed of four separate parts, there are not working independently. They are generally considered as four wheels of a car and because of that total behavior sometimes metaphorically called *total behavior car* (Figure 2) which symbolizes the human motivational system and the significance of each person taking responsibility for all four dimensions of behavior (acting, thinking, feeling, and physiology). Choice Theory (Glasser, 1998, 2003) articulates that we can only control our own behavior i.e., that everyone is responsible for his or her own behavior, not society, not the environment, not the past but each person now. According to this theory:

For all practical purposes, we choose everything we do, including the misery we feel...we choose all of our actions and thoughts and, indirectly, almost all of our feelings and much of our physiology. As bad as you may feel, much of what goes on in your body when you are in pain or sick is the indirect result of the actions and thoughts you choose or have chosen every day of your life (Glasser, 1998, pages 3-4).

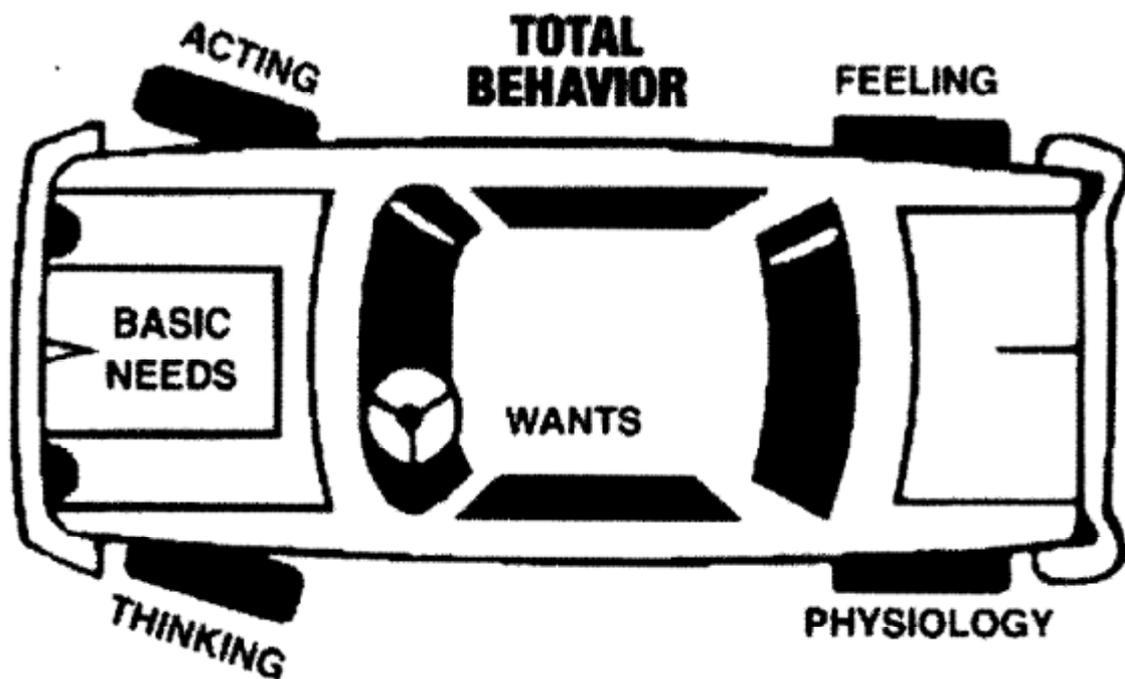


Figure 2. Choice Theory total behavior car (obtained from *International Journal of Choice Theory and Reality Therapy*, 2011, p.15)

Regarding Glasser's comment about the relation between actions and thinking and the way they cooperate with each other while behaving, it can be mentioned that behavior is generally "a complex mixture of four individual components" (1998, p.48). Teachers generally see only the *acting* part when they encounter with discipline situations, however, the classroom management strategies that do not consider that the complexity of behavior is not as simple as just acting may be unsuccessful because they fail to include the other three aspects of behavior. Glasser (1988) articulates that "while we may not choose every part of the total behavior, we almost always choose the total which is the sum of all four parts" (p. 49).

In order to manage the classroom efficiently especially the discipline situation, teachers must focus on the two aspects of behavior that their students can control: their thinking and their acting. Glasser (1988) reckons:

Most of us have no difficulty accepting that any total behavior which action or thinking is mostly chosen. If the student had calmly slammed his books down on the floor or quietly cursed the teacher; he would have had little success in convincing anyone that he did not choose

what he did. But a student doesn't slam and curse calmly and quietly; he does it with anger and tries to avoid responsibility by claiming that he was so upset by the teacher that he couldn't help what he did. In a sense, he is claiming that it is his feelings, not he, that are responsible for what he did, and since his feelings were caused by the teacher, she, not he, is really responsible for the whole outburst (p. 49).

To develop responsible behavior in students, it can be effective for teachers to manner all misbehavior as total behavior, a technique that can assist students better comprehend their own misbehavior. Teachers could explain the concept of total behavior to their students and ask them to reflect on their misbehavior (Paularinne, 2007, p.27). This self-awareness may be all many students need in order to act more responsibly. For teachers and students to change their feelings, they must first change their behavior and thinking (Glasser, 2004). Responsibility comes with dealing with thinking and acting. When teachers and students blame the acting aspect of their behavior on their feelings, they absolve themselves of any responsibility for their actions.

#### **2.4.4. Creativity**

Creativity is the final component of Choice Theory which is highly emphasized in the therapeutic setting. Moustakas regards creativity as an important factor in "personal growth, self-renewal, and ultimately self-actualization" (1977, cited in Rubin 2001, p. 152). Miller also acknowledges the "primary role of creativity in the resolution of human conflict". She posits that "by adopting a creative approach to the many and varied challenges that confronted me in my professional life, I was able to create a new pathway" (2016, p. 51).

In the context of language teaching, Richards (2012) underlines the significance of creativity and articulates that some of student-centered and interaction-based language teaching methods consider creativity in their tasks, and are therefore generally appropriate to improve "creative thinking and behavior on the part of learners", hence, as Richards posits "creative intelligence seems to be a factor that can facilitate language learning because it helps learners cope with novel and unpredictable experiences" (p. 2).

According to Glasser (1998a), human beings are innately creative. Glasser states that “in our brains, we have a *creative system* that adds creativity to all our total behaviors [which] can add creativity to one or more of the four components of any total behavior” (p. 135). When students are given reasonable choices on how to be creative, discipline is not a problem because the opportunity to be creative has satisfied several of their needs. Glasser (1988a) stated that the efficient classes which have responsible students are the ones that emphasize creativity: drama, music, and art. Student creativity is embraced, encouraged, and modeled to a much greater extent than in other classes. Teachers need to permit their students to demonstrate their creativity freely in school. Glasser (2000) suggests that “triggered by frustration, creativity works continually in our brain and is capable of offering us newly created actions, thoughts or perceptions, feelings and physiology” (p. 226).

## **2.5. Glasser Quality School**

From the beginning to the end of the 1994 - 95 school-year, Dr. Glasser and his wife Carleen worked to introduce Glasser Quality School (GQS) concepts into the *Schwab Middle School*, a seventh- and eighth grade school. Indeed, his wife began training many staff members in Choice Theory during the second semester of the 1993-94 school-year (Glasser, 2013, p.600). He called his suggested methods *Quality Schools* because “so many students make the effort to achieve beyond mere Competency”. Glasser claims that his experience in more than 20 GQSs represents that “almost all the students do competent work or even higher if they are told that nothing less will be accepted for credit... But we also tell them we believe they can do competent work, and that our job is to make it possible for them to do it” (2000, p. 8).

In his seminal work, *The Quality School* (1990), he tried to introduce a resource to the educators seeking non-traditional answers to school challenges. Glasser (1997a) reckons that most of people’s misbehaviors are due to their interdependence on what he calls *external control psychology*, in which we want to control others by using one or more of the seven deadly habits: criticizing, blaming, complaining, nagging, threatening, punishing, and bribing or rewarding. Replacing these habits by the seven connecting habits: supporting, listening, accepting, respecting, trusting, and negotiating differences is pivotal to establish favored relationships.

Misbehaving and incompetency are some of the basic challenges that all teachers struggle with: Teachers' failure to comply the students to do what they ask them to do or they do it but not the way the teachers would like it done. If teachers or principal punish students, they generally become a discipline problem. Punishment increases the problem and it is one of the most wrong ways selected to smooth school problems. In a Glasser Quality School there is no punishment (Glasser, 2004, p.4). As Glasser postulated:

A GQS in which students, teachers, principals, and parents get along well with one another could serve, as some do now, as models of good relationships for the rest of their community. There are two reasons that explain why all the people involved in a GQS get along so well with one another. The first is a general one: They all use Choice Theory to guide the way they deal with one another socially. The second is more specific: They all have implemented the Competency-based classroom, a method of teaching that persuades almost all students to do, at a minimum, competent work. I believe it is common knowledge that people who are competent in whatever they are doing tend to get along much better with others than people who are less (p. 4).

## 2.6. Criticism of Choice Theory

Although Choice Theory has lots of strengths which could incorporate in managing an efficient classroom and even better life, like every theory, it also has its own weakness. Bourbon (1994) and Weinstein (2000) are two of the main figures who criticize this theory. Three main criticisms they have towards this theory are:

*It May lead to struggle between a teacher's responsibility and student's Manner:* The responsibility of school and teacher is to create an environment that meets the needs of the students. However, students sometimes choose their own manner based on their own needs. This may cause a conflict between teacher's choice based on his or her responsibility and student's behavior. To put it in other words, although a teacher might strive to foster a positive environment which he/she considers appropriate for students, students may not choose suitable behavior (Bourbon, 1997).

***There is no scientific evidence for five basic needs:*** Bourbon posits that: "there is absolutely no scientific evidence to support William Glasser's claim that there are five (or is it four) needs like the ones that he proposes. William Glasser's "needs" are abstract words" (1997, p. 4).

***Students can misuse freedom:*** Glasser (1990) claims that when a student misbehaves, it is the teacher who is responsible and who fail to meet her/his needs. Nevertheless, Bourbon (1997) articulates that there is a paradox between the idea that students choose their own behavior but do not use behavior to control their own perceptions. To manage a classroom that meets the needs of every individual student simultaneously, there must be a proper perception or respect towards students' different perceptions of the same conditions.

***People sometimes fail to make correct behavior choice:*** He asserts that people do not always choose their behavior consciously. They would not always select the way that they believe would maximize the advantages forthcoming to them (Weinstein, 2000).

## **2.7. Classroom Management**

Classroom management is essentially understood as discipline and management of student misbehavior. Nevertheless, today it has been found that efficient teaching needs more than controlling student behavior. The meaning of the term classroom management has been modified "from describing discipline practices and behavioral interventions to serving as a more holistic descriptor of teachers' actions in orchestrating supportive learning environments and building communication" (Evertson and Harris postulated, 1999, p. 60). Brophy imparts similar concepts when he considered that the most efficient teachers approach management as a process of founding and retaining effective learning environments (1999, p. 44). Classroom management is a vital component in effective teaching strategies with three primary ingredients, *meaningful content*, *powerful teaching strategies*, and *an organizational structure* to support productive learning (Larrivee, 2005, p. vi).

Effective teachers apply strategies "for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior, (Borko & Putnam, 1995, p. 41). Whenever teachers succeed to set such rules properly, misbehaviors start to be reduced more and more and even it "looks

seamless, even invisible” (Randolph & Evertson, 1995, p. 17). Teacher’s classroom management practices, therefore, have a significant and positive effect on decreasing problem behavior in the classroom (Oliver 2011, p.5).

The classroom context, moreover, plays a remarkable role in the crystalizing and maintenance of aggressive behavior (Oliver, 2011 p.6) because students’ manners are formed by the social context of the environment (Kauffman, 2005) and lots of manner disorders incept with or are become worse through behavioral processes such as modeling, reinforcement, extinction, and punishment (Kauffman, 2005; Patterson, Reid, & Dishion, 1992).

## **2.8. Different Beliefs towards Classroom Management**

To understand the essence of diverse beliefs towards classroom management, we need to understand the conceptual frameworks that categorize them into types in terms of how much direct control or power a teacher has over students (Baumrind, 1971). How teachers interact with students is often based on their personal sets of beliefs regarding how children develop (Erden & Wolfgang, 2004). The teacher's objectives and approach will vary depending on the theoretical lens through which he or she views their students.

Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a framework to explain teacher beliefs along a control continuum in which strong teacher-centered classroom called *interventionist*, which is the most controlling approach, and emphasizes on the outer environment rule in shaping the human organism in a particular way through reinforcement and punishment. At the opposite end of the continuum, there is a strong student-centered classroom called *non-interventionist* which is regarded as a humanistic approach. It is the least directive and controlling towards students and assumes that the child has an inner drive that needs to find its expression in the real world and that children develop through unfolding their potential through acceptance and empathy.

*Interactionalist* approach such as Glasser’s (1992) Choice Theory suited in the middle (Egeberg et al, 2016, p. 2).

Regarding the essence of Choice Theory, the current study tried to apply it in an English language classroom management setting. However, there are some learner-centered approaches such as *Communicative Language Teaching*, *Task-based*

*approaches, Cooperative learning, and Content-based second Language Instruction* which have some in common with Choice Theory in their fundamental principles; for example, both reckon that students are human and that their different characteristics, talents and passions should be considered in school. Despite of these similarities, there are some pleasant aspects of Choice Theory that students and teachers can find it very apposite to learn.

Glasser (2004) claims that by teaching Choice Theory to teacher, it can be provided a whole community to learn this theory. As they do, many problems incept to vanish, since almost all community problems are made by people who cannot understand and get along with one another (p. 9). To understand the differences between CT and above- mentioned learner-centered approaches, some of them are explained in the following part.

### **2.8.1. Competency-Based Approach**

Competency-based language teaching (CBLT) is an application of the principles of CBE to a language setting (Richards & Rodgers, 2001). CBLT required teacher to teach language in association with a social context rather than being taught in isolation. It requires learners to use the language to communicate practicably (Paul, 2008; Richards & Rodgers, 2001). A Competency refers to "critical work functions" or tasks in a defined setting (Richards & Rogers 2001). In CBLT, a Competency can be regarded as the final task determined at the end of a learning module.

In CBLT, students learn to apply the language in true situations which they maybe can encounter outside the classroom. For example, a student might have to fill out reservation form, make a personal profile, or give address or number, and etc. Albeit students have to practice to become competent, Competencies are not solely practice activities. They are not activities completed to give mark to the student, nor are they done only to make a student better at a task. Competencies are pragmatic usage of language in context (Griffith & Lim, 2014). According to Docking:

CBLT is designed not around the notion of subject knowledge but around the notion of Competency. The focus moves from what students know about language to what they can do with it. The focus on Competencies or learning outcomes underpins the curriculum framework and syllabus

specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks (1994, p.16).

### **2.8.2. Communicative Language Teaching**

Communicative language teaching (CLT) is generally based on the theory that communication is regarded the main application of language usage. Its primitive aim is for learners to develop communicative Competency (Hymes 1971). To explain it, its purpose is to create real-life situations that require communication. CLT covers many different approaches and opinions about language learning and teaching, which allows it to face with a diverse area of proficiency-oriented goals and also accommodate different learner needs and preferences (Brandl, 2008, pp.5-6).

### **2.8.3. Task-Based Approaches**

To understand the Task Based Approach (TBA), we need to contrast it with precedent methods and analyze it within communicative approach. The word *task* refers to the particular kind of activities implemented in the classroom (Sanchez, 2004, pp.40-41). Although a task-based lesson designing comprises the stages and parts of a lesson that has a task as its primary parts. Nevertheless, they all have three fundamental steps in common (Table 2). These steps represent the chronology of a task-based lesson. The first step is '*pre-task*' and includes the diverse activities that teachers and students can take into account before inception of the task, e.g. if teacher should give time to students to plan how to perform the task. The second step, the '*during task*' step, concerns about the task itself and supplies different instructional choices, such as students are needed to work under time-pressure. The final step is '*post-task*' and includes proceeding to follow-up on the task performance. Only the '*during task*' phase is obligatory in task-based teaching (Elis, 2004).

Table 2.

*A Framework for Designing Task-Based Lessons*

Phase	Examples of option
A. Pre-task	Framing the activity (e. g. establishing the outcome of the task) Planning time Doing a similar task
B. During task	Time pressure
C. Post-task	Number of participants Learner report Consciousness-raising Repeat task

**2.8.4. Cooperative Learning**

Cooperative Learning (CL) is often explained as an approach to classroom management in a way that students can learn from and interface with one another as well as from the teacher (Olsen and Kagan, 1992). Furthermore, In CL the group of students who are taught to work together on special subjects or tasks in such a way that all students in the group take benefit from the interactive situation (Kessler, 1992). Group activities are essential in distinguishing achievement or failure in the cooperative learning classroom. Dornyei and Scott suggested the following tips to accomplish success through cooperative learning: Proximity or physical closeness, individual contact, cooperation for a common goal, rewarding nature of the group experience, intergroup competition, and group identity (1997).

**2.9. Glasser's Competency -Based Classroom**

Considering the core of CT and Competency-based language teaching approach (CBLT), Glasser introduced Competency-Based Classroom (CBC) in 2000 in which:

C, D, and F grades, which are regarded the main reason students don't like school, are eliminated. While all students want to feel as if they are cared for, this is impossible because more than half the students in our schools never earn a grade above C. In a GQS, the lowest grade for credit is a legitimate B. What we have done is raise both the floor and the

ceiling. Students who achieve well beyond Competency can earn A+ or other recognition for what they have done. Giving these higher grades takes care of parents who say that getting rid of low grades makes it harder for their child to look good in comparison to others. Our schools are called Quality Schools because so many students make the effort to achieve beyond mere Competency (p.8).

Glasser reckons that the reason why many teachers fear the Competency-based classroom system is that they believe many of their students' failure to do competent work. Their experience in more than Glasser Quality Schools does not support that fear. Approximately "all the students do competent work or even higher if they are told that nothing less will be accepted for credit. But along with this, we also tell them we believe they can do competent work, and that our job is to make it possible for them to do it (20).

Teachers whose efforts are for excellence will incorporate diverse behavior management approaches to engage all children in a meaningful learning environment. Efficient teachers who provide and run an orderly and effective classroom environment are one of the fundamental factors in education success (LaCaze et al., 2012, p.1). Studies from different fields suggest that several variables like harsh and punitive discipline methods, lower-quality classroom instruction, disorganized classroom and school settings lead to make a classroom through applying authority by teachers (Allen, 2010, p.1).

### **2.9.1. Classroom Management Plan in Glasser's Competency-Based Classroom**

Glasser emphasizes on *lead-teaching* rather than *boss-teaching*. "Lead teaching is teaching a group of students in positive ways in which there are strong student-teacher relationships while "boss-teaching occurs when a teacher wants to be a controller and not allow students to give their ideas and desires" (Stiffler, 2010, p. 4).

Positive Manner and being open with students make the classroom a fun and safe environment for students to learn and grow. Following Glasser's Choice Theory, Stiffler worked with his students and avoid the seven deadly habits that lead to boss teaching. He found that teaching is not controlling, but rather working with the students

to learn, grow, and succeed together. By having strong student-teacher relationships with students, the classroom will be a safe environment for each everyone to demonstrate their feelings and work together. It can also lead to academic success because it depends on these close-knit relationships and coordination that teachers and students have with one another (Stiffler, 2010, p. 4-5).

### **2.9.2. Consequences versus Punishment in Glasser's Competency-Based Classroom**

Recent research supposes that misbehavior should have consequences rather than punishment. Consequences should be seen as a last result of a student's misbehavior, i.e., they should be seen as an appropriate outcome for misbehavior not something imposed, such as sanctioning. A consequence ought to be sensible and a logical ending for a behavior. Student should understand that it is the result of their misbehavior. Nevertheless, punishment has a retributive nature so it does not certainly act in learning process.

Students go to school to learn and making mistakes is an essential part of learning. Effective teachers find and create proper ways to assist the student learn the correct behavior as student can learn from their mistake. School must be a place where students do not feel anxious to make mistakes and are supplied with caring opportunities to learn from them. Dunbar summarizes *Competency-Based Classroom Management Strategies* in the Table 3 (2004, pp.4-5).

Table 3.

*Classroom Management Strategies*

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- Hold and communicate high behavioral expectations.
  - Establish clear rules and procedures and instruct students in how to follow them; give primary-level children and those with low socioeconomic status, in particular, a great deal of instruction, practice, and reminding.
  - Make clear to students the consequences of misbehavior.
  - Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
  - Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
  - Maintain a brisk instructional pace and make smooth transitions between activities.
  - Monitor classroom activities; give students feedback and reinforcement regarding their behavior.
  - Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior. Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
  - Make use of cooperative learning groups, as appropriate.
  - Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
  - Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.
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## CHAPTER III

### METHODOLOGY

#### 3.1. Introduction

This chapter covers the design of the study based on an application of before, during and after the Choice Theory training program. The main data collection tools utilized in the research are interviews, field-notes, and written feedbacks taken from the participants. In addition to these qualitative data collection tools, three questionnaires were also applied. BIMS and PCTS questionnaires aimed to investigate the teacher participants' reflections and perceptions on their classroom management and teaching techniques were administered to the teachers and SBNS was administered to the student participants to examine whether or not their basic needs proposed by Choice Theory were met during and after the program. Next, the details about the participants will be mentioned. The subsequent parts will provide the procedures pursued throughout the research and the tools used for data collection. The applied techniques for the analyses of the obtained data will be the final step to be covered.

This research is a teacher development study which aims to introduce new techniques and method into the field. One of the recent researches which tries to supply teachers with new methods and techniques is Coburn' study (2016) about the impact of the national in-service ELT teacher education course through reflection, metacognition, collaboration and self-regulation on their teaching. He found that teachers experienced new practices in their classroom, increased competency as EFL teachers, used significantly more English in the class, and encouraged more pupil activity. In another study Lanoue (2009) investigated to determine if a professional development program like Perceptual Control Theory (PCT) changed teacher and administrator beliefs from a teacher directed classroom management approach to a more student directed approach. His findings indicated that after professional development in PCT teachers and administrators reflected a change in beliefs from a teacher directed approach to a more student directed approach.

Through this qualitative teacher development study, it was aimed to introduce new theory and practice into English language teaching classrooms.

### 3.2. Research Design

The present study is a qualitative research which tries to improve English language teachers' teaching styles through implication of Choice Theory. Qualitative research is a highly rewarding activity because via this method we can investigate a wide aspect of the social world, "including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate" (Mason, 2002). Most qualitative studies use a small number of participants, employing a cross-case analysis and comparing participants' experiences and beliefs across common categories and themes (Ford, 2003). Denzin and Lincoln (1994) define qualitative research in which qualitative research concentrates on interpretation of phenomena in their natural settings to make sense in terms of the meanings people bring to these settings.

Research following a qualitative approach seeks to explain 'how' and 'why' a specific phenomenon, or program, can't work as it does in a particular context. While quantitative research concentrates mainly on the effect of an intervention and generally answers questions like "did it work?" and "what was the outcome?", qualitative research tries to understand the intervention or phenomenon and investigate questions like "why was this effective or not?" and "how is this helpful for learning?". Qualitative data is often gathered through individual interviews and focus group discussions using semi-structured or unstructured topic guides (Sargeant, 2012).

The use of numbers in qualitative research is often argumentative. Specially, since the "paradigm wars" of the 1970s and 1980s, many qualitative researchers have refused to apply numerical data in their research. Generally, this is because they have believed that "numerical data is incompatible with a constructivist stance for research, as such data imply the existence of a single 'objective' reality that can be measured and statistically analyzed to reach generalizable conclusions" (Maxwell, 2010). Nevertheless, qualitative researchers such as Becker (1970), Erickson (2007), Hammersley (1992), and Miles and Huberman (1984) have supported the inclusion of numerical data in qualitative research practices and reports. Schwandt, in the most recent edition of his *Dictionary of Qualitative Inquiry* (2007), posits that "qualitative studies can and often do make use of quantitative data" (p. 251). Heath & Street (2008) even make stronger claim in their work. Their book has a section on quantitative

analysis, articulating that “sociologists, cultural psychologists, and linguistic anthropologists depend on using key quantitative concepts” and that “every ethnographer needs some level of Competency with statistics” (pp. 92-93).

### **3.2.1. The Research Procedure**

To conduct this research, after specifying the problem of the study, the related literature especially Glasser’s three seminal works, 1) *Every Student Can Succeed*, 2) *The Quality School* and 3) *Choice Theory: A new psychology of personal freedom* were reviewed and the related videos on Choice Theory were also analyzed. Next, the design and procedure of the study was organized into three phases, before Choice Theory program (CTP), during CTP, and after CTP. Next, the materials and tools used in the study as well as CTP workshops were planned. The details of all three phases were below explained.

#### **3.2.1.1. Before Choice Theory Program**

To begin the process, after planning the general scope of the study, the researcher started to organize the setting of the study through talking to the principal of the school, where she worked as a teacher and supervisor, to inform him about the study. She explained the purpose of the study and the numbers of the participants needed. The principal asserted that he was interested in getting his school to participate in the proposed study. Following ethics approval, a copy of the proposal was handed out to the principal. He recommended teachers who may volunteer to participate in the study and encouraged them to see the CTP as a workshop. The researcher had a meeting with the participants, explained her study, and had them sign consent forms. Three teachers were chosen for the study as a result of the principal’s recommendation.

All three participants’ classrooms were observed and audio-recorded. Next, two different questionnaires, *Behavior and Instructional Management Scale (BIMS)* and *Students Basic Needs Questionnaire Based on Choice Theory (SBN)* were respectively administrated to the teachers and the students. English language teachers’ classroom management, students’ basic needs and teachers’ techniques to meet these needs, and teachers’ perceptions towards classroom and students were four main themes identified from the findings of observations before CTP. Reflecting on the obtained data, it was distinguished that to deal with discipline situations in the classroom management and

meet students' basic needs proposed by Choice Theory, teachers' teaching techniques and classroom management were required to be modified. To do this, an efficient plan should be designed and appropriate actions should be done to tackle the identified problems.

### **3.2.1.2. During Choice Theory Program**

Following the first observation before CTP, the phase of during CTP was initiated by planning on how the teachers were introduced to implementation of Choice Theory in their English language classrooms; the central plan of CTP was organized and the way how to manage students' journals was also determined. After meticulously planning, a five-session CTP was started. Firstly, Glasse's above-mentioned three books were summarized into a booklet to be given to the teachers and the related videos on Choice Theory were analyzed to show and discuss with them in CTP. After each CTP session, each teacher's classroom was observed and audio-recorded. Each observation was followed by a post-observation conference for about 30 minutes. These conferences were also audio-recorded, and the required feedbacks were given. During this circle, students were introduced on how to keep their journals, their journals were corrected by the researcher and error annotations were also provided. Interviews were conducted and the BIM scale and *Perceived changes in teaching styles because of participation in the Choice Theory program scale (PCTS)* were administered to the teachers and SBNS to the students. The first session of the CTP with the subject of 'What is Choice Theory?' and it took 90 minutes. In each session of the CTP, a related video of each subject and specialized booklets (a summary of Glasser's three books and Choice Theory guide lines) on the specified topics were provided for the participants. The second session of the program was around '*Connecting Habits & Deadly Habits*' which took 90 minutes. In the third session '*Tips for Building Positive Student/Teacher Relationship*' was discussed in 80 minutes. The fourth session was allocated to the second part of '*Tips for Building Positive Student/Teacher Relationships*' in 80 minutes). The fifth session was considered for '*Reviewing previous sessions and reflection on the CTP*' in 60 minutes. After conducting each observation, the post-observation conferences were held to provide both the teachers and the researchers to reflect on the teachers' performance, the flow of the classrooms, and the strategies were followed to implement Choice

Theory in the classroom. The summary of the Choice Theory training program session was described in Tables 4, 5, 6, 7, and 8.

Table 4.

*The Lesson Plan of CTP First Session*

<p><b>Subject:</b> <b>Venue:</b> <b>Time:</b> <b>Session:</b></p>	<p><b>What is Choice Theory?</b> <b>A Private School</b> <b>90 Minutes</b> <b>First session</b></p>
<p><b>Goals</b></p>	<p>Introduction to CT, basic needs, and meeting students' basic needs</p>
<p><b>Materials</b></p>	<p>1. A 60-minute video on <i>Choice Theory in Mental Health, Counseling and Education</i> (2004), by Dr. William Glasser. 2. A booklet on CT and the issues discussed during these meeting prepared by researcher.</p>
<p><b>Discussed issues</b></p>	<p>Initially, the first half of A 60-minute video on <i>Choice Theory in Mental Health, Counseling and Education</i> (2004), by Dr. William Glasser, was shown to the participants, in which Dr. Glasser explained about the <i>components</i> of Choice Theory including, external control psychology, basic needs.</p> <p>After a short break the following issues were discussed:</p> <p>When a student is not paying attention because the lesson is boring, it is a losing battle to try to force the students' attention. On the other hand, when lessons are interesting, student pay attention naturally and do not have to be continually cajoled. Choice Theory helps teachers and students to have quality education. To this end:</p> <ul style="list-style-type: none"> <li>· The lesson planed must be organized to meet students' basic needs for survivals, belonging, power, fun, and freedom.</li> <li>· Quality schoolwork and self- assessment by students must be replaced by the boring requirements. This requires that teachers abandon</li> </ul>

traditional teaching practices and move toward quality teaching.

### **Meeting Students' Needs**

Meeting the needs is not difficult. Glasser says students' need related to survival is met when the school environment is kept safe and free from personal threat.

- They sense belonging when they are involved in class matters, receive attention from the teacher and others, and are brought into discussion of matters that concern the class.
- Students sense power when the teacher asks them to participate in decisions about topics to be studied and procedures for working in the class. A sense of power also comes from being assigned responsibility for class duties, such as helping distribute and take care of materials, being in charge of audiovisual equipment, and so forth.
- Students experience fun when they are able to work and talk with others, engage in interesting activities, and share their accomplishments.
- They sense freedom when the teacher allows them to make responsible choices concerning what they will study, how they will do so, and how they will demonstrate their accomplishments.
- Cooperative learning groups and learning teams is very helpful for students to meet their basic needs
- Teacher must avoid adversarial position.
- They should work with students to establish standards for classroom
- Teacher should Create natural discussions about subjects
- When there is a problem in class, the teacher can

	<p>ask students, “What can I do to help?”</p> <ul style="list-style-type: none"> <li>· Consider Role-playing as an important activity to improve the STs’ skills</li> </ul>
<b>Participants</b>	<p>Miss. A, a 33-year-old teacher with 6 years experiences teaching in a private elementary school, Miss. B. a 31 year-old teacher with 5 years experiences teaching in a private secondary school, Mr. C. a 31 year-old teaching in a private high school</p>
<b>Notes:</b>	<p>The meeting was ended by brief discussion with the participants and their questions were answered by the researcher.</p>
<b>References</b>	<p>Erwin. C. J. (2004), <i>The Classroom of Choice: Giving Students What They Need and Getting What You Want</i>. Alexandria Va: Association for Supervision and Curriculum Development.</p> <p>Glasser, W. (1998a). <i>Choice Theory: A New Psychology Of Personal Freedom</i>. New York: Harper Collins.</p> <p>Glasser, W. (1998b). <i>The Quality School: Managing Students Without Coercion</i>. New York: Harper Collins.</p> <p><a href="http://wglasserbooks.com/online_video_public.html">http://wglasserbooks.com/online_video_public.html</a></p> <p><a href="http://www.wglasserinternational.org/">http://www.wglasserinternational.org/</a></p>

Table 5.

*The Lesson Plan of CTP Second Session*

<b>Subject:</b>	<b>Connecting Habits &amp; Deadly Habits</b>										
<b>Venue:</b>	<b>A Private School</b>										
<b>Time:</b>	<b>90 Minutes</b>										
<b>Session:</b>	<b>Second session</b>										
<b>Goals</b>	Introduction to seven habits that can create strong relationships between teacher and STs (connecting habits) and seven habits that harm the positive teacher/student relationship (deadly habits).										
<b>Materials</b>	<p>1. A 60-minute video on <i>Choice Theory in Mental Health, Counseling and Education</i> (2004), by Dr. William Glasser.</p> <p>2. A booklet on CT and the issues discussed during these meeting prepared by researcher.</p>										
<b>Discussed issues</b>	<p>Initially, the second half of A 60-minute video on <i>Choice Theory in Mental Health, Counseling and Education</i> (2004), by Dr. William Glasser, was shown to the participants. Dr. Glasser explained about seven deadly habits, the Quality World and creativity. He also offers insights into the Glasser Quality School.</p> <p>After a short break the following issues was discussed:</p> <p>Glasser offers teachers certain habits that he believes can create strong relationships. He refers to these habits as connecting habits. He also notes several habits that he believes harm the positive teacher/student relationship. He refers to these habits as deadly habits. He recommended teachers to avoid the seven deadly habits in teaching and replace them with the seven connecting habits:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">seven deadly habits</td> <td style="text-align: center;">seven connecting habits</td> </tr> <tr> <td>1. Supporting</td> <td>1. Criticizing</td> </tr> <tr> <td>2. Encouraging</td> <td>2. Blaming</td> </tr> <tr> <td>3. Listening</td> <td>3. Complaining</td> </tr> <tr> <td>4. Accepting</td> <td>4. Nagging</td> </tr> </table>	seven deadly habits	seven connecting habits	1. Supporting	1. Criticizing	2. Encouraging	2. Blaming	3. Listening	3. Complaining	4. Accepting	4. Nagging
seven deadly habits	seven connecting habits										
1. Supporting	1. Criticizing										
2. Encouraging	2. Blaming										
3. Listening	3. Complaining										
4. Accepting	4. Nagging										



<b>Participants</b>	Miss. A, a 33 year-old teacher with 6 years experiences teaching in a private elementary school, Miss. B. a 31 year-old teacher with 5 years experiences teaching in a private secondary school, Mr. C. a 31 year-old teaching in a private high school
<b>Notes:</b>	The meeting ended by brief discussion with the participants and their questions were answered by the researcher. Mr. C. disagreed with giving more freedom to STs because he thought it led to chaos and make STs spoiled.
<b>References</b>	<p>Erwin. C. J. (2004), <i>The Classroom of Choice: Giving Students What They Need and Getting What You Want</i>. Alexandria Va: Association for Supervision and Curriculum Development.</p> <p>Glasser, W. (1998a). <i>Choice Theory: A New Psychology Of Personal Freedom</i>. New York: Harper Collins.</p> <p>Glasser, W. (1998b). <i>The Quality School: Managing Students Without Coercion</i>. New York: Harper Collins.</p> <p><a href="http://wglasserbooks.com/online_video_public.html">http://wglasserbooks.com/online_video_public.html</a></p> <p><a href="http://www.wglasserinternational.org/">http://www.wglasserinternational.org/</a></p>

Table 6.

*The Lesson Plan of CTP Third Session*

<b>Subject:</b>	<b>Tips for Building Positive Student/Teacher Relationships</b>
<b>Venue:</b>	<b>A Private School</b>
<b>Time:</b>	<b>80 Minutes</b>
<b>Session:</b>	<b>Third Session</b>
<b>Goals</b>	Introduction to ways for building positive student/teacher relationships
<b>Materials</b>	<p>1. A 20-minutes video on <i>seven connecting habits and seven deadly habits</i>. (2010) by Dr. William Glasser.</p> <p>2. A booklet on CT and the issues discussed during these meeting prepared by researcher.</p>
<b>Discussed issues</b>	<p>Initially, a 20-minutes video on <i>Seven Connecting Habits and Seven Deadly habits</i> (2010) by Dr. William. Glasser in which he described seven connecting habits and seven deadly habits that have an impact on relationships between teachers and students.</p> <p>After a short break the following issues was discussed:</p> <p>If students are given a choice as to which assignments to complete, their need for freedom may be satisfied. Students who are given the opportunity to choose their assignments may also be more inclined to produce creative work, which they view as a way to satisfy several needs, including freedom. In addition, students may be more inclined to take personal responsibility for a task that was chosen rather than a task that was forced upon them.</p> <p><b>Let Students Create Things:</b> podcasts, PowerPoint presentations, interviews, oral histories, models, diagrams, blueprints and floor plans, plays and role-plays, mock trials, photographs, paintings, songs, surveys, graphs, documentary videos</p> <p><b>Show Off Student Work:</b> The walls of their classrooms should speak to people; they should say exactly what goes on in that space throughout the school day.</p> <p><b>Read Good Books:</b> Immerse students in a culture of good books, and you surround them with joy. Of course, if we want joy in schools, then sometimes students should read books that aren't so "serious</p>

<p><b>Discussed issues.</b></p> <p><b>Cont.</b></p>	<p><b>Transform Assessment:</b> As a teacher, we can have our students regularly do self-assessments. This gave them some real power over the process.</p> <p><b>Tips for Building Positive Student/Teacher Relationships</b></p> <ol style="list-style-type: none"> <li>1. Follow the Golden Rule – Treat each student with respect and kindness.</li> <li>2. Identify a few students each class period and find ways to individually praise them so that by the end of the week every student in your class has been praised.</li> <li>3. Praise students for good work.</li> <li>4. Praise students for effort.</li> <li>5. Establish appropriate levels of dominance and cooperation.</li> <li>6. Create one-to-one interactions with students.</li> <li>7. Display students’ successful work in the classroom.</li> <li>8. Provide a variety of learning experiences, including peer teaching, cooperative learning, small group instruction, and lecture.</li> <li>9. Provide homework assignments and activities that are meaningful, relevant, and instructional.</li> <li>10. Teach students good study habits and provide a variety of different study suggestions.</li> <li>11. Have your class summarize the lesson or activity at the end of each class.</li> <li>12. Provide students with feedback (about what they did right and wrong).</li> <li>13. Help your students set realistic goals.</li> <li>14. Use humor.</li> <li>15. Greet students at the doorway and in the halls.</li> <li>16. Show enthusiasm and be animated.</li> <li>17. Provide opportunities for every student to succeed.</li> </ol>
<p><b>Participants</b></p>	<p>Miss. A, a 33 year-old teacher with 6 years experiences teaching in a private elementary school, Miss. B. a 31 year-old teacher with 5 years experiences teaching in a private secondary school, Mr. C. a 31 year-old</p>

	teaching in a private high school
<b>Notes:</b>	The meeting ended by brief discussion with the participants and their questions were answered by the researcher.
<b>References</b>	<p>Erwin. C. J. (2004), <i>The Classroom of Choice: Giving Students What They Need and Getting What You Want</i>. Alexandria Va: Association for Supervision and Curriculum Development.</p> <p>Glasser, W. (1998a). <i>Choice Theory: A New Psychology Of Personal Freedom</i>. New York: Harper Collins.</p> <p>Glasser, W. (1998b). <i>The Quality School: Managing Students Without Coercion</i>. New York: Harper Collins.</p> <p><a href="http://wglasserbooks.com/online_video_public.html">http://wglasserbooks.com/online_video_public.html</a></p> <p><a href="http://www.wglasserinternational.org/">http://www.wglasserinternational.org/</a></p>

Table 7.

*The Lesson Plan of CTP Fourth Session*

<b>Subject:</b>	<b>Tips for Building Positive Student/Teacher Relationships</b>
<b>Venue:</b>	<b>A Private School</b>
<b>Time:</b>	<b>80 Minutes</b>
<b>Session:</b>	<b>Fourth Session</b>
<b>Goals</b>	Introduction to active and collaborative learning
<b>Materials</b>	<p>1. A 20-minutes video on <i>seven connecting habits and seven deadly habits</i>. (2010) by Dr. William Glasser.</p> <p>2. A booklet on CT and the issues discussed during these meeting prepared by researcher.</p>
<b>Discussed issues</b>	<p>Initially, a 20-minutes video on <i>Seven Connecting Habits and Seven Deadly habits</i> (2010) by Dr. William. Glasser in which he described seven connecting habits and seven deadly habits that have an impact on relationships between teachers and students.</p> <p>After a short break the following issues was discussed:</p>  <p>If you are involved in teaching this is an important observation and if you want to learn, it's equally important. It certainly highlights the importance of what is known as active learning. Sitting attempting to learn passively by just listening or just watching something isn't easy. But when you have something to read, something to see and to hear, and then you discuss it, you will learn so much more. Have your students teach in your classroom.</p> <p>After teaching a subject and being sure that they learn the given subject, have the STs teach the same subject for others. Call this activity as <i>Teaching Game</i> and have your students enough time and motivation to</p>

<p><b>Discussed issues.</b></p> <p><b>Cont.</b></p>	<p>engage in this activity. Give everyone such an opportunity to teach. You can do it every session or at least two sessions.</p> <p>Establish three or four groups of Students in your classroom (depending on the number of STs) then organize a particular text into three or four segments. Assure that there are strength and weak students in each group.</p> <p>Label the segments of the text and the groups A, B, C, D, depending on the number of segments and groups.</p> <p>Group A is assigned section A of the text, group B is assigned section B of the text, and so forth.</p> <p>Organize a text into meaning parts. Assign each group to read the selected parts and discuss the meaning of the text and write down the important ideas. Make sure that all participants can define and explain key terms to one another. Once the groups are ready to teach others about their assigned segment of the text, have the groups write some questions about the text to ask them from other groups. Each group contributes to the whole text. Make sure that there are weak and strong students in each group.</p>
<p><b>Participants</b></p>	<p>Miss. A, a 33 year-old teacher with 6 years experiences teaching in a private elementary school, Miss. B. a 31 year-old teacher with 5 years experiences teaching in a private secondary school, Mr. C. a 31 year-old teaching in a private high school</p>
<p><b>Notes:</b></p>	<p>The meeting was ended by brief discussion with the participants and their questions were answered by the researcher.</p>
<p><b>References</b></p>	<p>Erwin.C.J. (2004), <i>The Classroom of Choice: Giving Students What They Need and Getting What You Want</i>. Alexandria Va: Association for Supervision and Curriculum Development.</p> <p>Glasser, W. (1998a). <i>Choice Theory: A New Psychology Of Personal Freedom</i>. New York: Harper Collins.</p> <p>Glasser, W. (1998b). <i>The Quality School: Managing Students Without Coercion</i>. New York: Harper Collins.</p> <p><a href="http://wglasserbooks.com/online_video_public.html">http://wglasserbooks.com/online_video_public.html</a></p> <p><a href="http://www.wglasserinternational.org/">http://www.wglasserinternational.org/</a></p>

Table 8.

*The Lesson Plan of CTP Fifth Session*

<b>Subject:</b>	<b>Reviewing previous Sessions</b>
<b>Venue:</b>	<b>A Private School</b>
<b>Time:</b>	<b>60 Minutes</b>
<b>Session:</b>	<b>Fifth Session</b>
<b>Goals</b>	Reviewing previous sessions
<b>Materials</b>	A booklet on CT and the issues discussed during these meeting prepared by researcher
<b>Discussed issues</b>	Reviewing previous sessions, make clear ambiguities and misunderstandings.
<b>Participants</b>	Miss. A, a 33 year-old teacher with 6 years experiences teaching in a private elementary school, Miss. B. a 31 year-old teacher with 5 years experiences teaching in a private secondary school, Mr. C. a 31 year-old teaching in a private high school

**3.2.1.3. After Choice Theory Program**

After CTP, in the third phases it was planned to observe Choice Theory implementation in the classrooms to make sure that Choice Theory strategies and guidelines were followed properly. After CTP, four more sessions of each teacher's classroom were observed and followed by post-observation conferences. Students' journals were also checked. Interviews were conducted and finally, two questionnaires, BIMs and PCTS, were administrated to the teachers and SBNS to the students. Like the second phase, after CTP, post-observation conferences served for reflection part for both teachers and the researcher.

**3.2.2. The Researcher's Role**

The researcher is regarded as the main instrument of data collection and analysis in process-oriented research (Wittmayer & Schapke, 2014, p.9). The researcher immerses in the research and becomes part of that to collect data in a non-interfering

way. According to Merriam (1998), she/he engages the situation most often without an observation schedule and plays a dynamic role in constructing an understanding of the research environment through self-interpretation of what happens. Thus, qualitative research produces a result which is “an interpretation by the researcher of others’ views filtered through his or her own” (p. 23).

As cited before, since the researcher was the supervisor of the school where the research was conducted, she did not encounter any hindrance to proceed with the research in terms of organizing the place for CTP or convincing the teachers. She did not urge to change the participants (agents) because all three teachers joined the study voluntarily. The researcher was also the provider of the Glasser’s theory program.

Participant observation is another role of the researcher during the conduction of the research. It can be overt (with revealing the aim of the study to the participants) or covert (without manifesting the study purpose) (Li, 2008). Applying of covert methods have always been controversial issues among scientists. Adherents of this method have argued that covert methods assist researchers to obtain information that is otherwise almost impossible (Calvey, 2000), while critics have imputed covert methods as ethically and professionally inappropriate (Bulmer, 1982a). However, Lugosi (2006) suggests that instead of labeling research “covert,” and dismissing it on the grounds of ethical irresponsibility, “it is more useful to consider how the nature of the study, the character of the fieldwork context and the relationships between informants and ethnographer determine overt or covertness in the field” (p. 542). They also argued that the obtained knowledge through covert research justified its publication (Lugosi, 2006).

Following the research ethics and regarding the upsides of cover observation, the study applied both methods; all three teachers observed overtly but their students were observed covertly for the purpose of the research.

### **3.3. Research Population and Sampling**

The population of this research is Iranian English language teachers. All participants in this research including three teachers, two females and a male, teach in a private school in Tabriz, Iran. Miss. A, a 33 year-old teacher with 6 years of experiences taught for elementary graders with 16 students in the fifth grade, Miss. B. a 31 year-old teacher with 5 years experiences taught for secondary graders with 15 students in the

third grade, Mr. C. a 31 year-old taught high school with 17 students in the third grade. The participants were selected by convenience.

Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007). The participants of this study were introduced to implementation of Choice Theory in their classroom in a Five-session program. The principal of the selected school to conduct the research was very pleased to implement this method in his school and recommended his teachers highly to attend in our Choice Theory program as a workshop to develop their teaching. All participants joined to the program voluntarily. The data related to the all three participants are summarized in Table 9.

Table 9.

*Total Survey Participants*

Participants	Ts' Age	Experiences	Class Standing	Students No.	Gender	STs' Age
Ms. A	33	6years	Elementary	16	F	11
Ms. B	31	5years	Secondary	15	F	14
Mr. C	31	8years	High school	17	M	17

### 3.4. Setting

The setting is highly significant in qualitative studies. Therefore, it should be specified in detail. All three participants taught in a bilingual private school in an area with high-income and mostly well-educated families in Tabriz, Iran. Children generally start to learn English language in this area since childhood in kindergarten. Elementary, secondary and high school graders study in this school. These students study English language four days in a week. The class duration in the elementary grade is 60 minutes (in total 4 hours per week), and 90 minutes (in total 6 hours per week) in the secondary and high school grades. The training workshops were also conducted in this school.

### **3.5. Data Collection Instruments and Procedure**

Whatever methodology was chosen, we require some means for collecting the information. As cited in the previous part, in qualitative studies both numerical and qualitative data are applied; so, based on the purpose and the research questions, triangulation was employed for the data collection.

Since the 1970s, triangulation has become widely accepted to improve the analysis and interpretation of findings from various types of studies. Olsen defined triangulation as the mixing of data or methods so that various opinions shed light on a specific topic. The mixing of data is considered as data triangulation (2004, pp.2-3).

In 1978, Norman Denzin identified four basic types of triangulation which experts in triangulation in the social sciences, generally agree on the usefulness of these four types of triangulation: (1) data triangulation: the use of multiple data sources in a single study; (2) investigator triangulation: the use of multiple investigators/researchers to study a particular phenomenon; (3) theory triangulation: the use of multiple perspectives to interpret the results of a study; and (4) methodological triangulation: the use of multiple methods to conduct a study. Triangulation, particularly data and methods triangulation can augment the validity and credibility of a finding, which makes it much easier to explain and justify. The study applied interviews, field notes, and students' journals as quantitative data as well as SBN and BIM scales as quantitative data. These tools were explained in the following parts in detail. Interviewing with the teachers before, during, and after CTP, getting the participants to check the transcripts of the interviews (member checking), reviewing students' journals to support the findings of the study from interviews and field notes were the steps done in terms of triangulation. For the validity and reliability of the study, besides the supervisor advice and her feedbacks, the research sought for two experts' opinion (two professors) to check the audio-recorded observations process and interviews transcriptions as well as the Choice Theory workshops during the study.

Regarding the above information, this study also applied diverse instruments for data collection as presented in Table 10.

Table 10.

*Collection of Data for the Study*

Research Questions	Data Collection Tools
1. How does Choice Theory affect English language teachers' techniques to meet students' basic needs proposed by Choice Theory during and after the Choice Theory program?	- Interview with the Teachers - Students' Journals - Audio- Recording Field-Notes -Audio-Recording Post-Observation Conferences
2. How do English language teachers exposed to Choice Theory program change their perceptions toward classroom management during and after this program?	- Interview with the Teachers - Audio- Recording Field-Notes -Audio-Recording Post-Observation Conferences - PCTS Questionnaire
3. How do English language teachers exposed to the Choice Theory program change their classroom management during and after this program?	- Interview with the Teachers - Students' Journals - Audio- Recording Field-Notes -Audio-Recording Post-Observation Conferences
4. How does employing Choice Theory enable English language teachers to reflect on their own classroom management during and after this program?	- Interview with the Teachers - Students' Journals - Audio- Recording Field-Notes -Audio-Recording Post-Observation Conferences - BIM Scale
5. How were the basic needs of the students whose teachers were exposed to Choice Theory met during and after this program?	- Interview with the Teachers - Students' Journals - Audio- Recording Field-Notes -Audio-Recording Post-Observation Conferences - SBN Scale

As Table 6 shows, the different data collection tools applied to conduct the current research are: interviews with the teachers, students' journals, field-notes and audio-recorded observations, audio-recorded post-observation conferences, PTCS questionnaire, BIM and SBN scales.

### **3.5.1. Interview**

Interviewing is a data collection tool which provides researchers with rich and detailed qualitative information to understand participants' experiences, how they describe their experiences, and the meaning they make of those experiences (Rubin & Rubin, 2012). Van Manen (1990) determined three main purposes for interviewing. Two of these aims are to investigate the way people consider "themselves and others in certain situations (psychological perception) and to study the way people feel about certain issues (social opinion)" (p. 66). He also suggests:

In hermeneutic phenomenological human science, the interview serves specific purposes: (1) it may be used as a means for exploring and gathering experiential narrative material that may serve as a resource for developing a richer and deeper understanding of a human phenomenon, and (2) the interview may be used as a vehicle to develop a conversational relation with a partner (interviewee) about the meaning of an experience (p. 66).

Since the current research is about Glasser's Choice Theory and its effects on classroom management in which the participants' perceptions and attitudes were also evaluated, the interview process is an appropriate data collection tool. Bogden and Biklen (2003) asserted that: "The interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpret some piece of the world" (p. 95).

Considering the nature and type of the interview selected and following the interview protocol, Krathwohl (1998) asserted that semi-structured interviews have a specific, open-ended nature: "Questions and order of presentation are determined. Questions have open-ends; interviewer records the essence of each response" (p. 287).

The collected data were managed in three circles in this study, before, during, and after CTP. In the first circle, each interview took approximately fifty minutes and was audio-recorded. In the first interview before CTP, each participant was asked a series of questions. The structure of these questions provides the opportunity to investigate the use of Glasser's (1998a) Choice Theory. The first interviews then were transcribed. To evaluate the accuracy of the transcript, the participants were invited to check and edit them. The researcher corresponded with those authors whose *interview questions* or *questionnaires* were employed in this study and asked for permission to employ them.

The second interviews were done during CTP and each one took about forty minutes and followed the same procedure as the first interviews. A transcript of the second interviews was given to the participants so that they might edit statements and clarify their responses. This technique, known as member checking, ensured responded validation. In member checking, the participants are asked to examine the drafts where the actions or words of them are written. They also were requested to review the material for accuracy and reliability. Member checking ensures that the interview data are valid. The study depends profoundly on the participants' honest responses; hence, it is significant for them to ensure that their opinions have been represented meticulously. Otherwise, the research problem cannot be successfully investigated (Stake, 1998, p. 115).

The third interviews were done after CTP and each one took about fifty-five minutes and followed the same procedure as the first and second interviews.

### **3.5.2. Participant Observations and Field-Notes**

The history of observation as an ethnographic research method dated centuries ago. The value of observation is that it provides researchers with the possibility of studying people in their native environment in order to understand *things* from their own viewpoints. Observation requires the researcher to spend considerable time in the field to gain a more comprehensive realizing of the participants. Observation is a complex research method and the researcher needs to adopt a number of roles and apply a number of techniques, including her/his five senses, to collect data. In addition, the researcher must always keep in mind her/his primary role as a researcher and remain detached to collect and analyze data relevant to the study (Baker, 2006, pp. 171-173).

The researcher must record his/her observation through field-notes. Regarding the nature of field-notes, Bogden and Biklen (2003) suggest:

After returning from each observation, interview, or other research session, the researcher typically writes out, preferably on a computer, what happened. He or she renders a description of people, objects, places, events, activities, and conversations. In addition, as part of such field-notes, the researcher will record ideas, strategies, reflections, and hunches, as well as note patterns that emerge (p.110).

To give different labels to different content, Richardson (1994) specified different types of field notes: Observation notes, theoretical notes, and personal notes. He asserted that observation notes, "... are as concrete and detailed as I am able to make them. I want to think of them as fairly accurate renditions of what I see, hear, feel, taste, and so on" (p. 526). Observation notes aim to comprise an accurate account of the physical environment, including how the participants act, as well as my interpretation of my own biases, that is, feelings, thoughts, and attitudes. Richardson (1994) also explains theoretical notes:

These are hunches, hypotheses, poststructuralist connections, critiques of what I am doing/thinking/seeing. I like writing these because they open up my text, my field note text, to alternative interpretations and a critical epistemological stance. It is a way of keeping me from being hooked on my "take" on reality (p. 526).

### **3.5.3. Post-Observation Feedback conference**

Post-observation conference has an important role in conducting research since critical reflection occur in post-observation (Wall & Hurie, 2017). Post-observation conferences can be helpful in supporting research procedure. The quality of the post-observation conference depends mostly on the data collected during the observation.

In this study, audio-recorded post-observation conferences were conducted after each observation. Post-observation feedbacks were employed to validate the data gathered as well as to see whether the participants apply the issues discussed in CTP

sessions. Each participant was discussed for about 30 minutes, related notes were given and her /his opinions were included in our program.

#### **3.5.4. Students' Journals**

To find out whether or not the basic needs of the students whose teachers were exposed to the Choice Theory training program were met at the end of the program, students' journal was applied besides SBNS. Since these journals were kept in English by the students, there are lots of writing and grammatical errors in their scripts which were ignored. To understand the significance of journal writing, it is worth knowing the tradition and history of journal keeping. Individuals may have written journals for various reasons during the history, some of the first known journals were kept in Greek and Roman times. Later, St. Augustine and Blaise Pascal wrote journals to chronicle moments in their own periods while they attempted to find out more about how the mind works (Valerie J., 1998, p.5).

It should be noted that a diary is different than a journal. "The diary is one of the oldest forms of literature in the west" and it "contain[s] stories of happenings, hopes and fears of what might happen, memories, thoughts and ideas, and all the attendant feelings." Nevertheless, the journal "is a record of happenings, thoughts and feelings about a particular aspect of life." It "can record anything relative to the issue to which it pertains (Bolton, 2001).

Journal keeping plays such a pivotal role in enhancing students' self-responsibility and self-reflection that McManus (2001) called it as the Learning-Centered Paradigm since it puts students at the core of the experience, empowers and motivates them to accept responsibility for their own learning, and employed teaching and learning methods introduced to encourage learners to realize themselves as active thinkers and problem-solvers.

This activity can be an efficient tool to develop classroom management and students' achievement because as Park (2003) articulate, students who actively deal with the subjects which they are learning incline to understand more, learn more, remember more, enjoy it more and be more able to realize what they learned, than learner who passively get what they are taught (p. 183).

### **3.5.5. Behavior and Instructional Management Scale (BIMS)**

Since William Glasser is considered to be an interactionist and Wolfgang and Glickman's (1980) teachings in Behavior Continuum (TBC) reflects on power relationship between teacher and student (Martin & Baldwin 1993, p.5), to conduct the present research initially it was decided to use Martin et al. (1998) Attitudes and Beliefs of Classroom Control (ABCC) inventory based on Glickman's and Tamashiro's continuum of teacher control in the classroom.

The researcher corresponded through email with Nancy Martin to ask her permission to employ their (Martin, et al, 2007) multidimensional ABCC-R Inventory. Giving permission to use the inventory, she recommended the researcher apply their (Martin and Sass, 2010) recent inventory, Theoretical development of the Behavior and Instructional Management Scale (BIMS) (appendix I) because “it will serve your purposes better” (N. Marin, personal communication, Dec. 19, 2014) and would assess the best relationship of Choice Theory with classroom management.

According to Martin and Sass (2010, p.1129) the results of employing this inventory “are promising as the creation of the BIMS is a step toward clarifying the construct of classroom management. Further, this new instrument is broader in scope than both the Pupil Control Ideology (PCI) (Willower et al., 1967) and the [Beliefs on Discipline Inventory] (BDI) (Glickman & Tamashiro, 1980; Wolfgang & Glickman, 1980, 1986). Initial validation evidence also indicates that the BIMS is preferable to the [Attitudes and Beliefs on Classroom Control Inventory] (ABCC) (Martin et al., 1998; Martin et al., 2007). In terms of validity and reliability of BIMS, Martin and sass (2010) indicate “given that all the items provided good content validity as indicated by content experts and similar distribution characteristics” (2010, p. 1129).

The BIMS Inventory includes a 6-point response scale from “strongly agree” to “strongly disagree.” “High subscale scores indicate a more controlling, interventionist approach while lower scores are indicative of a less controlling belief in that dimension of classroom management style (Martin and Sass, 2010, p.1126).

### **3.5.6. Perceived Changes in Teaching Styles Because of Participation in the Choice Theory Program (PCTS) Developed by Nancy R. Hantke (1981) Questionnaire**

The second questionnaire, PCTS, developed by Nancy R. Hantke (1981) and revised and revisited by the researcher, used to identify the perceived changes in

teachers' teaching styles because of employing Choice Theory, was administered after 8 months teaching and implementing CTP. It includes 16 questions which were answered with *yes or no* as well as their explanation during and after CTP (Appendix II).

### **3.5.7. Students Basic Needs Scale Based on Choice Theory**

*Students Basic Needs Scale Based on Choice Theory* (SBNS) was designed in Malaysia in 2015 by Mei Sing and Jusoh to adjust the *Students Needs Survey* (SNS), which was applied to measure the psychological and physiological basic needs of young adults as outlined in Choice Theory by Burns et al. (2006), into Asian countries culture because cross-cultural subjects in testing and evaluation has difficulty in establishing cross-cultural equivalence, the differences in responses between varying cultures, and differences in cultural attitudes toward a testing (Marsella & Leong, 1995).

This scale had originally 85 items covering five subscales: love and belonging, power, fun, freedom, and survival. Five experts determined the validity of this questionnaire as a measuring instrument and indicate that it had a high validity of 91%. Next, a total of 119 students from two schools were selected as a random sample to measure the reliability of this instrument. The data was analyzed using Cronbach Alpha and test-retest, which showed that only 47 items from 85 instrument items were significant. Overall, the Cronbach Alpha reliability coefficient is in good working order with the value of reliability .871 (Appendix IV).

Adjusting the SBNS, the final version has 30 items rating from 1 to 6 indicating strongly disagree, slightly disagree, slightly disagree, agree slightly, agree, and strongly agree.

### **3.6. Data Analysis**

Data analysis is an ongoing process and is constant-comparative especially in qualitative studies. As Stake (1995) asserted, "there is no particular moment when data analysis begins (p. 71). As cited before, the study applied various instruments for data collection, namely, interview, observation field-notes, post-observation feedbacks, student journals, and three questionnaires.

To analyze interview, the current study employed Bogden & Biklen's (2003) six-step analysis process, in which interviews and field-notes were transcribed and analyzed into codes, categories and themes. Data were analyzed through a six-step

coding process outlined by Creswell (2003, p. 191-195). A brief outline of this process is presented below.

When the transcripts were completed (step one), the researcher read through them a first time in an attempt to understand the entire picture (step two). She went through the transcripts a second time and began to organize the material in NVIVO 10 software. Each research question was corresponded with a code (step 3). Creating themes based on the coding process (step 4). When this was completed she was left with four themes.

All qualitative data was transcribed and coded through Nvivo 10 which is a software that supports qualitative and mixed methods research. It's designed to help to organize, analyze and find insights in unstructured or qualitative data like: interviews, open-ended survey responses, articles, social media and web content (Nvivo Guide, 2016). In conducting the study, two scales (SBNS and BIMS) were also employed. Descriptive statistics analysis software (SPSS 20) was applied to analyze these scales. Tables 11, 12, and 13 show the summary of the findings for research questions, 1, 2, and 3.

Table 11.

*Summary of the Research Findings for the First Research Question at the end of the CT Program*

Research Question1	Theme	Codes		
		BCTP	DCTP	ACTP
<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students' Needs proposed Choice Theory during and after Choice Theory program?</i></p>	Survival	<ul style="list-style-type: none"> <li>- Should not Address Students' Weak Points in Public</li> <li>- Setting Class Rules and Following a Disciplined Routine in Teaching</li> <li>- A Good Deal of Strictness, Humor and Unexpected Information</li> <li>- STs Should Get Prepared for the Hardships of the Life in School</li> <li>- supplying some personalized information in English for them</li> </ul>	<ul style="list-style-type: none"> <li>- STs Understand T Like them</li> <li>- Punishing is Useful for STS Own Future</li> <li>- Some STs Scare When T asked Them to Teach</li> <li>- Being Worried of Getting Bullied by Teacher</li> <li>- Connect with the STs</li> <li>- Avoiding Deadly habits/Using Connecting Habits</li> <li>- Gaining STs Trust and Making Them Motivated</li> <li>- Listening to</li> </ul>	<ul style="list-style-type: none"> <li>- Mutual Respect</li> <li>- Maintaining Positive Feelings</li> <li>- Creating a Safe Learning Environment</li> <li>- Set the Rules Together with the Students</li> <li>- Avoid Punishment</li> <li>- Avoid Addressing STs with bad Words</li> <li>- Avoiding Ignoring STs</li> <li>- Avoiding Deadly habits/Using Connecting Habits</li> <li>- Caring them</li> </ul>
	Love and Belonging	<ul style="list-style-type: none"> <li>- Trying to Know STs in Different Situations</li> <li>- Helping them and Answer their Needs</li> <li>- Blaming STs Harshly</li> </ul>	<ul style="list-style-type: none"> <li>- Being Friendly with STs and Love them</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining a Positive Teacher/Student relationship</li> <li>- Discussing/Getting Involved in non-school Issues/Events</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students' Needs Proposed by Choice Theory during and after Choice Theory program? Cont.</i></p>	<p>Power</p>	<ul style="list-style-type: none"> <li>- Listening to STs' Ideas</li> <li>- Encouraging STs with low grade</li> <li>- Praising, Encourage, and Rewarding with Extra Mark or Punishing with Negative Mark</li> <li>- Respecting ST</li> <li>- Avoiding Neglecting</li> <li>- Rewarding</li> <li>- Discipline, Strictness and Respect</li> </ul>	<ul style="list-style-type: none"> <li>- Having a Group in Virtual Environments</li> <li>- Being in Contact with Students</li> <li>- Giving STs Responsibility</li> <li>- Clarity in Directions</li> <li>- Improving STs' Grades by Providing another Chance</li> <li>- Meaningful task</li> </ul>	<ul style="list-style-type: none"> <li>- Student Responsibility</li> <li>- Flourishing Self-Confidence and Self-Control</li> <li>- Asking their Opinion for Class Rules</li> <li>- Sharing STs' Achievement by other School Staff</li> <li>- Interaction</li> <li>- Encouragement</li> <li>- Negotiation</li> <li>- ST- Tutoring</li> <li>- Out-Of-Classroom Responsibilities Improve their Grades by Providing another Chance</li> <li>- Self-Assessment</li> <li>- Peer-Assessment</li> <li>- Exhibit Their Work in School</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students' Needs Proposed by Choice Theory during and after Choice Theory program?</i></p> <p><i>Cont</i></p>	Freedom	<ul style="list-style-type: none"> <li>- Giving STs Freedom of Doing Fun Activities up to Some Extent</li> <li>- Established Class Rules</li> </ul>	<ul style="list-style-type: none"> <li>- Asking for STs Opinion to Make Group</li> </ul>	<ul style="list-style-type: none"> <li>- STs Have Choice in Extra-Curricular Activities (Choosing Story Books themselves)</li> <li>- Letting STs Move Around Freely and Eat and Drink</li> </ul>
	Fun	<ul style="list-style-type: none"> <li>- Joking Around</li> <li>- Assignments That Associate with Drawing Pictures</li> <li>- Mixing Different Means in Teaching</li> <li>- Telling Jokes</li> <li>- Using their Name to Explain those Expressions</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing Wall-Paper,</li> <li>- Student Magazine,</li> <li>- Spending Time Together</li> <li>- Singing Along with STs</li> <li>- Letting Them Move and Sing</li> <li>- ST- Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>- Fun Text/ Humor /Fun Movies /Role Playing/</li> <li>- Going Outside of the Class</li> <li>- Group Working</li> <li>- Celebration</li> <li>- Spending Time Together</li> <li>- Making Wall-Paper</li> <li>- Students Magazine</li> <li>- ST- Tutoring</li> </ul>

Table 12.

*Summary of the Research Findings for the Second Research Question at the end of the CT Program*

Research Question 2	Theme	Codes	
		DCTP	ACTP
<i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this program?</i>	Discipline Situations (DS) and Misbehavior	<ul style="list-style-type: none"> <li>- Gaining Attention</li> <li>- Having Problem in Family</li> <li>- Punishing</li> <li>- Sending Problem STs out of Class</li> </ul>	-
	Assignment	<ul style="list-style-type: none"> <li>- STs Should Do Some Practices with the Lesson</li> <li>- Can be Considered as a Formative Assessment</li> <li>- Making STs Review Materials and Keeping their Information Fresh</li> <li>- Sometimes it is Boring</li> <li>- Meaningful Homework Reduces Its Difficulty</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping STs Connected to the Subject</li> <li>- A tool to Make STs Practice What They Learn</li> <li>- A tool to Evaluate STs Understanding</li> <li>- It should be Meaningful</li> <li>- Evaluating STs Understanding</li> <li>- It Should Have a Purpose and Rationale Behind it</li> <li>- Should not Considered as Punishment</li> <li>- It is a Tool to Empower STs</li> </ul>
	Assessment	<ul style="list-style-type: none"> <li>- Grades Can be an Efficient Tool for STs to Feel Empowered or Weak</li> <li>- Grade Can be Used to Bully Weak Students by Their Peers</li> <li>- Learning is Important than the Score</li> </ul>	<ul style="list-style-type: none"> <li>- Learning Is Important Than Grade</li> <li>- Giving Another Chance to Enhance their Score Misbehavior</li> <li>- Caring Nature Self-Assessment</li> <li>- Qualitative Assessment</li> </ul>
	Classroom and Students	<ul style="list-style-type: none"> <li>- Having Opportunities <i>Just</i></li> <li>- <i>Sometimes</i> to Implement CT</li> </ul>	<ul style="list-style-type: none"> <li>- Flexibility</li> <li>- Knowledge/Experience</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this program? Cont.</i></p>		<ul style="list-style-type: none"> <li>- Belief that Every Student Can Succeed</li> <li>- Needing Time to Get Used to the Group Activities</li> </ul>	<p>STs Getting More Comfortable with each other and T</p> <ul style="list-style-type: none"> <li>- Discussion is an Efficient Tool to Develop Learning</li> </ul>
	Teacher's Rule	<ul style="list-style-type: none"> <li>- Giving Feedback</li> <li>- Teaching STs Discipline</li> <li>- Getting STs Learn as Good as Possible</li> <li>- - Acting as Facilitator Not a Boss</li> </ul>	<ul style="list-style-type: none"> <li>- Would Like to Accept More Responsibility and Do More Than Teaching</li> <li>- As a Person who can Connect to the STs and Facilitate the Process</li> </ul>
	External Control & Students' Choices	<ul style="list-style-type: none"> <li>- Depending on STs' Manner</li> <li>- Conditional Freedom of Making Decision (Not Interfere with the Classroom Discipline)</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Rules</li> <li>- Following Rules by T</li> <li>- Cannot Take the Class Rules and Discipline for Granted</li> <li>- Considering More Opportunities for STs to Get Involved in The Classroom Rules</li> </ul>
	Choice Theory	<ul style="list-style-type: none"> <li>- Not Being Influenced</li> <li>- The Program is Very New, Unfamiliar, Vague and not Easy to Implement it in for Children</li> <li>- Not Affecting CM Obviously</li> </ul>	<ul style="list-style-type: none"> <li>- Being Influenced to some Extent</li> <li>- Interesting but Still Unclear and STs Need Time to Get Used to it</li> <li>- Affecting CM to Some Extent</li> <li>- Being Really Effective</li> <li>- Assisting T and STs to Improve their Skills in Classroom and out of School</li> </ul>

Table 13.

*Summary of the Research Findings for the Third Research Question at the end of the CT Program*

Research Question 3	Theme	Codes		
		BCTP	DCTP	ACTP
<i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program?</i>	Decreasing of the Use of Punishment and Rewarding	<ul style="list-style-type: none"> <li>- Rewarding is Always Inspiring and Punishment is Deterrent</li> <li>- Not Giving any Responsibilities to the STs Especially the Weak</li> </ul>	<ul style="list-style-type: none"> <li>- Strict about Assignment Monitoring Behaviors/ On-task</li> <li>- Reducing Punishment</li> <li>- Remaining Rewarding and Giving STs Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing/Getting Involved in non-school Issues/Events</li> <li>- Replacing Rewards by Celebration STs' Achievement</li> <li>- Replacing Punishment by Responsibility</li> </ul>
	<p>Activities to Provide a Positive Learning Atmosphere</p> <p>Supporting Students' Participation and Fostering Togetherness</p>	<ul style="list-style-type: none"> <li>- Dictation</li> <li>- Playing games Hangman</li> <li>- Having Students Memorize a Poem and Read it in Group</li> <li>- Memorizing the Dialogue</li> </ul> <ul style="list-style-type: none"> <li>- Writing an Essay in Group</li> <li>- Having Students Memorize a Poem and Read it in Group</li> </ul>	<ul style="list-style-type: none"> <li>- Task-Based Activities</li> <li>- Acting out along with the Video</li> <li>- Writing Journals</li> <li>- Extra-Curriculum Activities</li> </ul> <ul style="list-style-type: none"> <li>- Group Working</li> <li>- ST- Tutoring</li> <li>- Peer Teaching</li> <li>- Peer-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Task-based activity</li> <li>- Incorporating Fun in CL</li> <li>- Extra-Curriculum Activities</li> </ul> <ul style="list-style-type: none"> <li>- Searching about Favorite Soccer and Sport Team</li> <li>- Playing Computer</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after This Program? Cont.</i></p>			<ul style="list-style-type: none"> <li>- Self-assessment</li> </ul>	<p>Game Together out of School and Discussing on it</p> <ul style="list-style-type: none"> <li>- Wall-Paper</li> <li>- STs Magazine</li> <li>- Peer-Assessment</li> </ul>
	<p>Ameliorating Strong Teacher/Student Relationship</p>	<ul style="list-style-type: none"> <li>- Being Kind and Friendly</li> </ul>	<ul style="list-style-type: none"> <li>- Real Life Anecdotes in the Free Discussion</li> <li>- Communication</li> <li>- Interaction</li> <li>- T played with STs</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Interaction</li> <li>- Replacing Rewards/Punishment by Celebration/Responsibility</li> <li>- Spending Time Together out of School</li> <li>- Playing Soccer Together</li> </ul>
	<p>Classroom Organization and Management</p>	<ul style="list-style-type: none"> <li>- Setting Rules Reminding STs Students of Them</li> <li>- Rewards and Punishment</li> <li>- Checking STs' Homework</li> <li>- Drilling and Repeating</li> </ul>	<ul style="list-style-type: none"> <li>- Circling Chairs</li> <li>- Showing up STs' Works on the Wall</li> <li>- Moving Around Freely</li> <li>- Eating and Drinking in CL</li> </ul>	<ul style="list-style-type: none"> <li>- Circling up</li> <li>- Showing off STs' Works in the Class and School</li> <li>- Emphasizing Error Correction</li> </ul>

### **3.7. Ethical Considerations**

In accordance with the research ethics the researcher decided to correspond with those authors whose questionnaires were used in this study to get permission to use their work. A copy of the correspondence was attached to the appendix (Appendix VI). Furthermore, to conduct this project, the researcher explained, verbally, the following ethical considerations to each participant and invited their participation in the study (Appendix VII):

- Theory and how it should be implanted in the classroom will be described.
- Participation in this study is voluntary.
- There are no potential risks (physical or psychological) involved in participating
- Anonymity and confidentiality
- The results may be presented at conferences.

In Addition, participants were requested to read, signed and date a consent form prior to the interviews.

## CHAPTER IV

### DATA ANALYSIS AND RESULT

#### 4.1. Introduction

In this chapter the findings and interpretation of the study obtained through the various instruments, namely, interview, observation field-notes, post-observation conferences feedbacks, student journals, and three questionnaires, were covered. It includes two parts; firstly, the findings of qualitative data were analyzed (research questions 1, 2, and 3). As mentioned in chapter three, students' journals were kept in English by the students and they were given in students' own wordings so they bear grammatical and structural errors. Firstly, the findings of the research for all three teachers in the three phases, before, during, and after CTP were presented and then the data about each teacher was separately analyzed in the three phases. The second part of this chapter covered the statistic description of the quantitative data for research questions 4 and 5. There are five themes: Students' basic needs, English language teachers' techniques to meet those needs, English language teachers' perception about classroom management, English language teachers classroom management, and English language teachers' reflections on their teaching performance.

#### 4.2. The Results of the Research Findings for Question 1

*Research question 1: How does Choice Theory affect English language teachers' techniques to meet students' basic needs proposed by Choice Theory during and after the Choice Theory program?*

##### 4.2.1. Summary of the Research Findings for all Teachers in the Three Circles

Data (a total of 172 references, in Nvivo program *reference* shows all the text content coded at the special theme) gained through interviews, observation field-notes, post-observation feedbacks, and students' journals has shown all three teachers' techniques to meet their students' basic needs proposed by in the three circles; before (BCTP), during (DCTP), and after (ACTP) Choice Theory program (CTP). Table 14 shows the summary of the participants' techniques to meet their students' needs in the Three circles.

Table 14.

*Summary of the Teachers' Techniques to Meet the Students' Basic Needs Proposed by Choice Theory in the Three Circles; Before, During, and After CTP*

Research Question1	Theme	Codes		
		BCTP	DCTP	ACTP
<i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students' Needs Proposed by Choice Theory during and after Choice Theory Program?</i>	Survival	<ul style="list-style-type: none"> <li>- Should not Address our Students' Weak Point in Public</li> <li>- Setting Class Rules and Following a Disciplined Routine in Teaching</li> <li>- A Good Deal of Strictness, Humor and Unexpected Information</li> <li>- STs Should Get Prepared for the Hardships of the Life in School</li> <li>- Supplying some personalized information in English for them</li> </ul>	<ul style="list-style-type: none"> <li>- STs Understand T Like them</li> <li>- Punishing is Useful for STs' own Future</li> <li>- Some STs are Scared when T asks them to Teach</li> <li>- Being Worried of Getting Bullied by T</li> <li>- Connect with the STs</li> <li>- Avoiding Deadly Habits/Using Connecting Habits</li> <li>- Gaining STs Trust and Making Them Motivated</li> <li>- Listening to STs and Smile while they are Talking</li> </ul>	<ul style="list-style-type: none"> <li>- Mutual Respect</li> <li>- Maintaining Positive Feelings</li> <li>- Creating a Safe Learning Environment</li> <li>- Setting the Rules Together with the STs</li> <li>- Avoiding Punishment</li> <li>- Avoiding Addressing STs with bad Words</li> <li>- Avoiding Ignoring STs</li> <li>- Connecting with the STs</li> <li>- Avoiding Deadly Habits/Using Connecting Habits</li> <li>- Caring STs</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students' Needs during and after Choice Theory Program? Cont.</i></p>	<p>Love and Belonging</p>	<ul style="list-style-type: none"> <li>- Trying to Know STs in Different Situations</li> <li>- Helping STs and Answer their Needs</li> <li>- Blaming STs Harshly</li> </ul>	<ul style="list-style-type: none"> <li>- Being Friendly with STs and Love them</li> <li>- Bullying STs</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining a Positive Teacher/Student Relationship</li> <li>- Discussing/Getting Involved in non-school Issues/Events</li> </ul>
	<p>Power</p>	<ul style="list-style-type: none"> <li>- Listening to STs Ideas</li> <li>- Encouraging STs with low grade</li> <li>- Praising and Rewarding with Extra Mark or Punishing with Negative Mark</li> <li>- Respecting ST</li> <li>- Avoiding Neglecting</li> <li>- Discipline, Strictness and Respect</li> </ul>	<ul style="list-style-type: none"> <li>- Having a Group in Virtual Environments</li> <li>- Being in Contact with the Students</li> <li>- Giving STs Responsibility</li> <li>- Clarity in Directions</li> <li>- Increasing STs Grades by Providing another Chance</li> <li>- Meaningful task</li> </ul>	<ul style="list-style-type: none"> <li>- Student Responsibility</li> <li>- Flourish Self-Confidence and Self-Control</li> <li>- Asking STs' Opinion for Class Rules</li> <li>- Sharing STs' Achievement by other School Staff</li> <li>- Interaction</li> <li>- Encouragement</li> <li>- Negotiation</li> <li>- ST- Tutoring</li> <li>- Out-Of- Classroom Responsibilities</li> <li>- Improving their Grades by Providing another Chance</li> <li>- Self- Assessment</li> <li>- Peer-Assessment</li> <li>- Exhibit their Work in School</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students' Needs Proposed by Choice Theory during and after Choice Theory Program? Cont.</i></p>	Freedom	<ul style="list-style-type: none"> <li>- Giving STs Freedom of Doing Fun Activities up to Some Extent</li> <li>- Established Class Rules</li> </ul>	<ul style="list-style-type: none"> <li>- Asking for STs' Opinion to Make Group</li> </ul>	<ul style="list-style-type: none"> <li>- Letting STs Decide themselves to Join Which Group They Participate (by teachers' supervising)</li> <li>- Giving STs Choices in Extra-Curricular Activities</li> <li>- Letting STs Move Around Freely and Eat and Drink</li> </ul>
	Fun	<ul style="list-style-type: none"> <li>- Joking Around</li> <li>- Assignments that Associate with Drawing Pictures</li> <li>- Mixing Different Means in Teaching and Relating to our own Classroom</li> <li>- Telling Jokes or Asking STs to Tell Jokes</li> <li>- Using STs' own Name to Explain Some Expressions</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing Wall-Paper</li> <li>- Student Magazine</li> <li>- Spending Time Together</li> <li>- Singing along with STs</li> <li>- Letting them Move and Sing</li> <li>- Student- Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>- Fun Text for Reading</li> <li>- Humor</li> <li>- Watching Fun Movies</li> <li>- Going Outside of the Class Park or Movies</li> <li>- Role Playing</li> <li>- Group Working</li> <li>- Celebration STs' Achievement</li> <li>- Spending Time Together</li> <li>- Making Wall-Paper</li> <li>- Students Magazine</li> <li>- Student- Tutoring</li> </ul>

The findings of the study and comparing them in the three circles reveal that *before CTP* these teachers' techniques to meet their students' needs mainly were:

- Avoiding addressing students' weak point in public
- Setting class rules and following a disciplined routine in teaching
- Having a good deal of strictness, humor
- Getting students prepared for the hardships of the life in school
- Supplying some personalized information in English for them
- Trying to know students in different situations
- Helping students
- Blaming
- Listening to their ideas
- Encouraging
- Praising, rewarding with an extra mark or punishing with negative mark
- Respecting
- Avoiding neglecting them
- Joking around
- Assignments that associate with drawing pictures
- Mixing different tools in teaching

*During* and *After CTP*, the participants modified some of their own techniques to some extent and replaced some others by those they learned through CTP listed below:

Students understand T like them

- Punishing is useful for students' own future
- Some students scare when teacher asks them to teach
- Being worried of getting bullied by teacher
- Connect with the students
- Avoiding deadly habits/using connecting habits
- gaining STs trust and making them motivated
- Listening to students and smile while they are talking
- Being friendly with students and love them
- Having a group in virtual environments

- Being in contact with the students
- Giving students responsibility
- Clarity in directions
- Increasing students grades by providing another chance
- Meaningful tasks
- Asking for students' opinion to make a group
- Preparing wall-paper
- Student magazine
- Spending time together
- Singing along with students
- Letting them move and sing
- Student- tutoring

*After* CTP, however, the participants modified most of their own techniques to meet students basic needs proposed by CT and replaced some others by those they learned through CTP and fix the others that they just started during CTP as listed below:

- Mutual respect
- Maintaining positive feelings
- Creating a safe learning environment
- Setting the rules together with the students
- Avoiding punishment
- Avoiding addressing students with bad words
- Avoiding ignoring students
- Connecting with the students
- Avoiding deadly habits/using connecting habits
- Caring students
- Maintaining a positive teacher/student relationship
- Discussing/getting involved in non-school issues/events
- Student responsibility
- Flourish self-confidence and self-control
- Asking students' opinion for class rules
- Sharing students' achievement by other school staff
- Interaction

- Encouragement
- Negotiation
- Student- tutoring
- Out-of- classroom responsibilities
- Improving their grades by providing another chance
- Self- assessment
- Exhibit their work in school
- Giving students choices in extra-curriculum activities
- Letting students move around freely and eat and drink
- Fun text for reading
- Humor/ watching fun movies/going outside of the class, park or movies
- Role playing/ group working
- Celebrating their achievement
- Spending time together
- Making wall-paper
- Students magazine
- Student- tutoring

#### **4.2.2. Research Findings for all Teachers' Techniques to Meet Students' Basic Needs Proposed by CT *Before* CTP in the First Circle**

Data (a total of 46 references) gathered from three sources (interview, observation field-notes and post-observation feedbacks) has respectively shown Ms. A, Ms. B, and Mr. C's techniques to meet their students' basic needs proposed by Choice Theory in the first circle. Table 15 shows all three English language teachers' techniques to meet their students' basic needs proposed by Choice Theory in the first circle before CTP.

Table 15.

*Teachers Techniques to Meet Students' Basic Needs Proposed by Choice Theory in the First Circle Before CTP*

Research Question 1	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs Proposed by Choice Theory during and after Choice Theory Program?</i></p>	Survival	<ul style="list-style-type: none"> <li>- Ensuring STs Making Mistakes is Not a Disaster</li> <li>- Avoiding of Address STs' Weak Point in Public</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Class Rules and Following a Disciplined Routine</li> <li>- Ensure STs Not Being Worry and they will be Successful</li> </ul>	<ul style="list-style-type: none"> <li>- A Good Deal of Strictness</li> <li>- Humor and Unexpected Information</li> <li>- Ensure STs that Making a Mistake is not a Disaster</li> <li>- Boys Should Get Prepared for the Hardships of the Life in School</li> </ul>
	Love and Belonging	<ul style="list-style-type: none"> <li>- Trying to Know STs</li> <li>- Trying to Build up a Relationship with STs</li> <li>- Class Discipline and Rules is More Preferable than Meeting STs' Need</li> <li>- Threating STs</li> <li>- Sending STs out of the Class</li> </ul>	<ul style="list-style-type: none"> <li>- Helping STs and Answering their Needs</li> <li>- Dis-satisfying May Lead to Leave Studying</li> </ul>	<ul style="list-style-type: none"> <li>- Supplying some Personalized Information</li> <li>- Intimacy</li> <li>- Trust</li> <li>- Blaming Inactive STs</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs Proposed by Choice Theory during and after choice Theory Program? Cont.</i></p>	<p>Power</p>	<ul style="list-style-type: none"> <li>- Assigning Out-of-Classroom Responsibilities</li> <li>- Challenging STs to Answer a Question</li> <li>- Encouraging STs Who Concerning Low Grade to Outperform in other Exams</li> </ul>	<ul style="list-style-type: none"> <li>- Getting STs to Role Play and Give Lectures</li> <li>- Listening STs Makes Them Feel Important</li> <li>- Challenge STs to Answer a Question.</li> <li>- Giving STs Out-Of-Classroom Responsibilities</li> <li>- Encouraging and Motivating STs</li> <li>- Mentioning STs Mistakes and Giving Solutions</li> </ul>	<ul style="list-style-type: none"> <li>- Respecting STs</li> <li>- Avoiding Neglecting STs</li> <li>- Asking some Personalized Questions</li> <li>- Rewarding</li> <li>- Discipline</li> <li>- Strictness</li> <li>- Respect</li> </ul>
	<p>Freedom</p>	<ul style="list-style-type: none"> <li>- Form the Group Herself and Decided Who Went into Which Group</li> </ul>	<ul style="list-style-type: none"> <li>- Praising</li> <li>- Encourage</li> <li>- Rewarding and Punishment</li> <li>- Establishing Class Rules and Making STs Obey</li> </ul>	<ul style="list-style-type: none"> <li>- Forming Group Himself and Decided Who Went into Which Group</li> <li>- Assignments which Makes STs Review Material and Refresh their Information</li> </ul>
	<p>Fun</p>	<ul style="list-style-type: none"> <li>- Joking Around</li> <li>- Assignments that Associate with Drawing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Mixing Different Means in Teaching</li> <li>- Watched a Video</li> </ul>	<ul style="list-style-type: none"> <li>- Telling Jokes</li> <li>- Asking STs to Tell Jokes</li> <li>- Using STs' Names to</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs Proposed by Choice Theory during and after Choice Theory Program? Cont.</i></p>				<p>Explain some Expressions</p> <ul style="list-style-type: none"> <li>- Assignments Leading STs to Get to Tangible Outcomes</li> <li>- Creating such Situation for STs to Work Enthusiastically</li> </ul>
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*Ms. A*

**Survival:** To meet the students' need for survival, teachers must create a safe learning environment for themselves and the students. To do this, Ms. A tried "to ensure my students that if they make a mistake, nothing dramatic will happen". She believed that to prevent any situations in which a student's physical or emotional need has been in danger, "... we shouldn't address our students' weak point in public" (14 October, 2015).

**Love and Belonging:** Love and belonging are other main needs that students and teachers always are concerned. To this end, teachers should try to connect with the students. For Ms. A "first session is the first impression". She said that "I try to know them in different situations", and "I try to build up a relationship with my students" (14 October, 2015). In the first observation before CTP it was noted that the class discipline and rules sometimes can be more preferable than meeting students' need for love and belonging:

A student was playing with her pencil box while Ms. A was teaching and making noise with them. She tap the board with maker twice then backed to the ST and asked her to stop it otherwise she had to leave the class (Field-note, 13 October, 2015).

**Power:** Ms. A's techniques to meet her students' needs for power in the first circle was listening to them and assigning "out-of- classroom responsibilities". As she mentioned: "By listening to their ideas I try to have my students feel important in the class.... To make my students feel empowered, firstly I try to challenge them to answer a question; secondly I give them some out-of-classroom responsibilities" (14 October, 2015). Students normally are concerned about their grades and they can be an efficient tool for them to feel empowered or weak, or they even can be used to bully weak students by their peers. Before CTP, she believed that "encouraging [the student who comes to her with a concern that a grade on an assignment is not as high as expected] to outperform others" is a good way to respond him/her. She stated that "also I try to show the points that cause low grade" (14 October, 2015).

**Freedom:** Freedom is another basic need of students which must to be met efficiently. Ms. A formed the group herself and decided who went into which group during group work. She believed that "students should be distributed among the groups equally in terms of their achievements; low-achiever students with high achievers and vice versa". To prevent the situation in which group stops working productively, she

tried “to guide them and practice with them, until they get the point” (14 October, 2015).

Assignment and the way teachers act are other main issues which can be challenging while considering students’ freedom. Ms. A pointed out that “after all, students should do some practices to return the lesson. It can be considered as a formative assessment, although”. However, “it will bear some shortcomings as well. It will add up to students’ stress” and “I try to give them freedom of doing fun activities up to some extent” She cited (14 October, 2015).

**Fun:** To incorporate fun into her classroom, she applied “joking around” and “assignments that associate with drawing pictures” (14 October, 2015).

### **Ms. B**

**Survival:** Ms. B tried to create a safe learning environment for her and her students” by setting class rules and following a disciplined routine in teaching”. She believed that to prevent any situations in which a student’s physical or emotional need has been in danger, she should “ensure them with [her] behavior that there’s no need to worry and they will be successful” (16 October, 2015).

**Love and Belonging:** To meet her students’ need for love and belonging, Ms. B tried to connect with the students. To this end, she strived “to help them and answer their needs related to the subject matter while [she is] in the class or in the school”. She believed that having a successful connection with students led to students’ trusting: “They trust in the teacher and get motivated to continue studying more enthusiastically” otherwise “they of course be dissatisfied and may leave or abandon studying” (16 October, 2015).

**Power:** Ms. B’s techniques to meet her students’ needs for power in the first circle were “getting them to role play and give lectures”. As she pointed out:

“By listening to their viewpoints, I try to make my students feel important in the class.... To make them feel empowered, firstly, I challenge them to answer a question. Secondly, I give them some out-of-classroom responsibilities” (16 October, 2015).|

Ms. B tried to make her students felt empowered in the first circle by ”encouraging and motivating [students] and if necessary by mentioning their mistakes and giving solutions’. Students sometimes came to her with a concern that a grade on an assignment was not as high as expected, in these cases she “encouraged [them] to get the mark their desire next time” (16 October, 2015).

**Freedom:** Unlike Ms. A, Ms. B made the group “according to their level in the class to make sure they are equal all even in number and skill”. To prevent the situation in which group stops working productively, she used “praising, encouraging, and rewarding with extra mark or punishing with negative mark” (16 October, 2015).

Assignment and the way teachers act are another main issue which can be concerned while considering students’ freedom. As it was observed in the first session before CTP:

She assigned *Oxford Essential Vocabulary* and a grammar book as an extra-curricular source. She established class rules in the first day of the school and advised students to obey them, otherwise, they would be penalized. While a student played with her cellphone, she asked the class “what is the rule about cellphone?” then she asked to put it on her desk until the end of the class (Field-note, 14 October, 2015).

**Fun:** To incorporate fun into her classroom, she applied “mixing different means in teaching and relating to our own classroom” (16 October, 2015). According to the first observation before CTP: “.... At the end of the class, they watched a video on that day’s subject” (Field-note, 14 October, 2015).

### **Mr. C**

**Survival:** Mr. C applied “a good deal of strictness, humor and unexpected information” to meet his students’ need for survival. He strived to create a safe learning environment for himself and his students. To do this “I try to ensure my students that if they make a mistake, nothing dramatic will happen” said Mr. C. Because Mr. C’ “students are boys” he did not need to concern much the situations in which a student’s physical or emotional need has been in danger, “... they should get prepared for the hardships of the life in school” he said (14 October, 2015).

**Love and Belonging:** Love and belonging are other main needs that can be met through connection and caring. Mr. C tried to connect with his students via “supplying some personalized information in English for them [students]” because he believed that “intimacy, trust, progress in English” could be risen as a result of this connection otherwise “isolation” would be happened in for the student (14 October, 2015).

He taught grammar inductively, and asked the STs to give some example. One of the weak students who was silent during the class and did not answer the teacher’s question was blamed by teacher very badly, Mr. C liken him to a *chair* (Field-note, 9 October, 2015).

**Power:** By “respecting them [students], avoiding neglecting them sometimes by asking some personalized questions” Mr. C tried to make his students feel empowered. He used “repetitions and rewarding”. Before CTP Mr. C believed that “discipline, strictness and respect” were efficient ways to remove students’ concern whose grade on an assignment was not as high as expected (14 October, 2015).

**Freedom:** Freedom is another basic need of every human being especially students, so, if teachers want to have a flourished classroom, they have to meet this need. Mr. C made the group herself and decided who went into which group during group work. He believed that “putting talented STs with an average STs, teaching again and repetitions” could satisfy students’ need for freedom.

Assignment and the way teachers act are another main issue which can be concerned while considering students’ freedom. Mr. C pointed out that “it makes them to review materials and keeps their information fresh”; However, “sometimes it is boring” (14 October, 2015).

**Fun:** To incorporate fun into his classroom, he applied “telling jokes or asking STs to tell jokes. In describing some words or expression, I use their name to explain those expressions”. To create a situation in which students work with enthusiasm, he tried to determine “assignments that lead them to get to tangible outcomes” (14 October, 2015).

#### **4.2.3. Research Findings for all Teachers’ Techniques to Meet Students’ Basic Needs Proposed by Choice Theory *During* CTP in the Second Circle**

Data (a total of 65 references) gathered from four sources (interviews, observation field-notes, post-observation feedbacks, and students’ journal has respectively shown three teachers’ techniques to meet their students’ basic needs during CTP in the second circle. Table 16, shows the research findings for all teachers’ techniques to meet students’ basic needs proposed by Choice Theory during CTP in the second circle.

Table 16.

*Participants' Techniques to Meet the Students' Basic Needs Proposed by Choice Theory in the Second Circle During CTP*

Research Question 1	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs Proposed by Choice Theory during and after Choice Theory Program?</i></p>	Survival	<ul style="list-style-type: none"> <li>- Punishment is Useful for STs' Future</li> <li>- Not Scaring of Making Mistakes and Trying to Learn from their Mistakes</li> <li>- Avoiding Addressing STs with Belittling Words</li> <li>- Avoiding Comparing STs with others</li> <li>- STs Scaring of Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>- Setting the Rules Together with the Students</li> <li>- Punishing STs Hardly Ever</li> </ul>	<ul style="list-style-type: none"> <li>- Strictness</li> <li>- Humor</li> <li>- Unexpected Information</li> <li>- Looking for New Strategy</li> <li>- Convincing STs to Feel Relax to Share their Problem</li> <li>- Ensuring STs that he is Ready to Help</li> <li>- Avoiding Punishment</li> </ul>
	Love and Belonging	<ul style="list-style-type: none"> <li>- Being Friendly with STs</li> <li>- Loving STs</li> <li>- Sometime Bullied STs' Failure and Became Angry</li> <li>- Letting STs Ask Questions to each other</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to STs and Smiling while they are Talking</li> <li>- Gaining STs Trust and Making Them Motivated</li> <li>- Being More Patient</li> <li>- Encouraging</li> <li>- Correcting STs' Mistakes</li> <li>- Giving them enough Time to Complete their Speech</li> </ul>	<ul style="list-style-type: none"> <li>- Caring STs</li> <li>- Using Virtual Environments</li> <li>- Being in Contact with STs</li> <li>- Intimacy</li> <li>- Trusting STs</li> <li>- Warm and Friendly Classroom</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs Proposed by Choice Theory during and after Choice Theory Program? Cont.</i></p>	Power	<ul style="list-style-type: none"> <li>- Giving STs Responsibility</li> <li>- Giving STs Second Exam to Improve their Grades</li> <li>- Tutoring Makes STs Feel Strong</li> </ul>	<ul style="list-style-type: none"> <li>- Role Plays</li> <li>- ST-Tutoring</li> <li>- Extra-Curricular Activities</li> <li>- Giving STs Responsibilities in and out of Classroom Class Especially the weak ones</li> <li>- Avoiding Blaming STs and</li> <li>- Giving STs another Opportunity</li> <li>- Rewarding was Replaced by Celebration</li> <li>- Consider STs' Opinion in Extra-Curricular Activities</li> <li>- Playing Drama</li> </ul>	<ul style="list-style-type: none"> <li>- Praising</li> <li>- Avoiding Neglecting STs</li> <li>- Respecting, Assigning</li> <li>- Responsibilities in the Classroom</li> <li>- ST- Tutoring</li> </ul>
	Freedom	<ul style="list-style-type: none"> <li>- Asking for their Opinion to Make Group</li> <li>- Pursing and Threatening</li> <li>- STs Chose their Responsibility in Preparing Wall-Paper or ST Magazine</li> </ul>	<ul style="list-style-type: none"> <li>- Letting them Choose Which Group They Join (provided that there was at Least one Smart ST)</li> <li>- Praising</li> <li>- Encouraging and Rewarding</li> <li>- Assignment is not Punishment Rather it is a Tool to Empower STs</li> <li>- Avoiding Overloading STs with too much Assignment</li> <li>- Allowing STs to Choose a</li> </ul>	<ul style="list-style-type: none"> <li>- Praising</li> <li>- Avoiding Neglecting</li> </ul>

			Good Book for Reading	
<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs Proposed by Choice Theory during and after Choice Theory Program? Cont.</i></p>	Fun	<ul style="list-style-type: none"> <li>- Joking</li> <li>- Reading Good Books</li> <li>- Preparing Wall-Paper Student Magazine</li> <li>- Spending Time Together</li> <li>- Singing along with CD</li> <li>- Jumping and Playing</li> </ul>	<ul style="list-style-type: none"> <li>- Allowing STs to Choose a Good Book for Reading</li> <li>- Telling Jokes</li> <li>- Asking STs to Tell Funny Stories</li> <li>- Fun Movies</li> <li>- Going outside of the Class once awhile Like Park or Movies</li> </ul>	<ul style="list-style-type: none"> <li>- Relating assignment with their Favorite Activity</li> <li>- Being Friendly and Joyful in Class</li> <li>- Playing Soccer with STs</li> </ul>

**Ms. A**

**Survival:** During CTP, Ms. A initiated to get more sensitive about her students' basic needs and their importance in students' achievement and tried to show this them, too: "Students ...understand that I like them and when I punish them, it is useful for their own future", she said. In Ms. A's opinion a safe learning environment for herself and students could be created by trying "to show them [STs] that they should not be scared of making mistakes and try to learn from their mistakes". She believed that to prevent any situations in which a student's physical or emotional need has been in danger, as teachers we "... should avoid addressing our students with bad words or comparing them with others" (Script, 24 November, 2015).

Beside field notes and interviews, students' journals were another data collection tool in the second and third circles. Analyzing their journals, supplied the study with useful information. A student of Ms. A wrote:

[I [am] sad [when] we [have] exam .... I think teacher go [sent] me out if I get bad grade]" (Script, 10 October, 2015).|

Another student who thought her fear went away:

|"before I [used to] scare when she [Ms. A] want I teach the lesson, now I don't fear, I happy now, I like I teach lesson for class" (18 November, 2015).|

**Love and Belonging:** Ms. A tried "...to be friendly with students, and love them". She pointed out that having a successful connection with her students caused "they [STs] will trust you, obey you, and listen to you properly" (24 November, 2015).

A student of Ms. A wrote" I love teacher, teacher kind, help me] (20 November, 2015).

However, another student who got a low grade in an exam worried about getting bullied by Ms. A because whenever she got a low grade "...she say, why you can't learn lesson, and got angry" (22 November, 2015), she thought that Ms. A did not like her.

**Power:** Ms. A's techniques to meet her students' needs for power in the second circle was "letting them ask questions to each other and giving them responsibility". She sometimes "give[s] them second exam to improve their grades" when they come to

her with a concern that a grade on an assignment is not as high as expected” (24 November, 2017). A student cited in her journal that she felt “strong” when teacher asked her *to teach* in front of the class:

|“When I teach lesson I am strong, friend clap for I [me] after that I can help they [them]” (Script, 5 December, 2015).|

**Freedom:** To meet students’ need for freedom in the second circles, Ms. A intended to “ask for their opinion to make group and to decide who should be in which group”. She still preferred to put “low-achiever students with high achievers and vice versa”, though. When the group stops working productively, she tried to get them back to the group-work by “pursing them and threaten them by giving (-) mark”. For Ms. A, giving plenty of assignment can “keep STs connected to the subject.” However, it should not be too much because “it can be boring and tiring” (24 November, 2017).

A student wrote that she enjoyed the freedom she had for choosing her responsibility out of several jobs in making *Wall-paper* in school:

|“She say you can choose what you do, I love draw, I draw pictures at Wall-paper” (19 November, 2015).|

**Fun:** Sometimes having fun is a missing key in classrooms. Ms. A tried to have fun by “joking, reading good books”. She believed that “when they [STs] know the purpose of the assignments and its usage, they do it with great pleasure” and whenever “they have group work” they have fun in the class. “Preparing wall paper, student magazine, and spending a special time together in school campus” were other techniques in the second circle (24 November, 2017).

Two of her students wrote that felt they had fun in the class sufficiently; *M* cited that:

|“When she say we sing with CD, in class we move, we sing, we jump we play” (20 November, 2015).|

*P* enjoyed it when they:

|“...take my toy for class and play for lesson [role play with their own toys]” (23 November, 2015).|

As observed in the fourth session during CTP, Ms. A “... started singing along with her students and they were free to move around and jump while singing” (Field notes, 9 November, 2015).

**Ms. B**

**Survival:** To meet students’ need for survival, she tried to create a safe learning environment for herself and her students by “setting the rules together with the students”, she, also avoided punitive manners a “hardly punish the students” (20 December, 2015).

**Love and Belonging:** To connect with the students, Ms. B tried “to listen to them and smile always while they are talking to her”. Ms. B believed that having a successful connection with the students resulted in “gaining students’ trust and making them motivated” otherwise, they become “dismotivated and bored in the classroom” (20 December, 2015). Ms. B strived to be more patient while her students were talking:

One of the students was explaining about her vacation. She was very slow and paused too much. Ms. B encouraged her to continue and helped her by correcting her sentence and repeating her utterance in the correct form and gave her enough time to complete her speech (Field-note, 5 November, 2015).

**Power:** To make her students feel empowered, Ms. B applied “role playing, teaching game, extra-curricular activities, giving them responsibilities in class and even out of classroom” in the second circle. She strived “to avoid blaming them and I always tried to give them another opportunity to improve their grades”. When a student comes to her with a concern that a grade on an assignment is not as high as expected, she tried to encourage her, “I say I can increase your grade provided that you have an extra effort and fulfill a project” (20 December, 2015). Responsibilities were distributed in the class and each student especially the weak ones were chosen to be in charge of some jobs like cleaning the board, playing CD player, and etc. (Field-note, 39 November, 2015).

Rewarding was started to be replaced by *celebration* as it was cited in a student’s journal:

[Sunday was we [our] celebration day because we learn and we can speak very well want to thank you for everything. Three years ago I didn’t want to

continue English because I thought it was really boring but since you have been my teacher my ideas changed and now I enjoyed English class. My teacher thank you very much (12 November, 2015).|

Ms. B tried to consider her students' opinion in extra-curricular activities like make-up class, place and time of the school camping, e.g. "extra-curricular activities like playing drama are really useful", in addition, giving another "chance to the students to enhance their score and having self-assessment" were other techniques that she applied (20 December, 2015).

A student wrote in her journal:

|Teacher stand next me and told no problem Nazli, if hard to you coming that time again in class we discuss about class time and change it. I think I am not angry now because of that we decision don't come that time (Script 15, 20 December, 2015).|

**Freedom:** Freedom is another basic need of students which teachers should try to meet them efficiently. In making group, unlike Ms. A, she thought that: "it is better to have at least one smart student and some average or weak students in a group. Considering this rule, I let them choose which group they join." To prevent the situation in which group stops working productively, she used "praising, encouraging, and rewarding with extra mark or punishing with negative mark" (20 December, 2015).

Assignment and the way teachers act are another main issue which can be concerned while considering students' freedom. She postulated that:

|Assignment is a tool to make students to practice what they learn, evaluate their understanding, of course it should be meaningful and it should really have a purpose and rationale behind it... I've told them that assignment is not punishment rather it is a tool to empower them to get ready to use what they learn. I try to avoid overloading my students. But still I think few STs find it boring or tiring (20 December, 2015).|

**Fun:** To incorporate fun into her classroom, she tried to made students enjoy the class "by letting [them] choose a good book for reading, telling jokes and asking them

to tell funny stories if they have any, fun movies, going outside of the class once awhile like park or movies” (20 December, 2015).

They went out a day before this observation and were discussing on it with each other. Ms. B wrote the meaning of the word students did not know in English on the board. They celebrate their achievement every week. They can show their talents and skills even in L1. A student could write short story in L1, she was asked to read it and some questions were asked in English from her, she was encouraged to translate it into English (Field-note, 25 December, 2015).

### **Mr. C**

**Survival:** To meet this need of his students in this circle, he tried to create a safe place for learning by using “strictness, humor and unexpected information, and looking for new strategy”. In his opinion it could be achieved by trying “to convince my students to feel relaxed to share with me their problems and ensure them that I am ready to help them” (26 November, 2017).

A student of his wrote that “he is not angry this time. He doesn’t give them negative marks but he said to them they write what happened in the class this session” (Script, 18 November, 2015).

He tried to get students’ opinions about the manner they like to be behaved by asking them to write about “how do you want to be treated in school?” an idea introduced in the CTP. Another student wrote:

[After that teacher came to class he said to us that take out a paper and write it that about “how do you want to be treated in school?” He said to us we have 15 minutes to write them (Script, 27 November, 2015).]

**Love and Belonging:** Although he was a strict teacher, he believed that “caring them [students]” is very important. Through “doing some extra-curricular activities” like having “a group in virtual environments and being in contact with my students”. He tried to connect with his students: “students’ achievement, trust, having active and joyful classroom in which students feel they are cared and loved”, otherwise it could lead to “inactive and inefficient classroom in which students only think about grade, of course only some of them” (26 November, 2017).

**Power:** Mr. C's techniques to meet his students' needs for power in the second circle were "praising, avoiding neglecting students, respecting, assigning some responsibilities in the classroom". When a student came to him with a concern that a grade on an assignment was not as high as expected, he "asked him to try hard for next exam" (26 November, 2017).

**Freedom:** To meet students' need for freedom in the second circle, Mr. C's strategy was "creating a free environment where students are able to express themselves freely and have opportunities to be creative". However, he still believed in "individual-work more than group-work since it shows clearly who learn properly and who does not" (26 November, 2015).

It was written in a journal of a student of him:

|We don't could study 504 vocabulary book and tell Mr... he don't accept in beginning but this week he bring book and tell we can choose one of them instead of 504. We choose a story book and he accept (Script, 1 December, 2015).|

**Fun:** Mr. C tried to "put [his] problem outside the school and always try to be friendly and joyful in class". He strives to "relate the homework with their favorite activity" (26 November, 2017). A student of him wrote:

|But I think it is boring. He says that we must read a book some page in week. My God it is too boring and I say teacher reading is not good. He says: you must read but you can read another book if you like that book (Script, 19 November, 2015).|

Another student mentioned:

|We bet about football, Mr... Was in out team. If team lose they should by sandwich for journey at weekend (Script, 8 December, 2015).|

#### **4.2.4. Research Findings for all Teachers' Techniques to Meet Students' Basic Needs proposed by CT *After* CTP in the Third Circle**

The data (a total of 61 references) gathered from four sources (interviews, observation field-notes, post-observation feedbacks, and students' journals) has respectively shown Ms. A, Ms. B, and Mr. C's techniques to meet their students' needs after CTP in the third circles. Table 17 shows all three teachers' techniques to meet their students in the third circle after CTP.



Table 17.

*Participants' Techniques to Meet the Students' Basic Needs Proposed by Choice Theory in the Third Circle After CTP*

Research Question 1	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs Proposed by Choice Theory during and after Choice Theory Program?</i>	Survival	<ul style="list-style-type: none"> <li>- Seeing and Caring STs</li> <li>- I am Not STs Boss</li> <li>- Preventing STs to Bully each other</li> <li>- Applying "What Do You Do?" Instead of "Why do You Do?"</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring STs that they can Trust Her and no Danger May Reach them</li> <li>- Avoiding Punishing or Blaming STs</li> <li>- Showing STs that they are Important</li> <li>- Mutual Respect</li> </ul>	<ul style="list-style-type: none"> <li>- Creating a Cooperative and Interactive Environment and Act as a Leader</li> <li>- Trying to Convince STs to Share Problems with him</li> <li>- Ensuring STs to Help Them</li> <li>- Avoiding and Preventing Bullying</li> <li>- Trying to Solve Problem in the Class Firstly</li> </ul>
	Love and Belonging	<ul style="list-style-type: none"> <li>- Listening to them</li> <li>- Being Friendly and Kind</li> <li>- Avoiding Blame or Punishment</li> <li>- Trying to Connect with STs by Caring them</li> <li>- Becoming Sometimes a Member of STs Group and Sitting in their Circle</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to STs Carefully</li> <li>- Showing Her Affection</li> <li>- Caring</li> <li>- Never Punishing or Blaming</li> <li>- Trying to Gain STs Trust</li> <li>- Caring STs</li> <li>- Sitting Besides STs Talked to them</li> <li>- Moving Around</li> <li>- Giving STs Another Chance to Improve Grade</li> </ul>	<ul style="list-style-type: none"> <li>- Avoiding to Ignore STs</li> <li>- Listening</li> <li>- Showing his Love and Respect to STs</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs' Proposed by Choice Theory during and after Choice Theory Program? Cont.</i></p>	<p>Power</p>	<ul style="list-style-type: none"> <li>- Meaningful Task</li> <li>- Putting them in Charge of Audio-Visual Equipment</li> <li>- Making all STs Responsible for Something in Class</li> <li>- ST- Tutoring</li> <li>- Ensuring STs Not to Be Worry about Grade</li> <li>- Giving STs another Opportunity to Improve their Grade by Taking their Paper Home and Write Correct Answers</li> </ul>	<ul style="list-style-type: none"> <li>- Extra-Curricular Activities Like Playing Drama</li> <li>- Giving STs another Chance to Enhance their Score</li> <li>- Self-Assessment</li> <li>- Peer-Assessment</li> <li>- Role Playing</li> <li>- STs-Tutoring</li> <li>- Giving STs Responsibilities in and out of Classroom</li> <li>- Avoiding Blaming</li> <li>- Encouraging STs to Use English in Context</li> </ul>	<ul style="list-style-type: none"> <li>- Flourishing STs' Self-Confidence and Self-Control</li> <li>- Asking STs' Opinion for Class Rules and Extra-Curricular Programs</li> <li>- Sharing their Achievement with other School Staff</li> <li>- Exhibiting their works in School</li> <li>- Giving them an Alternative Solution to Improve their Grade Asking them to Study Again and Teach the same Subject in Class</li> </ul>
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<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs' Proposed by Choice Theory during and after Choice Theory Program? Cont.</i></p>	Freedom	<ul style="list-style-type: none"> <li>- Distributed Responsibilities among Students</li> <li>- Allowing STs to Decide Which Group to Join</li> <li>- Joining STs' Group and Becoming a Member of theirs</li> <li>- STs Freely Choose to Read their Favorite Books to their own Interest as an Extra-Curricular Activity</li> </ul>	<ul style="list-style-type: none"> <li>- Taking her STs to the Tourist Attractions</li> <li>- Allowing STs to Choose their Group Member themselves but She Always Controlled their Job</li> <li>- Moving along Groups to Solve their Problems</li> <li>- Being a Facilitator</li> <li>- Avoiding Overloading STs with too Much Assignment</li> <li>- Being more Flexible in Assigning Assignment</li> </ul>	<ul style="list-style-type: none"> <li>- Distributing Responsibilities</li> <li>- Joining to their Group and Becoming a Member of theirs</li> <li>- Trying to Lead STs</li> <li>- Assigning Useful Homework</li> <li>- Give them too many Assignments</li> <li>- Avoiding Overloading STs with too Much Assignment</li> </ul>
	Fun	<ul style="list-style-type: none"> <li>- Reading Good Books</li> <li>- Playing Meaningful Game</li> <li>- Having Group Work and Joyful Activities</li> <li>- Demonstrating STs Job in the Class</li> <li>- Spending Time Together</li> <li>- Celebrating STs' Achievement</li> </ul>	<ul style="list-style-type: none"> <li>- STs Chose a Good Book for Reading</li> <li>- Telling Jokes</li> <li>- Asking STs to Tell Funny Stories</li> <li>- Being Together outside of the Class and going to Park or Movies</li> <li>- To Exhibit their Work in School</li> <li>- Teaching Game</li> <li>- Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>- Telling Joke</li> <li>- Being Easy Going</li> <li>- Incorporate Laugh and Joy in Class</li> <li>- Watching Fun Movies</li> <li>- Playing Soccer with STs</li> <li>- Meaningful Task</li> <li>- Encouraging STs to Use their Knowledge in their Real Life</li> <li>- ST- Tutoring</li> <li>- Writing Journal</li> </ul>

<p><i>How Does Choice Theory Affect English Language Teachers' Techniques to Meet Students Needs' Proposed by Choice Theory during and after Choice Theory Program? Cont.</i></p>			<ul style="list-style-type: none"> <li>- Group Working</li> <li>- Asking them to Interview with People about a Special Subject and Report in the Class</li> <li>- Assignments which STs Respond to with Pleasure</li> <li>- Making Wall-Paper</li> <li>- Celebration</li> </ul>	<ul style="list-style-type: none"> <li>- Group Work Specially in Reading Task</li> <li>- Informing STs about the Goals of the Tasks and Encouraging them to Responded them with Enthusiasm</li> </ul>
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**Ms. A**

**Survival:** As already cited, to meet students' need for survival, teachers and students require a safe learning environment. To this end, Ms. A pointed out that "I try to show them I see them, I care them, I am not their boss and they can trust me" (25 March, 2016). She said that a student of her was once in a situation in which her emotional needs were in danger:

[A ST of mine was bullied because of her family status by her classmates. Firstly I talked with all class and told them about their misbehavior and its effects on their friend and ask them to apologize to her and help her to deal with this problem in her life. Then I talked with that ST and explain that her family's situation is not her fault and she should not ashamed of that. She should accept it and try to change this situation by studying well and helping her mother (25 March, 2016).]

One of her students cited in her journal that:

[I am sad because I don't bring me [my] workbook again. Teacher said what you do now? Leila said: look at my workbook. Teacher said: write your answer on notebook and at home write on workbook (Script, 22 April, 2016).]

**Love and Belonging:** Love and belonging are always concerned and cannot be taken for granted. To do this, Ms. A stated that:

[When they speak to me or read a text, I listen to them with smile, I don't blame or punish them. Instead of that I always try to connect with them by caring them and sometimes I become a member of their group and sit in their circle... knowing deadly and connecting habits were really useful for me to deal with students' needs (25 March, 2016).]

One of her students cited that "I am not write homework. She not angry... I must write next week" (Script, 5 March, 2016).

**Power:** Ms. A's main technique to meet her students' needs for power in the third circle was "... meaningful task" because in her opinion "when they accomplish to do them, they feel important", another technique she used was "...putting them in charge of audio-visual equipment and trying to make all of them responsible for something in class and having them teach in front of the class" (25 March, 2016).

Students are mostly concerned about their grades and it can be an efficient tool for them to feel empowered or weak, or even it can be used to bully weak students by others. After CTP Ms. A postulated that:

[I explain to them that learning is important than grade and they should not be worry about grade. I give them another opportunity to improve their grade by taking their paper home and write correct answers and get marks for their correct answers (25 March, 2016).]

Ms. A used to assigned only one student (a high-achiever one) in charge of all class responsibilities. After CTP she distributed the responsibilities among students and every one had to partake in the class management:

She asked one of the students to bring the remote control and another one to collect the students' journals and put them on her desk ... All of them were responsible for keeping the classroom clean and tidy (Field-note, 15 March, 2016).

**Freedom:** Group work is one of the techniques which lets students feel freedom in the classroom. To get the groups engaged actively in group-works, Ms. A tried to let them "decide themselves to join which group they participate but if their group needs essential changes, I try to ask someone else to be replaced, so that they can have efficient group-work". To prevent the situation in which the group stops working productively she prefers... "To join their group and become a member of theirs and tries to lead them". Assignment and the way teachers deal with are some other main issues which can be considered regarding students' freedom" (25 March, 2016). Ms. A stated that:

[The main thing I keep in mind while giving an assignment is that they should be useful and students should know their purpose, too... by giving meaningful homework we can reduce its difficulty but STs sometimes complain that it takes their time a lot (25 March, 2016).]

She “let them move around freely and they could eat and drink in the class provided that they do not make disruptive noise and the class must be kept clean ... Each group was allowed to freely choose to read their favorite books to their own interest as an extra-curricular activity” (Field-note, 15 March, 2016). A student of her cited that, “I not must read *Little Goat* [I] love *Jig and Pat*” (Script, 10 March, 2016).

**Fun:** To incorporate fun into her classroom, she applied “reading good books, playing meaningful games, having group work and joyful activities like demonstrating their job in the class, spending time together and celebrating their achievement” because she believed that “when they know the purpose of the assignments and their usage, they do it with great pleasure” (25 March, 2016). *Celebration* day was held every month after CTP:

Students all wore colorful hats and supplied some sweets and different homemade snacks made by themselves or their mothers... They took photos to share in their social networks (Field-note, 4 April, 2016).

**Ms. B**

**Survival:** To meet the students’ need for survival, she tried to “avoid deadly habits especially punishing or blaming, show them that they are important to [her], it returns [her] back by their respect.” In case she had any situations in which a student’s physical or emotional need had been in danger she strived “to connect with her to ensure her that she can trust me [Ms. B] and no danger may reach her (25 January, 2016).

**Love and Belonging:** Connecting with the students is an efficient way to meet the need of love and belonging. Ms. B cited that she tries to “listen to them carefully while they talk, show them that I love them and care their feeling, never punish or blame them”. Ms. B believed that having a successful connection with students resulted in students’ “success, trust, and having an effective classroom” otherwise we would

have “failure in school, even hating teacher and school, getting bored and trying to get rid of school and school works” (25 January, 2016).

Ms. B was caring for her students who got low grades in the previous exam. They were given another chance to improve their grade. She moved around the class and especially went and stood beside some students who seemed anxious and talked to them and asked something from them. She was smiling while talking to them (Field-note, 15 March, 2016).

**Power:** Ms. B’s techniques to meet her students’ needs for power in the third circle were mainly “extra-curricular activities like playing drama, giving chance to them to enhance their score and having self-assessment, role plays, student-tutoring, giving them responsibilities in class and even out of classroom”. She stated that: “I always try to avoid blaming them and give them another opportunity to improve their grades” (25 January, 2016). She stated that:

|I tell them that all grades until the final exam are temporary and ask them to take the exam paper home and write the correct answers to raise their grade. I always emphasize that learning is important than of their grades (25 January, 2016).|

Ms. B sometimes took her students to the city’s tourist attractions to get them chance to use their English in context and encouraged them to be engaged in communication with them. Two of the students pointed to this in their journals: “We go in the park and speak with tourists, I shy but teacher say I can” (Script, 28 January, 2016)

**Freedom:** To meet students’ need for freedom, Ms. B tried to form the groups together with the students for group-works after CTP; she preferred to have efficient group work and stated that:

|Having efficient work is more important than who goes into which group. I know my students and their relation with each other and know who can work well with whom, so I let them choose their group member themselves but I always control their job” (25 January, 2016).|

To prevent the situation in which group stops working productively she “move[s] along from a group to other and talk[s] to them, give[s] them feedback and if they have a problem [she tries] to solve it and try to be a facilitator” ... Assignment and the teachers manner are other main issues which can be concerned while considering students’ freedom (25 March, 2016). Ms. B pointed out that:

|Assignment is a tool to make students to practice what they learn, evaluate their understanding, of course it should be meaningful and it should really have a purpose and rationale behind it ... I’ve told them that assignment is not punishment rather it is a tool to empower them to get ready to use what they learn. I try to avoid overloading my students. But still I think few STs find it boring or tiring (25 January, 2016).|

Ms. B became more flexible in assigning the assignment for students. As it was written in a journal of students:

|Ms... Asked I write recipe for a food. I don’t love cook. Ms ... you write about dance and history dance (Script 11, 20 January, 2016).|

**Fun:** To incorporate fun into her classroom, she let:

|Students chose a good book for reading, tell jokes and I ask them to tell funny stories if they have. We watch fun movies and go outside of the class once a while like park or movies. They have team work and I try to exhibit their work in school. Teaching game, role playing, group workings are our other activities. Sometimes I ask them to interview with people about a special subject and report us in the classroom. These are kinds of assignments students respond to with enthusiasm (25 January, 2016).|

One of the students cited in her journal that:

|We have party to teacher birthday today. We must not bring gift expensive to everyone. Two weeks before my birthday and all students and

celebrate my birthday. We have birthday for each students (Script, 25 April, 2016).|

Making wall-paper and students magazine were some of her class activities which were observed in the researcher's observation:

Each group were supposed to make a wall paper on "how can we have an funnier class?". Everyone were responsible for a special job, one student with a nice handwriting was going to write paper. Another one should draw the caricature, and etc. They circled their chairs and Ms. B moved around and helped them (Field-note, 25 April, 2016).

### **Mr. C**

**Survival:** To meet students' need for survival, he strived to create a safe learning environment for his students through creating "a cooperative and interactive environment and acting as a leader". In case of any situations in which a student's physical or emotional need has been in danger he "tr[ies] to convince [his] students to feel relaxed to share with [him their] problems and ensure him that [he is] ready to help them (23 March, 2016).

Once a student of him was in a situation in which his physical or emotional needs was in danger, one of the students cited in his Journal:

|I fought to a student and I must hit him because he swear I. I was scaring teacher don't put me to class. But he don't say to my father he solve our problem in the class. I must help that student in lesson because my English is good (Script, 22 April, 2016).|

**Love and Belonging:** To meet students' need for love and belonging, he stated that: "I avoid ignoring them, listen them, show my love and respect to them" (23 March, 2016).

Analyzing his students' journals, it was found that he was almost sensitive to this case, too:

|I has accident by my father car and father doesn't permission I go to school yesterday. I write email for Mr..... and say I don't come he say he speak by my father and my father is angry but I can go gym and school today (Script, 20 March, 2016).|

**Power:** Mr. C's main technique to meet his students need for power in the third circle was "...giving them responsibility in class, flourishing their self-confidence and self-control, asking their opinions for class rules and extra-curricular program, sharing their achievement by other school staff, e.g. their journal and newspapers were exhibited in school" (23 March, 2016).

Students generally concern about their grades and it can be an efficient tool for them to feel empowered or weak, or even it can be used to bully weak students by others. After CTP Mr. C postulated that: "I've tried to give them an alternative solution, ask them to study again and reteach the same subject in the class" (23 March, 2016).

As it was noted in the field-notes, he tried to distribute responsibilities among all the class:

He gave responsibility to everyone in the class, every student should be asked to be in charge of audio-visible equipment... Mr. C asked a student to go the administrator and asked for a CD they were supposed to give him (Field-note, 15 March, 2016).

**Freedom:** As cited before, group-work is very important for students' freedom. To make the groups for group-works, Mr. C believed that "being talented is not enough so I try to have interactive and active student together with talented and average students. I move along groups and help them". To prevent the situation in which group stops working productively, he preferred "to join to their group and become a member of theirs and try to lead them, students". Assignment and the way teachers' manner are other main issues which can be concerned while considering students' freedom. Mr. C pointed out that:

|I don't give them too many assignments, I choose useful homework. We always have some STs who are nagging about amount of homework and it is not easy to make them active (23 March, 2016).|

***Fun:*** To incorporate fun into his classroom, he applied:

[Telling joke, being easy going, incorporate laugh and joy in my class, showing fun movies, playing games (they generally soccer, while they play in the school yard, I join them even for a short time (23 March, 2016).]

He believed in usefulness of assignment for students' development and stated that:

[Meaningful tasks which improve their competency and help them to use their knowledge in their real life. Student-tutoring, having them write a journal, group work specially in reading task are other fun activities. Ensuring students to understand that there is meaning (or goal) in what they are asked to do is very important. I mean a meaningful assignment that students responded with great enthusiasm and they are required to use multiple intelligence (23 March, 2016).]

#### **4.3. The Results of the Research Finding for Question 2**

***Research question 2: How do English language teachers exposed to the Choice Theory program change their perception about classroom management during and after this program?***

##### **4.3.1. Summary of the Research Findings for all Teachers in two Circles; During and After CTP**

Data (a total of 160 references) gained through interview, post-observation feedbacks, and PCTS questionnaire has shown three teachers' perceptions about students and classroom management at the end of CTP in two circles; during and after CTP. Table 18 shows the summary of the participants' techniques to meet their students' needs in the three circles.

Table 18.

*Participants' Perceptions about Classroom Management in the Two Circles; During and After CTP*

Research Question 2	Theme	Codes	
		DCTP	ACTP
<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program?</i></p>	<p>Discipline Situations (DS) and Misbehavior</p>	<ul style="list-style-type: none"> <li>- STs Try to Gain Attention</li> <li>- Having Problem in Family</li> <li>- Punishment and Threatening are Controlling Tool</li> <li>- Sending Problem STs out of Class</li> <li>- <i>Asking Frequently</i> While Encountering a DS “<i>What Are You Doing?</i>” Instead of “<i>Why Are You Doing That?</i>”</li> <li>- Not Being Motivated Enough by STs led to DS</li> <li>- Not Being Interested in the Class led to DS</li> <li>- Giving Negative Mark or Reducing their Final Scores</li> <li>- Sharing the Problem with STs’ Parents and Administrator</li> <li>- Getting Closer to Problem</li> </ul>	<ul style="list-style-type: none"> <li>- Looking for Ways to how Control Trouble Situation</li> <li>- Sending PS out of The Class</li> <li>- Trying to Understand the DS Before Sharing Problem with Administrators and the Parents</li> <li>- <i>Asking Frequently</i> while Encountering a DS “<i>What Are You Doing?</i>” Instead of “<i>Why Are You Doing That?</i>”</li> <li>- Could have Closer Relation with Problem STs Through Using CT</li> </ul>

		<p>STs Through Using CT</p> <ul style="list-style-type: none"> <li>- Blaming their Family to Grow such Impolite Children</li> </ul>	
<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program? Cont.</i></p>	<p>Assignment</p>	<ul style="list-style-type: none"> <li>- STs Should do Some Practices to Return the Lesson</li> <li>- Assignment can be Considered as a Formative Assessment</li> <li>- Adding up to Students' Stress</li> <li>- Making STs Review Materials and Keeping their Information Fresh</li> <li>- Sometimes it is Boring</li> <li>- Meaningful Homework we can Reduce its Difficulty</li> <li>- Meaningful</li> </ul>	<ul style="list-style-type: none"> <li>- Making STs to Practice What They Learn</li> <li>- Evaluating STs Understanding</li> <li>- It Should Have a Purpose and Rationale Behind it</li> <li>- Should not Considered as Punishment</li> <li>- It is a Tool to Empower STs to Get Ready to Use What the Learn</li> <li>- Avoiding Overloading STs</li> <li>- STs Sometimes Find It Boring or Tiring</li> <li>- Avoiding too Many Assignments</li> <li>- Meaningful and Useful Assignment</li> <li>- Choosing Useful Homework</li> <li>- It is not Easy to Make STs Active</li> <li>- Keeping STs Connected to the Subject</li> <li>- A Tool to Make STs to Practice what they Learn</li> <li>- A Tool to Evaluate STs Understanding</li> <li>- It Should be Meaningful</li> </ul>
		<ul style="list-style-type: none"> <li>- Grades can be an Efficient Tool for STs to Feel Empowered or Weak</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Assessment</li> <li>- Peer-Assessment</li> <li>- Qualitative Assessment should also be</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program? Cont.</i></p>	<p>Assessment</p>	<ul style="list-style-type: none"> <li>- Grade can be Used to Bully Weak Students by their Peers</li> <li>- Learning is Important than the Score</li> <li>- Quantitative Assessment</li> <li>- Giving Another Chance to Enhance their Score</li> </ul>	<p>Include</p> <ul style="list-style-type: none"> <li>- Learning is Important than Grade</li> <li>- Should Reduce STs' Concern about Exam and Stress</li> </ul>
	<p>Classroom and Students</p>	<ul style="list-style-type: none"> <li>- Having Opportunities <i>Just Sometimes</i> to Implement CT</li> <li>- Belief that Every Student Can Succeed</li> <li>- <i>Never</i> has Negative Attitude Toward STs and CL</li> <li>- Becoming <i>Sometimes</i></li> </ul>	<ul style="list-style-type: none"> <li>- Flexibility</li> <li>- Needing to Believe its Usefulness Before Using it</li> <li>- Managing CL with Tough and Strict Rules</li> <li>- Boys Needs Lots of Control</li> <li>- Classroom can be More Effective if Its Manage to Include all Students Especially Lazy and Problems STs</li> <li>- Giving more Room for Group Discussion</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program? Cont.</i></p>		<p>Disappointed of Getting along with the Problem STs</p> <ul style="list-style-type: none"> <li>- Needing Time to Get Used to the Group Activities</li> <li>- Seeing STs as Assistants in Managing Classroom</li> <li>- Being More Positive Towards STs</li> <li>- Implementing CT Hesitantly</li> <li>- Quality of Learning is More Important than the Quantity of Materials to be Learned</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion is an Efficient Tool to Develop Learning/ Knowledge/Experience/ Reflection</li> <li>- Having Opportunities <i>Often</i> to Implement CT</li> <li>- STs Getting More Comfortable with each other and T after CTP</li> </ul>
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<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program? Cont.</i></p>	<p>Teacher's Rules</p>	<ul style="list-style-type: none"> <li>- Giving Feedback</li> <li>- Teaching STs Discipline</li> <li>- Getting STs Learn as Good as Possible</li> <li>- Acting as Facilitator Not a Boss</li> <li>- Restating the and clarifying the Rules and Subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Create a Cooperative and Interactive Environment and Act as a Leader</li> <li>- Getting Closer to the STS"</li> <li>- Trying Not to be the Boss in Class but Having the Authority Himself</li> <li>- Would Like to Accept More Responsibility and do More than Teaching</li> <li>- As a Person who can Connect to the STs and Facilitated the Process</li> <li>- Restating the Subject is Always Helpful</li> </ul>
	<p>External Control &amp; Students' Choices</p>	<ul style="list-style-type: none"> <li>- Conditional Freedom of Making Decision (Not Interfere with the Classroom Discipline)</li> <li>- Involving STs in Formation of Simple Rules Like Extra-Curricular Activities</li> <li>- Children can Improve themselves and Get along with a New Strategy if</li> </ul>	<ul style="list-style-type: none"> <li>- Considering More Opportunities for STs to Get Involved in the Classroom Rules</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program? Cont.</i></p>	<p>Choice Theory</p>	<ul style="list-style-type: none"> <li>- Interesting but Still Unclear and STs Need Time to Get Used to it</li> <li>- Affecting CM to Some Extent</li> <li>- Being Influenced to Some Extent by CT</li> <li>- Not Being Influenced</li> <li>- The Program is Very New, Unfamiliar, Vague and Not Easy to Implement it in for Children</li> <li>- Not Affecting CM Obviously</li> <li>- STs Consider Themselves More Responsible for their Manner</li> <li>- Not Being Influenced So Much</li> <li>- Programs Introduced in the USA Cannot be Employed in our Country</li> </ul>	<ul style="list-style-type: none"> <li>- Equipping T with more Techniques</li> <li>- STs Enjoy it</li> <li>- STs can See and Have Different Methods and Learning Situations Being Really Effective</li> <li>- Assisting T and STs to Improve their Skills in Classroom and out of School</li> <li>- Learning CT and Teaching it to others, Leads to a Better Society</li> <li>- STs Consider themselves as a Main Part of the Class</li> <li>- T Communication Improving with STs</li> <li>- they Like it and See its Concrete Consequence</li> </ul>
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The findings of the study and comparing them in two circles reveal that *during CTP* these teachers' perceptions about classroom management generally were:

- Controlling problem students by threatening
- Giving negative mark or reducing their final scores to control students
- Assignment makes students review materials and keeping their information fresh
- Grades can be an efficient tool for students to feel empowered or weak
- Grade can be used to bully weak students by their peers
- Quantitative assessment is better
- Having opportunities *just sometimes* to implement CT in the classroom
- *Sometimes* has negative attitude toward students and classroom
- Needing time to get used to the group activities
- Seeing students as assistants in managing classroom
- Being more positive towards students
- Quality of learning is more important than the quantity of materials to be learned
- Discussion not only improves their lesson but also increases STs' self-confidence.

*After* CTP, the participants modified their perceptions towards classroom to some extent as listed below:

- Looking for efficient ways to how control trouble situation before sharing problem with parents or administrator
- Asking frequently while encountering a discipline situation "what are you doing?" instead of "why are you doing that"
- Having closer relation with problem students through using CT
- Keeping STs connected to the subject and classroom
- Assignment should not considered as punishment
- Avoiding too many assignments
- Meaningful and useful assignment
- Learning is more important than grade
- Qualitative assessment should be also applied

- Considering more opportunities for students to get involved in the Classroom rules
- CTP was really effective for their classroom
- Assessing teacher and students to improve their skills in classroom and out of school
- learning CT and teaching it to others, leads to have a better society

#### **4.3.2. Research Findings for all Teachers' Perceptions about Classroom Management during and After CTP in the Second and Third Circles**

Data (a total of 160 references) gathered from three sources (interview, and post-observation feedbacks, and PCTS questionnaire) has respectively shown Ms. A, Ms. B, and Mr. C's perceptions toward classroom management during and after CTP in the second and third circles. Tables 19 and 20 show the analysis of three teachers' perceptions about classroom management in two circles, during and after CTP.

Table 19.

*Participants' Perceptions about Classroom Management in the Second Circle During CTP*

Research Question 2	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program?</i></p>	<p>Discipline Situations (DS) and Misbehavior</p>	<ul style="list-style-type: none"> <li>- STs Trying to Gain Attention</li> <li>- Having Problem in Family</li> <li>- Punishing</li> <li>- Sending Problem STs out of Class</li> <li>- <i>Asking Frequently</i> in DS "What Are You Doing?" Instead of "Why Are You Doing That?"</li> <li>- Becoming more aware about how to Get Close to Problem STs Through Using CT</li> </ul>	<ul style="list-style-type: none"> <li>- Not being Motivated Enough</li> <li>- Not being Interested in the Class</li> <li>- Controlling Problem STs by Threatening</li> <li>- Giving Negative Mark or Reducing Their Final Scores</li> <li>- Calling their Parents to School</li> <li>- <i>Asking Frequently</i> in DS "What Are You Doing?" Instead of "Why Are You Doing That"</li> <li>- Getting closer Problem Ts</li> </ul>	<ul style="list-style-type: none"> <li>- Looking for Ways to how Control Trouble Situation</li> <li>- Sending them out of the Class</li> <li>- Sharing Problem with Administrator</li> <li>- <i>Asking Frequently</i> in a DS "What Are You Doing?" Instead of "Why Are You Doing That"</li> <li>- Having Closer Relation with Problem STs Through Using CT</li> </ul>
		<ul style="list-style-type: none"> <li>- STs should do some Practices to Return the Lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping STs connected to the Subject</li> <li>- A Tool to Make STs to</li> </ul>	<ul style="list-style-type: none"> <li>- Making STs to Practice What They Learn</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management at the End of this Program? Cont.</i></p>	<p>Assignment</p>	<ul style="list-style-type: none"> <li>- Can be Considered as a Formative Assessment</li> <li>- Adding up to Students' Stress</li> <li>- Making STs Review Materials and Keeping their Information Fresh</li> <li>- Sometimes it is Boring</li> </ul>	<p>Practice what they Learn</p> <ul style="list-style-type: none"> <li>- A Tool to Evaluate STs Understanding</li> <li>- It should be Meaningful</li> <li>- Blaming their Family to Grow such Impolite Children</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluating STs Understanding</li> <li>- It should have a Purpose and Rationale Behind It</li> <li>- Should not Considered as Punishment</li> <li>- It is a Tool to Empower STs to Get Ready to Use What the Learn</li> <li>- Avoiding Overloading STs</li> <li>- STs Sometimes Find It Boring or Tiring</li> <li>- Avoiding too many Assignments</li> </ul>
	<p>Assessment</p>	<ul style="list-style-type: none"> <li>- Grades Can Be an Efficient Tool for STs to Feel Empowered or Weak</li> <li>- Grade can be Used to Bully Weak Students by</li> </ul>	<ul style="list-style-type: none"> <li>- Learning is Important Than Grade</li> </ul>	<ul style="list-style-type: none"> <li>- Showing how Well STs Learn</li> <li>- Comparing Weak and Strong STS</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program? Cont.</i></p>		<p>their Peers</p>		
	<p>Classroom Characteristics</p>	<ul style="list-style-type: none"> <li>- even if I want to trust them and give them any responsibilities, I am sure they misuse it or make me disappointed</li> <li>- Having Opportunities <i>Just Sometimes</i> to Implement CT</li> <li>- Belief that Every Student Can Succeed</li> <li>- <i>Never</i> has Negative Attitude Toward STs and CL</li> <li>- Needing Time to Get Used to the Group Activities</li> <li>- STs Are Not Open in Their Responses During Group Discussion Obviously</li> <li>- STs Are Unable to Do Group Discussion Properly and It Takes Class Time</li> </ul>	<ul style="list-style-type: none"> <li>- Flexibility</li> <li>- Knowledge/Experience Reflection</li> <li>- Having Opportunities <i>Sometimes</i> to Implement CT</li> <li>- Becoming <i>Sometimes</i> Disappointed of Getting along with the Problem STs</li> <li>- Giving Special Room for Group Discussion</li> <li>- STs Like and Try to be Open in Group Discussion</li> <li>- Group discussion has less importance in</li> <li>- Preferring to Have More Individual and Challenging Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Implementing CT <i>Hesitantly</i></li> <li>- Needing to Believe its Usefulness before Using it</li> <li>- Managing CL with Tough and Strict Rules Boys Needs Lots of Control</li> <li>- Individual Activities are More Significant to Evaluate each ST's Capabilities and Development</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after Program? Cont.</i></p>	<p>Teacher's Rules</p>	<ul style="list-style-type: none"> <li>- Giving Feedback</li> <li>- Teaching STs Discipline</li> <li>- Getting STs To Learn as Good as Possible</li> <li>- Controlling Students</li> </ul>	<ul style="list-style-type: none"> <li>- Would Like to Accept more Responsibility and do more than Teaching</li> <li>- Not Knowing <i>Sometimes</i> What and how she Should</li> <li>- Being Facilitator to <i>Some Extent</i></li> <li>- Managing and Controlling Different STs with Different Cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Creating a Cooperative and Interactive Environment and Act as a Leader</li> <li>- Solving our Problem in the Class</li> <li>- Having Difficult Job to Control STs</li> <li>- Needing to be Strict</li> </ul>
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<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this Program? Cont.</i></p>	<p>External Control &amp; Students' Choices</p>	<ul style="list-style-type: none"> <li>- Depending on STs' Manner</li> <li>- Conditional Freedom of Making Decision (Not Interfere with the Classroom Discipline)</li> <li>- Cannot Let STs Involve in Making Rules</li> <li>- STs are so Immature to Know how to Think about the Rules</li> <li>- Rewarding is always inspiring</li> <li>-Punishment is deterrent</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Rules</li> <li>- Following Rules by T</li> <li>- Making STs to Follow Rules</li> <li>- By Encouragement and Punishment</li> <li>- Formulating Rules by STs Leads to Chaos</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Cannot Take the Class Rules and Discipline for Granted</li> <li>- Establishing the Rules by himself</li> <li>- Not Letting STs to Involve in Formulating the Rules</li> <li>- Not Allowing Lazy and Problem STs to Deceive him</li> </ul>
	<p>Choice Theory</p>	<ul style="list-style-type: none"> <li>- Not Being Influenced</li> <li>- The Program is very New, Unfamiliar, Vague and Not Easy to Implement it in for Children</li> <li>- Not Affecting CM Obviously</li> <li>- STs Were Not Able to Follow CT</li> <li>- Needing too much Energy and Time</li> </ul>	<ul style="list-style-type: none"> <li>- Being Influenced to Some Extent</li> <li>- Interesting but Still Unclear and STs Need Time to Get Used to it</li> <li>- Affecting CM to Some Extent</li> <li>- STs Need Time to Have Outstanding Effect</li> <li>- It is Westernized and T Has to Consider Own Culture and Manner to</li> </ul>	<ul style="list-style-type: none"> <li>- Not being Influenced So Much</li> <li>- Programs Introduced in the USA cannot be Employed in our Country</li> <li>- Affecting CM not much</li> <li>- STs must Listen Carefully While</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this program? Cont.</i></p>		<ul style="list-style-type: none"> <li>- STs are Reluctant to Follow its Rules</li> <li>- Teaching Children Causes we cannot get Desired and Planned Consequences of CTP</li> <li>- Repeating and Restating Lesson is Exhausting</li> </ul>	<p>Adapt it</p> <ul style="list-style-type: none"> <li>- Refreshing Tool to Flourish the Classroom</li> <li>- No Need to Clarify or Restate Because Her Rules are Clear Cut Enough</li> <li>- If STs Need More Explanation, They Must Ask themselves</li> </ul>	<p>Teaching</p> <ul style="list-style-type: none"> <li>- Repetition and Restating Spoils STs and Makes Them Lazy</li> </ul>
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Table 20.

*Participants' Perception about Classroom Management in the Third Circle after CTP*

Research Question 1	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this program?</i>	Discipline Situations (DS) and Misbehavior	<ul style="list-style-type: none"> <li>- Asking "What the Problem is"</li> <li>- Trying to Find a Solution for DS</li> <li>- Frequently Asking Problem STs "What Are You Doing" Instead of "Why Are You Doing That"</li> </ul>	<ul style="list-style-type: none"> <li>- Trying to Understand the Roots of the Problem</li> <li>- Trying to Find a Way to Get Close to Problem STs</li> <li>- Frequently Asking Problem STs "What Are You Doing" Instead of "Why Are You Doing That"</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding Nature of the Problem in the Classroom</li> <li>- Trying to Manage the DS Not Just Punishing the Problem ST</li> <li>- Sometimes Asking in DS "What Are You Doing" Instead of "Why Are You Doing That"</li> </ul>
	Assignment	<ul style="list-style-type: none"> <li>- Should be Useful</li> <li>- Meaningful Homework We Can Reduce Its Difficulty</li> <li>- Its Purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluating Tool for STs' Understanding</li> <li>- Not Punishment Meaningful</li> </ul>	<ul style="list-style-type: none"> <li>- Meaningful and Useful Assignment</li> </ul>
	Assessment	<ul style="list-style-type: none"> <li>- Qualitative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Learning is Important Than the Score</li> </ul>	<ul style="list-style-type: none"> <li>- Giving Another Chance to Enhance their Score</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this program? Cont.</i></p>	<p>Classroom and Students</p>	<ul style="list-style-type: none"> <li>- Using CTP Skills Often in Classroom</li> <li>- STs Mostly were Helpful to Implement CTP</li> <li>- STs should Manage Class Together</li> <li>- Seeing STs as Assistants in Managing Classroom</li> <li>- Being more Positive Towards STs</li> <li>- <i>Quality</i> of Learning is More Important than the <i>Quantity</i> of Materials to Be Learned</li> <li>- Discussion Not Only Improves their Lesson but also Increases STs' Self-Confidence</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Doing Her Best</i> to Apply CTP Skills in Classroom</li> <li>- Young Generation could be Friendly and Nice when Its Could Get Connected with them</li> <li>- STs Getting more Comfortable with each other and T</li> <li>- Discussion is an Efficient Tool to Develop Learning</li> </ul>	<ul style="list-style-type: none"> <li>- STs were Happy with this Method</li> <li>- Using CTP Skills in Classroom and even can in Future Classes</li> <li>- Becoming more Positive Towards STs</li> <li>- Its can Get Along With STs if they Know how to Treat them Professionally</li> <li>- Classroom can be more Effective if Its Manage to Include all Students Especially Lazy and Problems STs</li> <li>- Giving more Room for Group Discussion Since it Helps Learning</li> </ul>
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	Teacher's Rules	<ul style="list-style-type: none"> <li>- Requiring STs to Take Ownership of their Behavior <i>More</i></li> <li>- Acting as Facilitator Not a Boss</li> <li>- Restating the And clarifying the Rules and Subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Requiring your STs to Take Ownership of their Behavior</li> <li>- Acting as an Instructor, Fascinator,</li> <li>- As a Person who can Connect to the STs and Fascinator the Process</li> <li>- Restating the Subject is Always Helpful</li> </ul>	<ul style="list-style-type: none"> <li>- Always Asking STs to Take Responsibility of their Behavior</li> <li>- Getting Closer to the STS''</li> <li>- Trying Not to be the Boss in Class but Having the Authority Himself</li> </ul>
<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management at the End of the CT Program? Cont.</i></p>	External Control & Students' Choices	<ul style="list-style-type: none"> <li>- Having Control Over the Curriculum, Main Exams by T</li> <li>- Involving STs in Formation of <i>Simple</i> Rules Like Extra-Curriculum Activities</li> <li>- Children can Improve Themselves and Get Along with a New Strategy</li> </ul>	<ul style="list-style-type: none"> <li>- Considering More Opportunities for STs to Get Involved in the Classroom Rules</li> </ul>	<ul style="list-style-type: none"> <li>- Considering More Opportunities for STs to Get Involved in the Classroom Rules</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Perception about Classroom Management during and after this program? Cont.</i></p>	<p>Choice Theory</p>	<ul style="list-style-type: none"> <li>- Being <i>Helpful</i></li> <li>- STs have much more Fun</li> <li>- By Giving STs Choices, they Would Respond more Positively</li> <li>- STs Also Got Used to and Enjoyed it</li> <li>- Influencing her Teaching Techniques</li> <li>- Incorporated CT in</li> </ul>	<ul style="list-style-type: none"> <li>- Trying to Raise Sense of Self-Confident in STs</li> <li>- Avoiding Giving Rewards or Sanctions</li> <li>- Giving STs Enough Power</li> <li>- allowing STs to Know they are Trusted</li> <li>- Make STs Properly Motivated to Accept Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Adjusting the CT According to our Needs and Using its Benefits</li> <li>- Incorporating CT Not only in Education But also in Real Life</li> <li>- Being <i>satisfying</i></li> </ul>
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**Ms. A:** Ms. A's perceptions during and after CTP especially about the amount of control teachers should have over their students, the choices students should have, and circumstances in what choice is important to a student were as follows:

**During CTP:** |It mostly depends on students and their overall behavior. But in general I think you can give the students freedom of making decisions in your class, provided that it doesn't interfere with the classroom discipline (24 November, 2015).|

**After CTP:** |I learned from this program [Choice Theory] that if I gave them choices, they would respond much more positively. I still have control over the choices like curricular, final exams, and etc. It is always much more fun if it is their idea. I give them choices, responsibility. After I got familiar with Glasser's connecting habits, I have tried to use them instead of deadly habits. It is helpful (25 March, 2016).|

During CTP, Ms. A believed that the purpose of misbehavior was "to gain attention or they may have a problem in their family". However, after CTP, she thought that "they want to say that they need a different environment, they need joy, happiness, power, and etc. (25 March, 2016).

**Ms. B :** Ms. B's perception about Choice Theory during and after CTP especially about the amount of control teachers should have over their students, the choices students should have, and circumstances in what choice is important to a student was as following:

**During CTP:** |I always set my rules which I follow and require students to follow them, too. I do this first by encouragement and if needed by punishment (of course by giving negatives or showing them that that I am dissatisfied) (20 December, 2015).|

**After CTP:** |I learned from this program [Choice Theory] that: giving them [students] enough power and letting them know that they are trusted properly make them motivated to accept the responsibilities. We should show them how to be responsible. I always try to move along with my STs whenever they do their job to show them how to do it properly. I decided to avoid giving rewards or sanctions and try to raise sense of self-confident in my STs (25 March, 2016).|

During CTP, she believed that the purpose of misbehavior by students were "not

being motivated enough or not being interested in the class”. However, after CTP, she thought that “disconnected from teacher and school, not knowing the importance and the purpose of the school in their life” (25 March, 2016).

**Mr. C:** Mr. C’s perception about classroom management during and after CTP especially about the amount of control teachers should have over their students, the choices students should have, and circumstances in which choice is important to a student were as follows:

**During CTP:** [Teacher must have the authority in the class otherwise he/she cannot control the students. Student always learn better in a disciplined classroom but if I was sure that they would not misuse it, I could give them choices in some situations but they would, unfortunately (26 November, 2015).]

**After CTP:** [I still disagree to implement the theory introduced in western countries in our country without any adjusting but CTP is the kind of program that has the capacity to be adjusted in our culture and many other cultures. In fact, leading classroom is efficient for both teacher and students and both can enjoy school (25 March, 2016).]

During CTP he believed that the purpose of misbehavior was “to be grown in a problem family, people’s characters are formed by their family” . However, after CTP, he thought “they want to say that they need a different environment, they need joy, happiness, power, and etc. (25 March, 2016).

In addition to interview and post-observation feedbacks, *PCTS* was employed in this study to answer the second research question. The analysis of the *PCTS* was presented below for Ms. A, Ms. B, and Mr. C respectively during and after CTP.

**Question1: Has CT training influenced your teaching technique?**

**Ms. A:** During CTP, Ms. A was not influenced by CTP *so much* because “the program is very new and I teach in elementary grades so it is not easy to implement it for children” (30 November, 2015). After CTP, she firstly “... learned how to use it in the classroom” and secondly “the students also got used to and enjoyed it” (10 March, 2016).

**Ms. B:** During CTP, Ms. B was influenced by CTP “*to some extent*” because “it is interesting to me but still it’s kind of unclear and students need time to get used to new concepts and methods” (2 December, 2015). After CTP in the third circle, she “would like to have a Glasser Quality classroom and apply CT in [my] real life, too” (13 March, 2016).

**Mr. C:** During CTP, Mr. C was not influenced by CTP *so much* because “the programs which are introduced in the USA cannot be employed in our country because there are a huge gap between our cultures, facilities and education system” (28 November, 2015). After CTP in the third circle he firstly believed “there are lots of differences between two countries and all systems, we can adjust the program according to our needs and take its benefits, though” (12 March, 2016).

### **Question2: Have you incorporated the Glasser’s model in your classroom?**

**Ms. A:** In the both circles she incorporated the Glasser’s model in her classroom; however, in the third circle her students “...cooperated with me more in this implementation” (10 March, 2016).

**Ms. B:** In the both circles she incorporated the Glasser’s model in her classroom; however, in the second circle he did “as much as possible” (2 December, 2015). In the third circle her students “tried to incorporate it thoroughly” (13 March, 2016).

**Mr. C:** Unlike Ms. A and Ms. B, It took time for Mr. C to incorporate the Glasser’s model in his classroom. In the second circle he solely applied it “a little bit” because he did not “believe that it can be useful in our education system because of the existed gap between two cultures. In the third circle he observed that “it can be employed in any education system because lead-teaching is really enjoyable” (12 March, 2016).

### **Question3: Did implementation of Choice Theory affect your classroom environment?**

**Ms. :** During CTP, the effect of this implementation was not “obvious at all” (30 November, 2015) but its influence after CTP was really effective and “everyone could touch it” and “my communication with my students improved... students considered themselves more responsible for their manner and considered themselves as

a main part of the class” (10 March, 2016).

*Ms. B:* During CTP, this implementation did not affect her classroom “yet” since “it needed time to have an outstanding effect” (2 December, 2015) but its influence was “really effective” after CTP and helped her to “improve our skills not only in the classroom but also out of school” (13 March, 2016).

*Mr. C:* The effect of this implementation was “not much” (28 November, 2015) during CTP but its influence after CTP was “satisfying” because as Mr. C stated “at least it armed teachers with more techniques and students enjoy it since they can see and have different methods and situations” (12 March, 2016).

**Question 4: Do you implement these skills in classroom? If yes, how? Seldom or Sometimes Often**

*Ms. A:* During CTP, Ms. A “...just sometimes had opportunities to implement them because her students were not able to follow them” (30 November, 2015). After CTP she reported that “I could use them often in my classroom and students mostly were helpful to implement all these rules by accepting and doing them” (10 March, 2016).

*Ms. B:* During CTP, Ms. B just “*sometimes*” had opportunities to implement them since “it was very new concept” (2 December, 2015). After CTP she pointed out that “I do my best to apply it in my classroom because I think we need to learn CT and teach it to everyone we can to a better society” (13 March, 2016).

*Mr. C:* During CTP, Mr. C “... implement them sometimes because first of all he himself should believe in its usefulness then start to use it in his classroom” (28 November, 2015). After CTP he expressed that “my students were happy with this method so I thought I can use it here even I can try it in future classes” (12 March, 2016).

**Question 5: To what extent does Choice Theory affect your perception about classroom management? (Please Explain)**

*Ms. A:* In Ms. A’s opinion CT was “hard to implement in the classroom because it is so complicated and needs too much energy and time and the students are reluctant to follow its rules because they are vague and unfamiliar for them” (30 November,

2015). Nevertheless, after CTP in the third circles she "...saw its benefits in running the successful classroom, it improved my relation with the students; it made students more enthusiastic for learning; they became more responsible; it made the class fun and energetic... I wish I learned it years ago" (10 March, 2016).

*Ms. B:* In Ms. B's opinion it was not "so difficult to implement but it's a time-consuming method because everything in it is new and kind of westernized so I have to consider our own culture and manner to adapt it" (2 December, 2015). Nevertheless, after CTP in the third circle, she accepted that "there aren't many issues with our cultures and we can use its benefits as much as we can" (13 March, 2016).

*Mr. C:* In Mr. C's opinion in the second circle the classroom should be managed "with tough and strict rules especially with boys because you cannot control them" (30 November, 2015). And CTP could not affect his perception in this regards. Nevertheless, after CTP in the third circle he thought that "there is always an alternative for everything and we can modify our style in better way to flourish our life and job especially in classroom. I think I can trust my students more" (12 March, 2016).

**Question 6: Do you find yourself in discipline situations asking different types of questions than before you had the courses in Choice Theory?**

*Ms. A:* Whenever Ms. A had encountered with discipline situations before CTP, she punished the problem student (s), she "sent them out of the class" or "assigned them other punishments like lessening their marks" (30 November, 2015). She, nevertheless; tried to question the problem student(s) or found out herself "what the problem is" and "find a solution for that or ask for help from her [student] family or administrator" after CTP (10 March, 2016).

*Ms. B:* During CTP, like most of the teachers, Ms. B believed in rewarding and punishment so whenever she encountered discipline situations, she tried to "control them by threatening with giving a negative mark or reducing their final scores or asking their parents to the school" (2 December, 2015). She, nevertheless; tried to understand "the roots of the problem and find a way to get close to those students to solve the problem before any other reactions" (13 March, 2016).

*Mr. C:* Whenever Mr. C had encountered discipline situations before CTP, the first thing he thought was that "how could I control this situation" (28 November, 2015). But, "CTP supplied me with fine information about the nature of the problem in

the classroom and now when I encounter these situations I try to handle and manage the situation by just punishing the problem student” said Mr. C (12 March, 2016).

**Question 7: When encountering a discipline situation do you find yourself asking "what are you doing?" instead of "why are you doing that?"**

*Ms. A:* After CTP especially in discipline situations, Ms. A strived to ask this question “... frequently” (10 March, 2016), however; during CTP she did not.

*MS. B:* After CTP Ms. B strived to ask this question “frequently” especially when she encountered with problem students (13 March, 2016) however; during CTP she did not.

*Mr. C:* After CTP Mr. C asserted that he strived to ask this question “often”, (28 November, 2015). However, during CTP he sometimes does (12 March, 2016).

**Question 8: Are you requiring your students to take ownership of their behavior through the questioning sequence?**

*Ms. A:* She required her students to take ownership of their behavior through the questioning sequence during and after CTP, “they were more aware”, though (10 March, 2016).

*Ms. B:* In the both circles, she required her students to take ownership of their behavior through the questioning sequence (13 March, 2016).

*Mr. C:* He always required the students to take ownership of their behavior through the questioning sequence during and after CTP, “I always ask them to take responsibility of their behavior” (12 March, 2016).

**Question 9: Do you perceive your role to have become more facilitator in nature? (Please explain)**

*Ms. A:* Considered her role only as “a teacher” during CTP and because her “... responsibilities are heavy enough to consider, so I cannot think about other things” (30 November, 2015), on the other hand, she considered her role “as a part of the class” in the third circle and believed that “... they should manage the class together.... as a teacher I should act as facilitator not a boss” (10 March, 2016).

*Ms. B:* She would like to “expand [her] responsibilities and do more than teaching but sometimes [she] didn’t know what should [she] do and how” and she perceived her role “to some extent” as a facilitator (2 December, 2015). On the other hand, in the third circle, she considered her role “... usually as an instructor, facilitator, and the main figure who can connect to the students and facilitator the process” (13 March, 2016).

*Mr. C:* During CTP he saw himself as “a teacher and had a difficult job to control the students so he had to be strict” (28 November, 2015). On the other hand, his perception towards students and his job changed and “got closer to the students” and “tried not to be the boss of the class” after CTP (12 March, 2016).

**Question 10: Was the class involved in the formulation of rules by which they must now obey?**

*Ms. A:* Since she was teaching elementary grades, she could not “let my students get involved in making rules; they are so immature to know how to think about the rules” said Ms. A during CTP (30 November, 2015). On the other hand, after CTP, she considered more opportunities for her students to get involved in “...at least in simple rules like the extra-curricular activities, the time of make-up class, the movies they wanted to watch, and so on” (10 March, 2016).

*Ms. B :* While starting to apply CT in her classroom, Ms. B considered teaching as if she was “managing and controlling plenty of different students from different cultures so if I let them formulate the rules there will be chaos in the class” (2 December, 2015). On the other hand, after CTP, she considered more opportunities for her students to “get involved in the classroom activities like selecting interesting books to read and movies to watch or the time of quiz and oral exams (13 March, 2016).

*Mr. C:* He believed that he “cannot take the class rules and discipline for granted and it is he who establishes the rules not the students” (28 November, 2015). After CTP, on the other hand, he considered more opportunities for his students to involve “choose which materials they can read as an extra-curricular material, the movies they wanted to watch, and so on” (12 March, 2016).

**Question 11. Prior to your Choice Theory training did you have any negative attitudes toward the student and classroom?**

*Ms. A:* She reported that neither during CTP nor after it “I have no negative attitude toward the student and classroom”, after CTP she had “...very different attitude towards them ... I see them now as my assistants in managing the classroom and I am more positive towards them, though” she postulated (10 March, 2016).

*Ms. B:* During CTP Ms. B “sometimes got disappointed of getting along with the problem students and blame their family for raising such impolite children” (2 December, 2015). Nevertheless, after CTP she “always consider[s] an essential part for [herself] in training the students and saw them as very young generation who could be friendly and nice if we could get connected with them” (13 March, 2016).

*Mr. C:* He did not “like to allow lazy and problem students to think they can deceive him so he preferred to be more strict towards them.” (28 November, 2015) After CTP his attitude was “more positive” towards them “even you can get along with them if you knew how to treat them professionally” (12 March, 2016).

**Question 12: As a result of your training and with use of the model, have you found your classroom management to be more effective?**

*Ms. A:* One of the reasons that Ms. A always hesitated about the implementation of the Choice Theory in her classroom was that: “I teach in the elementary grade and it is hard to make them follow any new method so whatever I do, we cannot get the consequences we would plan for that” (30 November, 2015). However, she changed her attitude and now after CTP she believed that “children are ready to improve themselves and get along with a new strategy if they feel they like it and they see its concrete consequence” (10 March, 2016).

*Ms. B:* She was very positive towards this model and considered it “as refreshing tool to flourish the classroom” since the beginning of the program (13 March, 2016).

*Mr. C:* His classroom management had got more effective during CTP “to some extent” (28 November, 2015). He changed his attitude and now after CTP he believed that “the classroom can be more effective if the teacher managed to include all students especially lazy and problem one’s because they always consume most of the teachers’

energy and time” (12 March, 2016).

**Question 13: Do you use the techniques of clarifying or restating in either group or individual meetings?**

*Ms. A:* In the second circle she believed “teaching is difficult enough and gets all my energy so it makes me exhausted if I want to restate whatever I teach.” (30 November, 2015) She, however; stated in the third circle “the quality of learning is more important than the quantity of materials to be learned so I try to restate the subjects several times provided that they learn” (10 March, 2016).

*Ms. B:* In the second circle she believed “her rules are clear cut enough and there is no need to clarify or restate them and if they need more explanation they ask themselves” (2 December, 2015). Ms. B, however; stated in the third circle that “one of the reason students disobey the rules is that they sometimes do not know their advantages so clarifying can be helpful I think. I believe that restating the subject is always helpful, too” (10 March, 2016).

*Mr. C:* In the second circle she believed “teaching is difficult enough and takes all my energy so it makes me exhausted if I want to restate whatever I teach” (30 November, 2015). She, however; stated in the third circle “the quality of learning is more important than the quantity of materials to be learned so I try to restate the subjects several times provided that they learn” (10 March, 2016).

**Question 14: Do you perceive a feeling among your students that they can be open in their responses during group discussion?**

*Ms. A:* It took time that students especially in the elementary grade “to get used to the group activities and it is not so obvious yet” (30 November, 2015) but “students got accustomed to them and learned how to participate in discussions” after CTP (10 March, 2016).

*Ms. B:* Since she started to implement CTP in her classroom, she “gave special room for group discussion and the students liked it... they tried to be open (2 December, 2015). However “after CTP, they were more comfortable with each other and me so it will be more visible” (13 March, 2016).

*Mr. C:* It took time that students “got used to the group activities” they were

“not much” open during CTP (28 November, 2015) but “students are more active and happier in the group discussion” after CTP (12 March, 2016).

**Question 15: Do you have a closer relationship to your students through the use of classroom meetings?**

*Ms. A:* Her relation to her students always was close, after CTP she “became more knowledge about how to get close to them”, though (10 March, 2016).

*Ms. B:* Her relation to her students always was close, “implementing CTP made them closer “though (13 March, 2016).

*Mr. C:* His relation to his students always was close, after CTP he “could have closer relations with problem students, too” (12 March, 2016).

**Q16: Has group discussion become a more viable tool in your teaching?**

*Ms. A:* Group discussion had less importance in Ms. A’s class during CTP because she believed that “students are unable to do it properly and it just takes the class time” (30 November, 2015). After CTP she perceived that “students can learn whatever they are taught and group discussion not only improve their lesson but also it increases their self-confidence” (10 March, 2016).

*Ms. B:* Group discussion had less importance in Ms. B’s class during CTP because she preferred “to have more individual and challenging activities” (2 December, 2015). After CTP she perceived that “students can develop by group work and group discussion ... I’ve trusted student tutoring and I am sure it is efficient” (13 March, 2016).

*Mr. C:* Before and during CTP “individual activities were more significant” in Mr. C’s class because he wanted “to evaluate each student’s capabilities and development” (28 November, 2015). After CTP but he decided to “give more room for group discussion since they can learn better” (12 March, 2016).

#### **4.4. The Results of the Finding for the Research Question 3**

*Research Question 3: How do English language teachers exposed to the Choice Theory program change their classroom management at the end of this program?*

##### **4.4.1. Summary of the Research Findings for all Teachers in the Three Circles**

Data (a total of 172 references) gained through interview, observation field-notes and post-observation feedbacks, and students' journals have shown three teachers' classroom management in the three circles. Table 21 shows the summary of the three teachers' classroom management in the three circles.



Table 21.

*Participants' Classroom Management in Three Circles, Before, During, and After CTP*

Research Question 3	Theme	Codes		
		BCTP	DCTP	ACTP
<i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program? Cont.</i>	Decreasing of the Use of Punishment and Rewarding	<ul style="list-style-type: none"> <li>- Rewarding is Always Inspiring</li> <li>- Punishment is Deterrent</li> <li>- Not Giving any Responsibilities to the STs Especially the Weak</li> </ul>	<ul style="list-style-type: none"> <li>- Strict about Assignment Monitoring Behaviors/ on-task</li> <li>- Reducing Punishment</li> <li>- Remaining Rewarding and Giving STs Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing/Getting Involved in non-school Issues/Events</li> <li>- Replacing Rewards by Celebration STs' Achievement</li> <li>- Replacing Punishment by Responsibility</li> </ul>
	Activities to Provide a Positive Learning Atmosphere	<ul style="list-style-type: none"> <li>- Dictation</li> <li>- Playing games Hangman</li> <li>- Having Students Memorize a Poem and Perform it in Group</li> <li>- Memorizing the Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- Task-Based Activities</li> <li>- Acting out along ith the Video</li> <li>- Writing Journals</li> <li>- Extra-Curricular Activities</li> <li>- Writing Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Tasked-based activity</li> <li>- Incorporating Fun in the Classroom</li> <li>- Extra-Curriculum Activities</li> <li>- Searching about Favorite Soccer and Sport Team</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program? Cont.</i></p>	<p>Supporting Students' Participation and Fostering Togetherness</p>	<ul style="list-style-type: none"> <li>- Dictation</li> <li>- Playing games Hangman</li> <li>- Having Students Memorize a Poem and Perform it in Group</li> <li>- Memorizing the Dialogue</li> <li>- Writing an Essay in Group</li> <li>- Writing Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Involving all Class</li> <li>- Group Working</li> <li>- ST- Tutoring</li> <li>- Peer Teaching</li> <li>- Peer-Assessment</li> <li>- Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Tasked-based activity</li> <li>- Incorporating Fun in the Classroom</li> <li>- Extra-Curriculum Activities</li> <li>- Searching about Favorite Soccer and Sport Team</li> </ul>
	<p>Ameliorating Strong Teacher/Student Relationship</p>	<ul style="list-style-type: none"> <li>- Being Kind and Friendly</li> </ul>	<ul style="list-style-type: none"> <li>- Real Life Anecdotes in the Free Discussion</li> <li>- Communication</li> <li>- Interaction</li> <li>- T played with STs</li> <li>- Singing Song Together Avoiding Deadly Habits</li> <li>- Applying Connecting Habits</li> </ul>	<ul style="list-style-type: none"> <li>- Playing Computer Game Together out of School and Discussing on it</li> <li>- Wall-Paper</li> <li>- STs Magazine</li> <li>- Peer-Assessment</li> <li>- Self-Assessment</li> <li>- ST-Tutoring</li> </ul>
	<p>Classroom Organization and Management</p>	<ul style="list-style-type: none"> <li>- Setting Rules Reminding STs Students of Them</li> <li>- Rewards and Punishment</li> <li>- Checking STs'</li> </ul>	<ul style="list-style-type: none"> <li>- Circling Chairs</li> <li>- Showing up STs' Works on the Wall</li> <li>- Moving Around Freely</li> <li>- Eating and Drinking</li> </ul>	<ul style="list-style-type: none"> <li>- Searching about their Favorite Soccer Teams and Players</li> <li>- Circling up</li> <li>- Showing off STs' Works in the Class</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program? Cont.</i></p>		<p>Homework</p> <ul style="list-style-type: none"> <li>- Drilling and Repeating the Patterns</li> <li>- Correcting STs' Dictation in the Class</li> <li>- Teaching Grammar: Supplying the Class with Plenty of explanations but Not Asking the STs anything</li> </ul>	<p>in the Class</p> <ul style="list-style-type: none"> <li>- More Usage of Audio-visible Tools</li> <li>- Circling up</li> <li>- Showing off STs' Works in the Class and School</li> <li>- T and STs Spoke English but Sometimes STs Used L1</li> </ul>	<p>and School</p> <ul style="list-style-type: none"> <li>- Emphasizing Error Correction</li> <li>- Both T and STs Speak in English Completely</li> </ul>
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The findings of the study and comparing them in the three circles reveal that *before CTP* these teachers' classroom managements generally include:

- Not giving any responsibilities to the students especially the weak
- Dictation
- Playing hangman
- Having students memorize a poem and perform it in group
- Memorizing the dialogue
- Writing an essay in group
- Writing journals
- Being kind and friendly
- Setting rules reminding only by the teachers
- Checking STs' homework
- Drilling and repeating the patterns
- Correcting STs' dictation in the class
- Teaching grammar: supplying the class with plenty of explanations but not asking the STs anything

*During* Choice Theory program, the participants modified some of their classroom management and replaced some others by those they learned through CTP listed below:

- Punishing is useful for students' own future
- Connect with the students
- Avoiding deadly habits/using connecting habits
- Gaining students trust and making them motivated
- Listening to students and smile while they are talking
- Being friendly with students and love them
- Having a group in virtual environments
- Being in contact with the students
- Giving students responsibility
- Clarity in directions
- Increasing students' grades by providing another chance
- Assigning meaningful task

- Asking for students' opinion to make group
- Extra-curriculum activities
- Spending time together
- Singing along with STs
- Letting students move and sing
- Student- tutoring

*After* CTP, the changes in the teachers' classroom management were more outstanding. Some of those modifications of their classroom management were listed below:

- Mutual respect
- Maintaining positive feelings
- Creating a safe learning environment
- Setting the rules together with the STs
- Avoiding punishment
- Avoiding addressing students with bad words
- Avoiding ignoring students
- Connecting with the students
- Avoiding deadly habits/using connecting habits
- Caring students
- Maintaining a positive teacher/student relationship
- Discussing/getting involved in non-school issues/events
- Student responsibility
- Flourishing self-confidence and self-control
- Asking STs' opinion for class rules
- Sharing students' achievement by other school staff
- Interaction
- Encouragement
- Negotiation
- Students - tutoring
- Out-of- classroom responsibilities
- Improving their grades by providing another chance
- Self- assessment

- Peer-assessment
- Exhibit students' work in school
- Giving students choices in extra-curriculum activities
- Letting students move around freely and eat and drink
- Fun text for reading/humor /watching fun movies
- Going outside of the class, park or movies
- Role playing/group working/
- Celebrating their achievement
- Spending time together
- Making wall-paper
- Students magazine
- Student- tutoring

#### **4.4.2. Research Findings for all Teachers' Classroom Management Before CTP in the First Circle**

Data (a total of 26 references) gathered from three sources (interview, observation field-notes and post-observation feedbacks) have respectively shown Ms. A, Ms. B, and Mr. C's classroom managements in the first circle (Table 22).

Table 22.

*Participants' Classroom Management in the First Circle Before CTP*

Research Question 4	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program?</i>	Decreasing of the Use of Punishment and Rewarding	- Rewards and Punishment	- Rewards and Punishment	- Rewards and Punishment
	Activities to Provide a Positive Learning Atmosphere	- Playing <i>Sit down/Stand up</i> Game	- Getting STs to Memorize a Poem and Perform it in Group - Flashing Back - Allowing STs to be Free for about 5 Minutes	- Getting STs to Become Anchor and Reading News - Lecturing
	Supporting Students' Participation and Fostering Togetherness	- Playing <i>Hangman</i> Game	- Getting Students to Memorize a Poem and Perform it in Group - Playing games	- Individual Activities
	Ameliorating Strong Teacher/Student Relationship	- Being Kind and Friendly	- Being Friendly but Disciplined	- Being Strict and very Disciplined

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program? Cont.</i></p>	<p>Classroom Organization and Lesson Plan</p>	<ul style="list-style-type: none"> <li>- Checking STs' Homework</li> <li>- Drilling and Repeating the Patterns</li> <li>- Correcting STs' Dictation in the Class</li> <li>- Teaching Grammar: Supplying the Class with Plenty of explanations but Not Asking the STs anything (Monotonous)</li> <li>- Not Giving any Responsibility to the STs Especially Weak and Problem Ones</li> <li>- T Used English Completely, STs never did</li> <li>- Ignoring STs' Errors</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Rules in the First Day of School and Usually Reminding the STs of them</li> <li>- Dictation</li> <li>- Checking Homework</li> <li>- Checking STs' Off-Tasks Assignment</li> <li>- Drilling and Repeating the Patterns</li> <li>- T Used English Completely, only Some of STs did</li> <li>- Errors Sometimes Corrected</li> </ul>	<ul style="list-style-type: none"> <li>- Warm Up</li> <li>- Checking STs' Assignment (Generally Worksheet Exercises)</li> <li>- Drilling and Repeating the Patterns</li> <li>- L1 was Extremely Forbidden</li> <li>- Warning About STs' Errors</li> </ul>
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**Ms. A:** Ms. A' classroom management generally included checking students' home-work, drilling and repeating the dialogues, rewards and punishment, dictation, playing games, correcting students' dictation in the class. Assessment was done every two weeks. She generally used drilling and practicing the dialogues and lesson until she makes sure that the students learn them, getting them to answer course book's questions at home and read them in the class one by one. "I try to guide them and practice with them, until they get the point" she said (15 October, 2015). Ms. A also got them to listen to the CD and repeat after that, and finally, at the end of the class, she did dictation activity from the previous lesson and corrected the dictation mistakes during the lesson at the end of the class.

The duration of the class took 60 minutes. After entering the class and greeting, Ms. A handed out the dictation paper of the previous session. Then she dictated the new lesson for 15 minutes. After that, STs played a game: one student stood up and told others to stand up or sit down and they did so. Next, the teacher taught grammar, which was about simple past tense. She supplied the class with several examples but did not ask the STs to give examples. Finally, they played *Hangman* in the last 15 minutes. Ms. A corrected their papers while they were playing ... After about 15 minutes, she started to teach new lesson about *School Subjects*. She played the CD and asked them to listen carefully and repeat. Next, she explained the meaning by showing the related course books like mathematics, geography and etc. (Field notes, 10 October, 2015).

As she mentioned "rewarding is always inspiring and drives students to compete with each other and punishment is deterrent so I always try to prevent difficult students to misbehave and reward good manners and success. If it doesn't work, I will report them to the school authorities" (12, October, 2015).

Ms. A did not believe in giving any responsibilities to the students especially the weak and difficult ones, "even if I want to trust them and give them any responsibilities, I am sure they misuse it or make me disappointed" she said (12, October, 2015).

**Ms. B:** Before CTP in the first circle, Ms. B' classroom management generally included setting rules on the first day of school and usually reminding the students of observing them, checking homework, checking students' off-tasks assignment, drilling and repeating the dialogues, rewards and punishment, dictation, playing games, getting

students to memorize a poem and read it in group. She assigned plenty of homework (generally all students read their answer and the teacher corrected them). Assessment was usually quantitative and done once in a month.

The teacher arrived and greeted the STs ... Next, she asked about their previous lesson to check if there were any problems ... Ms. B explained the previous lesson briefly... After about 25 minutes she asked the STs to open their books to control their assignments ... Each exercise was read by the STs one by one. It took more than 25 minutes ... Students were let free for 5 minutes then started to read a text from a book. They were supposed read a text at home and look up unknown vocabularies and phrases. Each student was asked to read a paragraph loudly and explain the new/ hard vocabularies meaning in English (Field notes, 13 October, 2015).

She asked STs firstly to read a short paragraph on the book and underline the mentioned words. Next, asked them to try to find the pattern was applied. She next wrote some examples and explained the rules and difference among them. Students, afterward, were required to provide examples. 35 minutes were spent on this grammar and its exercises in the book (Field-note, 13 October, 2015).

She always followed her “routine plans and checked students” understanding from the previous lesson, checked their homework and started to teach a new lesson”, she sometimes asked them “to memorize a poem in group and perform it in front of the class and even perform a short play but for this we need smart students” she said (16 October, 2015).

**Mr. C:** In the first circle, Mr. C’ classroom management generally included getting students to become News anchor and reading news, drilling and repeating the dialogues, rewards and punishment, lecturing, checking students’ assignment (generally worksheet exercises). “I try to guide them and practice with them, until they get the point”, he said (15 October, 2015). Assessment was done monthly. And generally it was quantitative.

It took 90 minutes. The first thing was that students were reading the news. They were asked to find interesting news from different media and write it and read it in the class. Every one read their news and it took 45 minutes ... The teacher asked some questions about the texts and they started reading it. Each Student read some lines and explained their meaning in English ... Next, Mr. C taught a new lesson. He taught *present perfect tense* with plenty of examples ... At the end of the class he asked them to complete the questions in the book. While they were writing, he checked their homework (Field notes, 14 October, 2015).

#### **4.4.3. Research Findings for all Teachers' Classroom Management During CTP in the Second Circle**

Data (a total of 64 references) gathered from four sources (interview, observation field-notes and post-observation feedbacks and students' journals) has respectively shown Ms. A, Ms. B, and Mr. C's classroom management in the second circle (Table 23).

Table 23.

*Participants' Classroom Management in the Second Circle During CTP*

Research Question 4	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program?</i>	Decreasing of the Use of Punishment and Rewarding	<ul style="list-style-type: none"> <li>- Reducing Punishment</li> <li>- Remaining Rewarding</li> </ul>	<ul style="list-style-type: none"> <li>- Rewards and Punishment</li> <li>- Giving STs Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Rewards and Punishment</li> </ul>
	Activities to Provide a Positive Learning Atmosphere	<ul style="list-style-type: none"> <li>- Role Playing</li> <li>- Free Discussion Including Real Life Anecdotes</li> <li>- Writing Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Reading According to Glasser's Method</li> <li>- Writing Journals</li> <li>- Watched a Related Video about the Subject</li> </ul>	<ul style="list-style-type: none"> <li>- Reading According to Glasser's Method</li> <li>- Writing Journals</li> <li>- Extra-curriculum Activities</li> </ul>
	Supporting Students' Participation and Fostering Togetherness	<ul style="list-style-type: none"> <li>- Group-Works</li> <li>- Peer- Assessment</li> <li>- ST-Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>- Group-Works</li> <li>- Providing Real Situation and Getting STs to Use English in Real Situation</li> <li>- Moving around and Assisting Groups</li> <li>- Peer- Assessment</li> <li>- Self- Assessment</li> <li>- ST-Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>- Group-working</li> <li>- Playing a Popular Computer Game with each other at Home and Talked about it and Sharing the Results with other Groups</li> <li>- Searching about Favorite Soccer Teams and Players and Talking around them</li> </ul>

<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program? Cont.</i></p>				<ul style="list-style-type: none"> <li>- Self- Assessment</li> <li>- Peer-Assessment</li> <li>- ST-Tutoring</li> </ul>
	Ameliorating Strong Teacher/Student Relationship	<ul style="list-style-type: none"> <li>- Being Friendly</li> </ul>	<ul style="list-style-type: none"> <li>- Being Friendly</li> </ul>	<ul style="list-style-type: none"> <li>- Choosing and Watching Interesting Movies Together</li> </ul>
	Classroom Organization and Management	<ul style="list-style-type: none"> <li>- Warm up</li> <li>- Circling up</li> <li>- T Used English Completely, STs never did</li> <li>- Errors Hardly Corrected</li> </ul>	<ul style="list-style-type: none"> <li>- No Warm up</li> <li>- Circling up</li> <li>- T Used English Completely, only Some of STs did</li> <li>- Emphasizing Errors Correction</li> </ul>	<ul style="list-style-type: none"> <li>- Warm up</li> <li>- L1 was Extremely Forbidden</li> <li>- Memorizing Dialogues</li> <li>- Circling up</li> <li>- Emphasizing Errors Correction</li> </ul>

*Ms. A:* In the second circle, Ms. A introduced her students how to keep a *journal* from the classroom, “she tell us that we make a journal [journal] until final exam” (Script, 18 November, 2015). Another student cited in her journal about *student-tutoring* which was called *teaching game* by Ms. A in order to make this activity as pleasure as possible:

[Teaching game is new game ... at the end of the class Miss ... Asked: who wants to teach? firs we lifted [raised] her and teacher chose her and Mina taught well. She was very helped to me at school. After Mina was teaching... and then the bell rang. I like it so [because] we practice lesson many and I don't shy and fear [I don't ashamed and feel confident] (Script, 25 November, 2015).]

Another student mentioned about this game, too, “teacher tells me that I help Fatemeh in lesson” (Script, 28 November, 2015).

Ms. A regarded group-work and role playing in her classroom management during CTP more. One of her students pointed to this in her journal:

[We are 4 groups. In My group is Leila, Maede, Pari, I. we are speak about we [our] family, jobs, names. After that we are asked for [from] other group. Teacher speak with we [us] and we are laugh.. We are study this words [topics] (Script, 20 October, 2015).]

During CTP, role playing became very obvious in Ms. A's classroom. In this circle, she tried to use group-work in her classroom. As it was written in another journal:

[“We have interesting day today because we practice well. we played roll play and have game by our group” (Script, 6 December, 2015).]

Beside *group-works*, she pushed her students to have role play to learn better:

[what is his/her father job” or “nice to meet you”. Now true [we learned this time better]. We are 4 groups. In My group is Leila, Maede, Pari, I. we are speak about we [our] family, jobs, names. After that we are asked for [from] other group. Teacher speaks with we [us] and we are laugh... We are study this

words [topics]] (Script, 24 December, 2015).|

[This session we study actors, singers, and players, too. We have interesting day today because we practice well. We played roll play and have game by our group (Script, 16 October, 2015).|

Ms. A's emphasis on *role-playing* was noted in the researcher's observation, too:

Every student chose a fake name (English name) and a job and another student became a reporter and asked the others to introduce themselves about their name and job (Field notes, 5 November, 2015).

*Free discussion* as an important tool to enhance students' self-confidence was stressed in CTP. In the second circle, Ms. A tried to give special room for that in her classroom, too. She included real-life anecdotes in the discussions:

After checking attendance and greeting the class, Ms. A started to speak with STs and asked them to tell the class how they spent the weekend. She gave time to everyone. While STs were talking, she tried to correct their errors by repeating the correct form in a friendly way and listened to them carefully (Field-note, 20 November, 2015).

After greeting the class in a friendly manner and talked about the 11th February, she asked them if they had taken part in the ceremony and asked some related questions fo about 10 minutes (Field notes, 7 December, 2015).

*Flashing back* and reviewing the previous lesson along with warm up activities and *task-based assignment* were considered, too:

Next, she asked about what they had done in the previous lesson. Warm up took about 15 minutes. ...After that, she checked the homework which was a worksheet of a cloze tests about *there is, there are*, filling in the blanks, some exercises on vocabulary and, etc. (Field notes, 7 December, 2015).

*Group-work* was another activity asked teachers to consider in their classroom in

CTP. According to the researcher's observation, she tried to employ it in her classroom during CTP:

She had already put the STs in 4 groups, two groups with 4 members and two groups 5 members (there were 18 STs in this class) and asked them to check their answers and match them with their partners. She asked students to explain each other the exercises but when they had any problems, she tried to explain and solve them. The group was really unfamiliar for the STs and they were much willing to work individually. This activity took for about 15 minutes, too (Field-note, 19 December, 2015).

Ms. A applied *self-assessment* for the exams. One of her students wrote:

|"but you have to take your paper house and are study your lesson one time [again] and are write true answer. I gave score with [for] you true answer session later [the next session] (Script, 24 December, 2015).|

Instead of correcting the students' papers in the classroom by herself, she got them to have *self-Assessment*:

Then the teacher handed out their dictation papers which they had already written in the previous session. She asked them to correct their partner's dictation ... They were free to use their book to correct the mistakes. They spent about 15 minutes on this activity (Field notes, 19 December, 2015).

*Circling-up* the chairs and getting the students to be engaged more in the reading activity, asking them to be responsible for teaching some part of the text was other techniques she applied.

|We have reading. I don't like reading before this because it is bored [boring]. Today Ms... said: make group. We putted chairs circle. We group is I, Mina, Zahra, Neda. We read paragraph 2, and write meaning and answer question of next group. After that we read say meaning. Reading don't bored [is not boring] (Script, 20 December, 2015).|

Discussing on the *students' journals* and giving feedbacks were another part of

her classroom management in this circle:

After greeting and checking the attendance, she returned back to the STs' journals drafts which they were keeping every two sessions. Ms. A had already corrected them with supplying error annotations and some feedbacks. She called each student and explained their mistakes. Discussing about the journals and supplying STs with necessary explanations took 20 minutes and then she started to teach a new lesson (Field notes, 29 December, 2015).

**Ms. B:** During CTP, Ms. B started to implement CT in her classroom. There was not a remarkable change in classroom management in the beginning of the second circle yet, but she modified *reading activity* in the class. As it was observed in the researcher's observations during CTP:

The same procedure was followed again, checking attendances, checking homework, reading the answers which were already done at home. About 50 minutes of class passed in this way. In the first observation after the second session of the CT program there was not a remarkable change in teacher's performance but she strived to implement whatever was discussed in two sessions of the CT program... In *reading section*, however, she organized four groups of four (there were nineteen STs in this class). Although they read the text at home as usual, each group were assigned to read the determined part, look up the words and phrases and then explain it to the class. Suddenly the class atmosphere was changed, STs moved their seats to make circles and started to read and discuss in English. They provided some questions from their own part and asked them from other groups. The interaction among students was interesting. They spent 20 minutes on this activity. Ms. B asked their opinion about this method; most of them were interested but a few STs thought that it was very hard and they could not explain the text and prefer the teacher taught it (Field notes, 28 October, 2015).

*Reading activity* was done in groups as it was taught in CTP. One of the students pointed to this:

[We have reading. I don't like reading before this because it is bored [boring]. Today Ms... Said: make group. .we putted chairs circle. We group is I, Mina, Zahra, Parisa. We read paragraph 2, and write meaning and answer question. After that we read say meaning. Reading don't bored [is not boring] (Script, 30 December, 2015).]

In the beginning of the second circle, as it was observed, Ms. B' method for *listening activity* was almost the same as before CTP:

For Listening practice, STs were asked to listen answer the questions at home. The teacher played the CD player twice then asked them to read their answer (Field notes, 28 October, 2015).

Ms. B gradually initiated to introduce CT in her classroom and got her students to get accustomed to it. A student of her wrote in her journal "teacher say us, Think, how do you want to be treated in school?" she was write at board. We were writing it on paper then we were read it. I like I am happy in school" (Script, 30 November, 2015).

Providing *real situation* and getting students to use English in real situation was included in her class gradually:

STs talked about the things they did on their off day. They showed their photos and talked about them in English. The teacher talked about her many winter childhood memories. The Talking around the memories took about 35 minutes of the class. During this time teacher supplied the class with some vocabularies and phrases around the topic. She sometimes corrected them and moved around and had an eye contact while they were speaking smilingly (Field notes, 14 November, 2015).

[At last session our teacher says, write about what can you do very good and come class and say. I cook omelet very well and I go to teacher desk and say about it. I have photos and show my friends (Script, 19 November, 2015).]

*Group-work* got an importance place in her classroom at the end of the

second circle:

Ms. B asked students to make their own group, answer the questions. Ms. B went to each group and told them to ask her if they needed any help. Next, STs were asked to explain the exercise and the reason why they chose those answers. They started the lesson without any warm up and the new lesson was forgotten so they frequently interrupted each other to ask some question from the teacher or their friend. Ms. B had to explain the previous lesson briefly. After 30 minutes, they wanted to watch a short video on the new subject (Field notes, 25 November, 2015).

*Journal keeping* was introduced to the class and they were asked to keep it since then:

After that she asked STs what was journal, she wrote the word on the board... She explained journal, the way of keeping a journal in the class, its pros and cons then asked them to write a journal (Field notes, 3 December, 2015).

Having fun in the classroom is one of the main themes in CTP. Ms. B tried to consider it in her classroom in the second circle:

The teacher stopped teaching for 10 minutes and told a funny thing and laughed. Following the teacher STs started to laugh and telling jokes, both the teacher and STs had a good sense of humor. Finally, they watched a five-minute video about the subject and talked about it. Teacher played it again and asked the STs to write some questions and ask from each other (Field notes, 3 December, 2015).

Ms. B decided to give *responsibilities* to every one especially weak students and got them to have *self- assessment*:

Ms. B asked STs whether they were ready for a quiz or not. They asked 10 minutes to review the lesson and solve their problems. She moved around and answered their questions one by one. She asked one of those weak STs to go and take the quiz papers from the administrator. They were an exam. After

finishing the exam, she did not collect the papers. She asked them to correct their paper themselves. They were allowed to use their book and notes to correct their paper (Field notes, 20 December, 2015).

[But we when finished exam teacher didn't took papers she says look to your books and correct you papers. I was shocked she says we are honest. It is first that we do this job. Ms... says don't worry no problem when you take bad marks. Go home and write correct answer she give good mark for we correct answer (Script, 18 November, 2015).]

*Roll-playing* was done even before CTP in her classroom, each student took a foreign name and memorized the dialogue and repeated it but during and after CTP. It was done more efficiently; they were asked not to memorize the dialogue and try to understand to learn the pattern the way it should be used for the occasion (Field-note, 29 November, 2015).

As the students' journals indicate, *role playing* was included in her classroom. One of her student cited:

[This session we study actors, singers, and players, too. We have interesting day today because we practice well. We played roll play and have game by our group... we move our chairs are in circle (Script, 14 November, 2015).]

Another student wrote about group-work in her journal:

[We are 4 groups. In My group is Leila, Maede, Parisa, I. we are speak about we [our] family, jobs, names. After that we are asked for [from] other group. Teacher speaks with we [us] and we are laugh. We are study this words [topics] (Script, 10 December, 2015).]

Student-tutoring was another teaching technique which Ms. B applied during CTP:

[Today I was went to class 15 minutes before [earlier] because Ms.... tells me that I help Fatemeh in lesson....When Fatimah's mark is good our

teacher gives me (+) and 5 marks to my final. And we are friend (Script, 1 December, 2015).|

Ms. B strived to consider her *students' ideas* in her classroom management. It can be observed in the student's journals:

[Teacher say: listen to me. Think, how do you want to be treated in school?" she was write at board. We were writing it on paper then we were read it. I like I am happy in school [to be happy] (Script, 18 December, 2015).|

Ms. B strived to replace rewarding by *celebration*. They celebrated students' achievement:

[Sunday was we [our] celebration day because we learn and we can speak very well. Our teacher was taking we [us] in a part. We eat sandwich and cola and see tourists. We speak to tourists of Japan. I like it (Script, 7 December, 2015).|

**Mr. C:** Mr. C's classroom management was not changed obviously at the beginning of the second circle. As it was observed, he almost followed his own usual classroom management:

He started the class with practicing the pronunciation and some grammatical subjects from the last lesson. Then he asked the meaning of the vocabularies from STs. They had to explain in English and L1 was extremely forbidden in the class and they were punished when they used it (by (-) mark or paying some money). ... He supplied them with the grammar first then gave some examples. STs wrote 10 examples about the new subjects and they read their answers one by one.... The class was ended with a reading a short text. a ST read the text and the others just read their answers written at home.

*Reading activity* was modified from an individual and passive form to an active and group activity:

The next activity was reading. The teacher firstly asked some questions about the text. Everyone then read some lines and explained the meaning in

English. L1 was forbidden in class completely and no one used it during the class. A ST read the text, after that Mr. C asked some questions about the text others just read their answers written at home (Field-note, 2 October, 2015).

Gradually he started to give room for *group-work* in his classroom in the second circle after two post-observation conferences:

They were asked to reflect on the lesson and consulted with their team members. Mr. C had already put the class in 4 groups and they did generally most of things together. ... He asked some questions about the lesson from the STs and then went through the new lesson. They read the dialogue and paired STs read it. They were asked to memorize it for the next session. They also had been asked to rewrite from each wrong answers on their previous quiz and at the end of the class he checked them, too (Field-notes, 26 October, 2015).

He was very strict and his students were punished in case any disobedience of the rules, especially when they did not do their assignment before and during CTP. One of his students wrote that:

[Mr... Was angry because at the class 3 students for [of] the other group didn't study and Mr... Says: so, what do you want to do now? (Script 20 October, 2015).]

Mr. C *chose a book* for developing STs' vocabulary but he did not regard his students' opinions. He usually *set the rules* and students had to obey them. As it was observed in his classroom:

Mr. C had introduced 504 vocabulary book as an extra activity to improve STs' word dimension but STs found it difficult and boring ... Two units of this book was selected by Mr. C to memorize and some parts to study at home (Field notes, 26 October, 2015).

He introduced *journal* to the class in the second circle and applied *peer-assessment* to correct it:

The STs were asked about their journals. Mr. C had another way to correct their journals. He assigned some smart STs to control STs' journal and Mr. C assisted them whenever they needed (the researcher was already at their service to give hand for correction and giving feedbacks once a while (Field notes, 12 November, 2015).

Gradually at the end of the second circle he employed more *extra-curricular* activities that were considered in his class to be more *fun*:

Mr. C together with STs decided to have some extra activities. Their main extra activity is searching about their favorite soccer teams and players, gathering videos, the last news about them, and talking around them in the class or watching interesting movies together ... They also played a popular computer game with each other at home and talked about it in the class and shared it with their classmates (Field notes, 12 November, 2015).

Student-tutoring was initiated to be done in the class, "Mr. ... Asks us to teach in front of the class about new lesson after he teach and I like because I learn more" (Script, 10 November, 2015).

*Flash backing* to the previous lesson was emphasized, "It got started with practicing pronunciation and some grammatical subjects from the previous lesson" (Field-note, 25 November, 2015).

*Self-assessment* was finally applied in his classroom at the end of second circle because he firstly hesitated about its usage:

The entire class was supposed to work on their mistakes on the exams taken in the previous session and write the correct answers... Today they checked their papers by their own group and generally one or two smart STs were in every group to tutor the others. It took about 50 minutes ...The rest of the class time was spending on practicing a dialogue and answering the questions (Field-notes, 27 November, 2015).

#### **4.4.4. Research Findings for all Teachers' Classroom Management After CTP in the Third Circle**

*Ms. A:* The data (a total of 70 references) gathered from four sources (interview, observation field-notes, post-observation feedbacks, and students' journals) have shown Ms. A, Ms. B, and Mr. C's classroom management respectively after CTP in the third circles (Table 24).



Table 24.

*Participants' Classroom Management in the Third Circle After CTP*

Research Question 3	Theme	Codes		
		Ms. A	Ms. B	Mr. C
<i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program? Cont.</i>	Decreasing of the Use of Punishment and Rewarding	<ul style="list-style-type: none"> <li>- Replacing Rewards by Celebration STs' Achievement</li> <li>- Replacing Punishment by Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Replacing Rewards by Celebration STs' Achievement</li> <li>- Replacing Punishment by Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Replacing Rewards by Celebration STs' Achievement</li> <li>- Replacing Punishment by Responsibilities</li> </ul>
	Activities to Provide a Positive Learning Atmosphere	<ul style="list-style-type: none"> <li>- Task-Based Activities</li> <li>- Acting out along with the Video</li> <li>- Writing Journals</li> <li>- Extra-Curriculum Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Writing an Essay in Group</li> <li>- Writing Journals</li> <li>- Extra-Curriculum Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Writing Journals</li> <li>- Extra-Curriculum Activities</li> <li>- Searching about Favorite Soccer and Sport Team</li> </ul>
	Supporting Students' Participation and Fostering Togetherness	<ul style="list-style-type: none"> <li>- ST-Tutoring</li> <li>- Games</li> <li>- Group-Works</li> <li>- Wall-Paper</li> <li>- STs Magazine</li> <li>- Peer-Assessment</li> <li>- Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Assessment</li> <li>- Follow-up Assessment</li> <li>- Peer-Assessment</li> <li>- ST-Tutoring</li> <li>- Wall-Paper</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Assessment</li> <li>- Follow-up Assessment</li> <li>- Peer-Assessment</li> <li>- ST-Tutoring</li> <li>- Playing Computer Game Together out of School and Discussing around it in Class</li> </ul>
		<ul style="list-style-type: none"> <li>- T played with STs</li> <li>- Singing Song Together</li> <li>- Replacing Rewards /Punishment by Celebration/Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Replacing Rewards /Punishment by Celebration/Responsibility</li> <li>- Avoiding Deadly Habits</li> <li>- Applying Connecting</li> </ul>	<ul style="list-style-type: none"> <li>- Replacing Rewards /Punishment by Celebration/Responsibility</li> <li>- Avoiding Deadly Habits</li> <li>- Applying Connecting Habits</li> </ul>

	<p>Ameliorating Strong Teacher/Student Relationship</p>	<ul style="list-style-type: none"> <li>- Avoiding Deadly Habits</li> <li>- Applying Connecting Habits</li> <li>- Real Life Anecdotes in the Free Discussion</li> <li>- Communication</li> <li>- Interaction</li> </ul>	<p>Habits</p> <ul style="list-style-type: none"> <li>- Real Life Anecdotes in the Free Discussion</li> <li>- Communication</li> <li>- Interaction</li> </ul>	<ul style="list-style-type: none"> <li>- Spending Time Together out of School</li> <li>- Playing Soccer Together</li> <li>- Real Life Anecdotes in the Free Discussion</li> <li>- Communication</li> <li>- Interaction</li> <li>-</li> </ul>
<p><i>How Do English Language Teachers Exposed to Choice Theory Program Change Their Classroom Management during and after this program? Cont.</i></p>	<p>Classroom Organization and Management</p>	<ul style="list-style-type: none"> <li>- Circling up</li> <li>- Showing off STs' Works in the Class and School</li> <li>- T always Used English and STs Encouraged to Use it by Repeating and Restating the Correct Form of Sentences</li> <li>- Emphasizing Error Correction</li> </ul>	<ul style="list-style-type: none"> <li>- Circling up</li> <li>- Showing off STs' Works in the Class and School</li> <li>- T and STs Used English but Sometimes STs Used L1</li> <li>- Emphasizing Error Correction</li> </ul>	<ul style="list-style-type: none"> <li>- Circling up</li> <li>- Showing off STs' Works in the Class and School</li> <li>- Both T and STs Spoke in English Completely</li> <li>- Emphasizing Error Correction</li> </ul>

After CTP, Ms. A was observed to use the variety of methods in her classroom which were introduced through CTP in the third circle, e.g., they were supplied with *competency-based tasks*:

They were supposed to work at home on some tasks they had been already given. The tasks were a comprehensive review on all subjects covered during the semester. Ms. A explained the subjects' details whenever they failed to answer. They spent 30 minutes on this task. She sometimes asked them to refer to their notes and books (Field-note, 15 November, 2015).

Students were supposed to work at home on some tasks they had been already given, the tasks were prepared in a way that requires written responses, which can vary in length from a couple of lines or a paragraph and provide students with an opportunity to explain their understanding and demonstrate creativity. They spent 25 minutes on this task (Field-note, 14 January, 2016).

|"What is his/her father job" or "nice to meet you". Now true [we learned this time better]. We are 4 groups. In My group is Leila, Maede, Pari, I. we are speak about we [our] family, jobs, names. After that we are asked for [from] other group. We look at book time not know the thing" (Script7, P; April 10, 2016).|

Employing *audio-visual* tools was more visible and was applied more efficiently so that all students got engaged in the activity:

The teacher played a short video to them once, and then asked them some questions about it. Few students could answer. The second time she played it with subtitles but recommended them not to look at them as much as possible. Again she asked some more questions and then they discussed about the video (Field-note, 28 November, 2015).

Ms. A could not trust her students to let them have self-assessment much; indeed, as she mentioned "I trust their honesty but I do not think they are master enough in English to have self- assessment" (05 March, 2015). According to what was observed in her classroom, she still got other students to evaluate their classmates (peer-assessment):

Then the teacher handed out their dictation paper which they had already written in the previous session. She asked them to correct their partner's dictation. She still could not trust them enough to let them have self-assessment. They were free to use their book to correct the mistakes. They spent on this activity about 15 minutes (Field notes, 30 December, 2015).

Ms. A gradually applied *self-assessment* in her class and let her students take their exam papers home and write the correct answers of the questions. They were given an extra mark for correctly written answers:

This time Ms. A let them evaluate their own papers. The answer of each question was explained by the teacher and if needed it was written on the board and the STs checked their own papers according to the correct form. Feedbacks were given by the teacher and correct forms were written on the papers by STs. Then the STs were asked to work on their mistake at home and there were supposed to check their problems and mistakes during the following session (Field-note, 10 December, 2015).

*Assigning responsibility* for each student, supplying them with *fun* and *group activities* like preparing wall-paper was another technique she used after CTP:

They were supposed to prepare a wall-paper on “How can we improve our English?” The class had been divided in two groups. They brought their works to the class to ask the teacher’s opinion and her recommendation. Although it was time-taking on the part of the teacher, according to the ST and teacher it was worth such an effort because they wanted to show their wall-paper on the class wall and they obviously learned a lot while preparing it. Ms. A strived to distribute the duties among children proportionally. They showed their materials to the teacher and cited the resources they made use of (Field-note, 20 November, 2015).

What was noted in her classroom observation by the researcher was matched with students’ journals especially about *student-tutoring*, having more active class and circle-up the chairs:

After greeting and warm up activities, Ms. A asked them to open their work books to check their answers and correct their mistakes. She called some STs to the board to teach the previous lesson. After 20 minutes, the class was separated in two groups to sing the song. Two groups were assigned to sing their own pre-determined parts of the song. Ms. A sang along with them and moved around. It took 15 minutes...She then started to teach a new lesson about "Places and How to Get There." The class had a good deal of practice. She sat in a student's chair and gave her seat to the STs, asked them to run the activity and spot places on the map which they themselves had already made in the school (Field notes, 15 December, 2015).

She tried to give more room to *students tutoring*:

After greeting and warm up activities, Ms. A asked them to open their workbooks to check their answers and correct their mistakes. She called some STs to the board to teach the previous lesson (Field notes, 8 April, 2016).

Another evidence for this activity was from one of her students who mentioned: "Teaching game is new game." (Script, 16 March, 2015)

She tried to encourage her students and was supportive:

After checking attendance and greeting, Ms. A started to speak with STs and asked them to tell the class how they spent the weekend. She gave time to everyone. While STs were talking, she tried to correct their errors by repeating the correct form in a very friendly manner and listened to them carefully. She tried to encourage STs who were shy or passive but she sometimes failed to make some STs engage in discussion ... After about 15 minutes, she passed on to teach a new lesson about *School Subjects*. She played the CD and asked them to listen carefully and repeat. Next, she explained the meaning by showing the related course books like mathematics, geography and etc. Next, she asked them to tell about their favorite subject and its reason. She got them to talk in English and whenever they failed, she restated their sentence in English. (Field-notes, 25December, 2015).

She tried to incorporate more *fun* in her classroom:

Then they had a short game playing with vocabularies for 10 minutes ... Next, the teacher played a short video to them once ... They were asked to act out along with the video and point at their body organs and chant with the video (Field-note, 30 December, 2015).

In the next observation the following activities for having *fun* were recorded:

They were supposed to prepare a wall-paper on “How can we improve our English”. The class had been divided in two groups. They brought their works to the class to ask the teacher’s opinion and her recommendation in this session. Although it was time-consuming, it was worth such effort because they wanted to show it on the class wall and they learned a lot while preparing it. Ms. A strived to distribute the duties among children proportionally. They showed their materials, read them aloud and explained the resources they made use of (Field-note, 30 January, 2016).

After CTP, Ms. A tried to give more responsibilities to her students especially in teaching and learning parts:

She then started to teach the new lesson about *Places and How to Get There*. The class had a good deal of practice. She sat in a student's chair and gave her seat to the STs, asked them to run the activity and the students spotted places on the map which they had already made in the school (Field-note, 14 February, 2016).

Checking students’ *journals and extra-curriculum activities* were considered in her lesson plan, too:

Ms. A started talking about the journals and asked about their benefits and effects on STs' SL improvement. She handed out their journals and asked them to write the clean copy of them and the students handed them in to her in the next session. STs asked about their homework for holidays (they were

supposed to have a holiday for 4 days). She assigned them to rewrite their journals and provide their materials for wall paper. She, furthermore, asked them to open their workbooks to check their answers and correct their mistakes. She asked some STs to the board to teach the previous lesson. Then she played a song and the entire class in two groups started to sing. Ms. A sang along with them and moved around. She then started to teach a new lesson about school subjects and the class had a good deal of practice about their likes and dislikes (Field-note, 29 February, 2016).

As already was cited, *student-tutoring* was one of the most obvious techniques applied in this class. It was cited in a student's journal:

[We have reading. I don't like reading before this because it is bored [boring]. Today Ms..... Said: make group. .we putted chairs circle. We group is I, Mina, Zahra, Leila. We read paragraph 2, and write meaning and answer question. After that we read say meaning. Reading don't bored [is not boring] (Script, 10 March 2016).]

Another student wrote: "teacher chose her and Mahsa taught well. She was much helped to me at school" (Script, 7 March, 2015). This technique was cited by another student in her journal "asked me help Bitu in lesson" (Script, 5 April, 2016).

**Ms. B:** In the third circle Ms. B strived to manage her classroom according to what were taught in the CTP. Indeed, most of the activities were like the ones used in the second circle but they became more elaborated. As it was observed in the fifth observation after the CTP, she tried to *include the students* in the learning process and *inject fun* in her classroom:

They were supposed to write an essay in group on traveling addicts. They could interview with people. Everyone had a special job in this project. It took about 50 minutes...They next had a short break... 10 minutes later, she taught grammar about passive voice then they watched a video twice and were asked to extract the (Field-notes, 10 January, 2016).

Ms. B concerned her students' *listening skill* and strived to supply them with error annotations especially on their journal:

After warming up for 15 minutes, they were supposed to work on their listening skill that day. The answer sheets were distributed, they were asked to read the question quickly, then listen once and try to answer the question. They failed to answer so the teacher played it once again. They listened three times to the same audio and tried to answer. After checking their answers, they went to another listening part. They had this activity about 40 minutes... After that, the teacher returned their journal which she corrected and wrote error annotations together with the researcher. She asked students to her desk and gave them feedbacks and praised their good jobs. It took more than 30 minutes (Field notes, 25 January, 2016).

*Self- assessment* and *follow-up* assessment and circling up were emphasized in her classroom seriously:

Ms. B started the class talking about the previous exam and the STs reviewed their answers and read the corrected answers with their groups, Ms. B moved around the circled up chairs and checked the STs and answered their questions. STs who tried to correct their answers at home could increase their scores. However, some STs did not do anything with their exam papers, Ms. B blamed them and warned them if they would not try to improve themselves they might fail in the final exam (Field notes, 8 February, 2016).

*Journals* were written and the teacher supplied them with *error connotations*:

After that, Ms. B returned back their journals which she corrected and wrote error annotations on them together with the researcher. She called students to her desk and gave them feedbacks and praised their good jobs. It took more than 30 minutes (Field-note, 19 December, 2015).

Ms. B chose a short story which was interesting for the students and considering their own opinion, i.e. she introduced some stories to the class and then they voted which would be chosen to read and play:

They decided to get prepared to play some episodes of Daddy Long Legs story and do the rehearsals in the class under Ms. B's observation. To implement this activity, the class was separated in two groups and each group played one session. While they were practicing, Ms. B moved around, checked the STs' works and answered their questions. She corrected their words and explained the answers (Field-note, 30 December, 2015).

**Mr. C:** After CTP, Mr. C was using a variety of methods which were introduced through CTP in his classroom like student tutoring, keeping journal, self- assessment, and etc.

*Spending time together* outside the class and celebrating students' success were emphasized in Mr. C's classroom after CTP seriously:

They met a tourist in the park while they were celebrating their success in the midterm exams and invited him to their class with Mr. C's permission. After they talked about it for about 20 minutes, Mr. C asked them to open their books because it was time for a reading activity. Every group was assigned a special part and asked to read it, look up for vocabularies, and discuss the meaning and explain their part to the class and ask some question about them from other groups (Field-notes, 27 November, 2015).

He found *journal keeping* and *peer-assessment* very fruitful for students writing skill and tried to include it in his teaching:

Mr. C asked the STs about their journals and wanted to know whether they had a problem or not. Mr. C had another way to correct their journals. He assigned some smart STs to control STs' journal and Mr. C assisted them whenever they needed (Field notes, 15 December, 2015).

His reaction to irresponsible or weak students was not as strict as before, he strived to be *friendly* with the students more:

Some STs were not engaged in the activities and only some of them did and explained the text. It made him angry and blamed them seriously by

assembling them to the wall because they were too silent. To make them speak, he picked them and started to ask more personalized questions and then made them read and explain a part of the text like. He was helpful while he was reading (Field notes, 27 November, 2015).

*Circling-up*, talking with students about their interruptive activities were among her classroom management:

He started to teach the new lesson which was about how to write a paragraph. One of the STs interrupted the class by talking with his neighbor or playing with his cellphone. Mr. C asked him to leave the class. The class became quiet. He explained the lesson, asked a ST to read the explanation of the book. He then wrote on the board some sentences and asked STs to write a paragraph about them. STs wrote a paragraph and then read their text to the class. Mr. C asked them to circle up their chairs and compare their text and discuss about them. He opened the door and called the interruptive ST and let him come in provided that never repeated again. He apologized to me and the class and then sat on his chair (Field-note, 8 December, 2015).

*Group-working*, moving around while students were working on worksheet were significant in his classroom:

Then he handed out a worksheet on specific subjects and gave them time to work with their group members (he believed that it was better to say team not group). During the activity he moved around and checked them and answered their questions. Most STs were engaged in the activities and he asked some weak ones to explain and talk. He pushed them to speak and restated their sentences in correct form. At the end, the questions were answered and the homework was assigned (Field-note, 26 December, 2015)

Mr. C's had his students take responsibility for their own learning. When a student of him asked, "teacher I don't know why I am losing my English instead of improving it" he replied:

You know why? You all depend on me! Be independent! Be responsible for your own learning! If you are in charge of your learning, you'll learn better...don't wait for me or other teachers or even your parents to help you. Feel responsibility to your own life! Be self-dependent (Field-note, 15 March, 2016).

He emphasized *group-work* but controlled their job meticulously:

After that he asked the STs to open their books and continued from the book. They were supposed to study at home and answer the questions at home. He asked them to work in groups of two and match their answers with their partner, discuss the questions together. While they did that, Mr. C. walked in the class and looked at the STs' books and their notes. He asked a student to look at the board carefully and check the spelling of a word already written on it because he wrote it wrong on his notebook. Each student was asked to read his answer and explain the reason why he answered like that (Field-note, 29 March, 2016).

After CTP, Mr. C tried to regard his students opinion in his classroom especially extra-curriculum activities. One of his students wrote that:

[After that teacher come to class he say we that and write paper it that "how do you want to be treated in school?" He says that we have 15 minutes to write them. After that teacher says to us that now show your paper to your group. Then we read them and teacher writes some of them on board. I want my teachers don't shout to students and don't humiliate us when we took bad mark (Script 11 April, 2016).]

Mr. C had already asked students to memorize a book containing 504 vocabularies as an extra activity to improve STs' word dimension but students found it too difficult and boring. He gave them alternative ways and asked them to choose a different book to study (story, magazine, etc.) and look up new vocabularies and records them in a notebook (Field notes, 15 December, 2015).

*Student-tutoring* was regarded seriously in his classroom. As it was observed in the his classroom and the students' journal, he really emphasized it:

He gave his ST some assigned tasks like short essay, research, or part of course book as homework then asked them to explain in the class in the way that other STs learn it. He believed that asking STs to teach each other provided an opportunity in the class as if there were number of teachers not just one teacher (Field-note, 5 April, 2016).

|It was noted in a journal, too: “teacher asks us to talk about new lesson after she teach and I like because I learn more” (Script, 11 April, 2016).|

|“Mr... Asks us to teach in front of the class about new lesson after he teach and I like because I learn more” (Script, 16 March, 2015).|

To encourage students to get engaged in class discussion, he considered their favorite field, soccer:

After he came to the class, he asked about the previous soccer match between two famous soccer teams. They talked about the match, soccer players, the result and then started to analyze the match. STs all spoke in English and Mr. C corrected their errors and wrote some technical words about soccer on the board and explained them (Field-note, 27 April, 2016).

A student of him wrote that “I like a book around [about] Ronaldo Christiane and football. I read it and I make power point to show his photos” (Script, 20 April, 2016).

*Peer-assessment* was also considered in his class after CTP:

Finally, the groups exchanged the worksheets and each group corrected the others. Mr. C asked them to write the correct form on them. They used their notes and books while correcting (Field-note, 27 April, 2016).

He not only applied *self-assessment* in quizzes but asked them to evaluate each other's work:

The groups exchanged the worksheets and each group corrected the others. Mr. C asked them to write the correct form on them. They used their notes and books while correcting (Field-note, 27 April, 2016).

Mr. C and the researcher had already had a meeting to choose some appropriate *extra-curricular* activities but finally they decided to ask students' opinion, too and the activities were chosen based of all of them:

Their main extra-curricular activity is searching about their favorite soccer teams and players, gathering videos, the last and hot news about them, and talking around them in the class or watching interesting movies together. They were supposed to choose the film together" (Field-notes, 15 December, 2015). They also played a popular computer game with each other at home and talked about it in the class and shared the results with their classmates (Field-notes, 15 December, 2015).

#### **4.5. The Results of the Research Finding for the Question 4 in the Three Circles; First, Second, and Third Circles**

***Research Question 4: How does employing Choice Theory enable English language teachers to reflect on their classroom management during and after the Choice Theory program?***

Research Question 4 aimed to find out how English language teachers exposed to Choice Theory program reflects on their classroom management at the end of this program. To measure the teachers' reflection, Martin and Sass' (2010) *Theoretical development of the Behavior and Instructional Management Scale (BIMS)* was applied. This inventory includes a 6-point response scale from "Strongly agree" (STA) to "Strongly disagree" (STD). "High subscale scores indicate a more controlling, interventionist approach (strongly teacher-based) while lower scores are indicative of a less controlling belief (strongly student-based). The dimension of classroom management style in which scores are placed in the middle of the continuum demonstrates interactionalists based on theories and practices on Choice Theory (Martin

and Sass, 2010, p.1126). Table 25 shows the *observed frequencies* in participants' reflection on their classroom management in three circles; before, during and after CTP.

Table 25.

*Observed Frequencies for the Participants' Reflection on Their Classroom Management in Three Circles*

			Reflect on teaching performance.			Total F
			Interventionist F	Interactionalist F	Non- Interventionist F	
Ms. A	Program	Before	13	11		24
		During	16	8		24
		After	4	20		24
Ms. B	Program	Before		6	18	24
		During		4	20	24
		After		19	5	24
Mr. C	Program	Before		2	22	24
		During		5	19	24
		After		17	7	24
Tree Teachers together	Program	Before	13	19	40	72
		During	16	17	39	72
		After	4	56	12	72

Contingency tables are one of the most common ways to summarize observations on two categorical variables. Table 25, is an example of 3×2 contingency table. If employing Choice Theory enables teachers to reflect on their classroom management, then the variables A (Program) and B (Reflect on classroom management) should be independent of each other. The expected frequencies for the model of independence are given in the Table 26.

As there are different numbers of frequencies in each group, use of percentages helps to spot any patterns in the data. Table 26 shows column, row and total percentages. The cross-tabulation displays the frequency distribution of reflection on classroom management towards different levels of program.

Table 26.

*Participants' Reflection on Classroom management Cross Tabulation*

		Teachers		Program			
				Before	During	After	Total
Interventionist	Count	Ms. A		13	16	4	33
		Three Teachers Together		13	16	4	33
		Expected Count	Ms. A		11.0	11.0	11.0
		Three Teachers Together		11.0	11.0	11.0	33.0
	% Within Program	Ms. A		54.2%	66.7%	16.7%	45.8%
		Three Teachers Together		18.1%	22.2%	5.6%	15.3%
Interactionalist	count	Ms. A		11	8	20	39
		Ms. B		6	4	19	29
		Mr. C		2	5	17	24
		Three Teachers Together		19	17	56	92
	Expected Count	Ms. A		13.0	13.0	13.0	39.0
		Ms. B		9.7	9.7	9.7	29.0
		Mr. C		8.0	8.0	8.0	24.0
		Three Teachers Together		30.7	30.7	30.7	92.0
	% Within Program	Ms. A		45.8%	33.3%	83.3%	54.2%
		Ms. B		25.0%	16.7%	78.2%	40.3%
Mr. C			8.3%	20.8%	70.8%	33.3%	
Three Teachers Together			28.4%	23.6%	77.8%	42.6%	
Non-Interventionist	Count	Ms. B		18	20	5	43
		Mr. C		22	19	7	48
		Three Teachers Together		40	39	12	91
	Expected Count	Ms. B		14.3	14.3	14.3	43.0
		Mr. C		16.0	16.0	16.0	48.0
		Three Teachers Together		30.3	30.3	30.3	91.0
	% Within Program	Ms. B		75.0%	83.3%	20.8%	59.7%
Mr. C			91.7%	79.2%	29.2%	66.7%	
Three Teachers Together			55.5%	54.2%	54.2%	42.1%	

As the Choice Theory program went ahead in time, all the three teachers tried to be more interactive in their classrooms. Before and during of Choice Theory program and at the end of it, the observed percentages of Ms. A as an interactive teacher were 45.8%, 33.3% and 83.3%. These numbers for Ms. B was 25%, 16.7% and 79.2% respectively and for Mr. C they were (91.7%), (66.7%), and (79.2) respectively. A has shown a manner of *non-interventionist* teacher before and during CTP (54.2%). But at the end of the program she has changed her mind to be more *interactive* (66.7%) rather than manage her class through a non-interventionist method. Ms. B represented a manner of an *interventionist* before and during CTP (75.0%). But at the end of the program she changed her mind to be *more interactionalist* (83.3%) rather than manage her class through an interventionist method. The pattern for Mr. C is approximately similar to that of Ms. B. He represented a manner of a strongly *interventionist* before and during CTP (91.7%). But at the end of the program he changed his mind to be *more*

*interactionalist* (79.2%) rather than manage his class through an interventionist method. The results of Pearson chi-Squared test in Table 27 represent the similar results:

Table 27.

*Chi-Square Tests for Participants' Reflection on their Classroom Management after CTP*

Teacher		Value	df	Asp. Sig. (2-sided)
Ms. A	Pearson Chi-Square	13.091 <sup>a</sup>	2	.001
	Likelihood Ratio	14.029	2	.001
	Linear-by-Linear Association	6.703	1	.010
	N of Valid Cases	72		
Ms. B	Pearson Chi-Square	22.980 <sup>b</sup>	2	.000
	Likelihood Ratio	23.891	2	.000
	Linear-by-Linear Association	14.433	1	.000
	N of Valid Cases	72		
Mr. C	Pearson Chi-Square	23.625 <sup>c</sup>	2	.000
	Likelihood Ratio	24.352	2	.000
	Linear-by-Linear Association	20.801	1	.000
	N of Valid Cases	72		
Tree Teachers together	Pearson Chi-Square	55.185 <sup>a</sup>	4	.000
	Likelihood Ratio	56.911	4	.000
	Linear-by-Linear Association	4.971	1	.026
	N of Valid Cases	216		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.00.

b. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.67.

c. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.00.

The first line of the “Chi-Square Tests” table gives the results from the chi-squared test of famous Pearson. It was also supplied by a *likelihood-ratio test* and *Linear-by-Linear Association* derived from a particular statistical model.

According to Table 27, p-value (Sig.) of Pearson Chi-Square test is less than Alpha level 0.05, Furthermore Test statistics and degrees of freedom equal to 16.582 and 8 respectively. This indicates that there is enough evidence to claim that employing Choice Theory could affect teachers' reflection on their classroom management. This

finding could be confirmed by parallel statistical tests of *likelihood ratio test* and *Linear-by-Linear Association*.

Furthermore, Contingency coefficient, Phi (coefficient) and Cramer's V are used to measure the size of effect. The results are given in Table 28.

Table 28.

*Symmetric Measures for the Participants' Reflection on Their Classroom Management*

Teacher			Value	Approx. Sig.
Ms. A	Nominal by Nominal	Phi	.426	.001
		Cramer's V	.426	.001
Ms. B	Nominal by Nominal	Phi	.565	.000
		Cramer's V	.565	.000
Mr. C	Nominal by Nominal	Phi	.573	.000
		Cramer's V	.573	.000
Tree Teachers together	Nominal by Nominal	Phi	.505	.000
		Cramer's V	.357	.000

The numbers depicted in Tables 28 shows that, the existence of the effect of employing Choice Theory on teachers to reflect on their classroom management is significantly confirmed (P-values are less than alpha level 0.05). Even though the moderate values of Phi, Cramer's V and Contingency Coefficient stress this fact the mentioned effect is not so strong.

It is helpful to display frequency tables graphically. One possibility is to check *Clustered Bar* charts. Figure 4 is a clustered bar chart with the rows of three different time points of program execution defining the clusters and the columns defining different levels of the participants' reflection on classroom management.

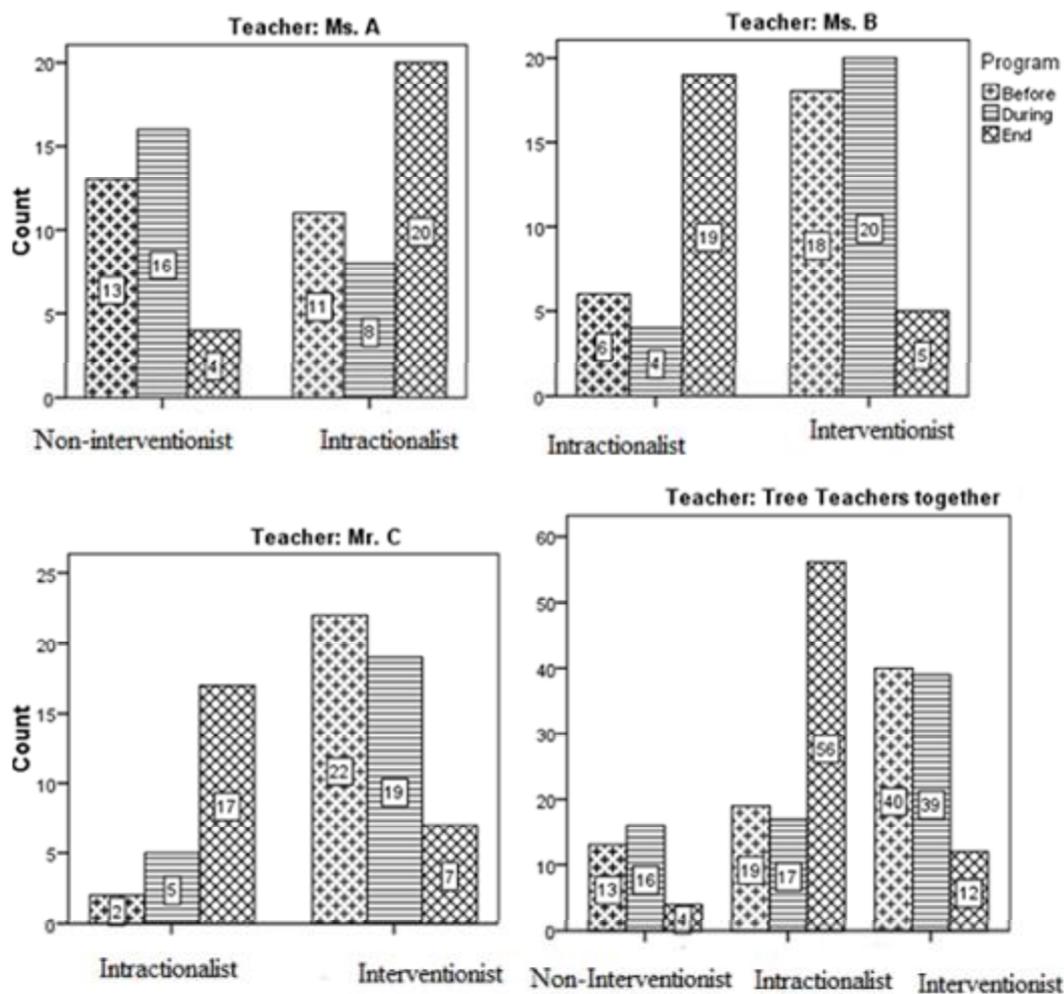


Figure 3. Participants' reflection on their classroom management after CTP

#### 4.6. The Results of the Research Finding for the Question 5 in the Three Circles; Before, During, and After CTP

*Research question 5: How were the basic needs of the students whose teachers were exposed to Choice Theory met during and after this program?*

This research tried to investigate how the needs of the students whose teachers exposed them to Choice Theory were met at the end of this program. The descriptive of students' five basic needs are in the following tables. According to Choice Theory these basic needs are survival, love and belonging, power, freedom, and fun (Glasser, 1998a). Following the description and analysis of each need for each teacher's students, three teachers' students were compared together. The findings of the study were shown in Tables 29, 30, 31, 32, and 33.

Table 29.

*Case Processing Summary of Need of the Students for Survival*

Teachers		Survival-BP	Survival-DP	Survival-AP	
Ms. A	N	16	16	16	
	Mean	2.62500	3.32500	4.14375	
	St.Deviation	.483735	.418728	.581915	
	Minimum	1.800	2.400	3.000	
	Maximum	3.800	4.000	5.000	
Ms. B	N	15	15	15	
	Mean	3.12000	3.20000	4.87000	
	St.Deviation	1.889520	.663325	.472758	
	Minimum	1.400	2.400	3.800	
	Maximum	9.200	4.400	5.600	
Mr. C	N	17	17	17	
	Mean	2.40588	3.35294	4.42353	
	St.Deviation	.589725	.461137	.411597	
	Minimum	1.800	2.200	3.600	
	Maximum	4.000	4.000	5.200	
Total	N	48	48	48	
	Mean	2.70208	3.29583	4.46979	
	St.Deviation	1.160198	.513626	.566037	
	Minimum	1.400	2.200	3.000	
	Maximum	9.200	4.400	5.600	

BP = Before CTP  
 DP = During CTP  
 AP = After CTP

Descriptive statistics needed for the students' survival is shown in Table 29. In all participants, the mean of the scores at the end of the program is more than the mean of the scores before and during the program. Furthermore, the mean values of the need for survival of Ms. A's and Mr. C's students are less than that of Ms. B's students. Hence, it is expected that the need for survival is met at the end of CTP. In addition, there might be a significant difference among three teachers.

Table 30.

*Case Processing Summary of Three Teachers' Students' Need for Love and Belonging in Three Circles*

Teachers		Love and Belonging -BP	Love and Belonging -DP	Love and Belonging -AP
Ms. A	N	16	16	16
	Mean	2.55208	3.39583	4.68750
	St.Deviation	.474220	.407681	.429793
	Minimum	1.167	2.833	4.000
	Maximum	3.000	4.167	5.167
Ms. B	N	15	15	15
	Mean	2.60000	3.33333	4.96667
	St.Deviation	.781228	.806718	.476429
	Minimum	1.667	1.833	4.000
	Maximum	4.833	5.333	5.833
Mr. C	N	17	17	17
	Mean	2.40588	3.29412	4.31373
	St.Deviation	.589725	.528787	.411597
	Minimum	1.800	2.167	3.000
	Maximum	4.000	4.333	5.167
Total	N	48	48	48
	Mean	2.70208	3.34028	4.64236
	St.Deviation	1.160198	.586449	.635801
	Minimum	1.400	1.833	3.000
	Maximum	9.200	5.333	5.833

BP = Before CTP  
 DP = During CTP  
 AP = After CTP

Descriptive statistics of the need of love and belonging is shown in Table 30 In all three teachers' students and totally, the mean of the scores at the end of the program is more than the mean of the scores at the before and during program. The mean values of the love and belonging need of students in three teachers are not so different. Hence, it is expected that love and belonging need of students is met at the end of Choice Theory program.

Table 31.

*Case Processing Summary of Need of Power*

Teachers		Power -BP	Power -DP	Power -AP
Ms. A	N	16	16	16
	Mean	2.46875	3.32917	4.44792
	St.Deviation	.252533	.435784	.497098
	Minimum	2.000	2.667	3.500
	Maximum	2.833	4.333	5.167
Ms. B	N	15	15	15
	Mean	2.51111	3.38444	4.72222
	St.Deviation	.746597	.373075	.391713
	Minimum	1.500	2.833	3.833
	Maximum	4.500	4.000	5.167
Mr. C	N	17	17	17
	Mean	2.83333	3.75490	4.35098
	St.Deviation	1.197509	1.351591	.724868
	Minimum	1.500	2.000	2.500
	Maximum	5.500	8.500	5.167
Total	N	48	48	48
	Mean	2.61111	3.49722	4.49931
	St.Deviation	.838166	.872724	.572849
	Minimum	1.500	2.000	2.500
	Maximum	5.500	8.500	5.167

Descriptive statistics of the need for power is shown in Table 31. In all teachers' students and totally, the mean of the scores at the end of the program is more than the mean of the scores at the beginning and during program. The mean values of the need for power of the students in three teachers are not so different. Hence, it is expected that need of power of the students is met at the end of Choice Theory program.

Table 32.

*Case Processing Summary of Need of Freedom*

Teachers		Freedom -BP	Freedom -DP	Freedom -AP
Ms. A	N	16	16	16
	Mean	2.43750	3.29167	4.44792
	St.Deviation	.438326	.428174	.497098
	Minimum	1.500	2.500	3.500
	Maximum	3.000	4.000	5.167
Ms. B	N	15	15	15
	Mean	2.51111	3.32889	4.87778
	St.Deviation	.746597	.512830	.451921
	Minimum	1.500	2.333	3.833
	Maximum	4.500	4.333	5.500
Mr. C	N	17	17	17
	Mean	2.83333	3.75490	4.89216
	St.Deviation	1.197509	1.351591	1.745969
	Minimum	1.500	2.000	3.667
	Maximum	5.500	8.500	11.333
Total	N	48	48	48
	Mean	2.61111	3.49722	4.99236
	St.Deviation	.838166	.872724	1.378735
	Minimum	1.500	2.000	3.667
	Maximum	5.500	8.500	11.333

Descriptive statistics of the need of freedom is shown in Table 32. In all three teachers' students and totally, the mean of the scores at the end of the program is more than the mean of the scores before and during program. Furthermore, the mean values of the freedom need of students in Ms. A's students are greater than that of Ms. B and Mr. C's students. Hence, it is expected that freedom need of students is met at the end of Choice Theory program. In addition, there might be a significant difference among three levels of schools.

Table 33.

*Case Processing Summary of Need of Fun*

Teachers		Fun -BP	Fun -DP	Fun -AP
Ms. A	N	16	16	16
	Mean	2.43155	3.29464	4.77381
	St.Deviation	.432423	.258034	.440058
	Minimum	1.571	3.000	4.000
	Maximum	3.143	4.000	5.429
Ms. B	N	15	15	15
	Mean	2.40952	3.30476	4.80000
	St.Deviation	.542284	.421253	.555387
	Minimum	1.571	2.286	3.571
	Maximum	3.429	4.143	5.571
Mr. C	N	17	17	17
	Mean	2.37815	3.30474	4.87395
	St.Deviation	.384460	.421253	1.923858
	Minimum	1.714	2.286	3.429
	Maximum	3.000	4.000	12.000
Total	N	48	48	48
	Mean	2.40575	3.32440	4.81746
	St.Deviation	.445082	.382804	1.189780
	Minimum	1.571	2.286	3.429
	Maximum	3.429	4.143	12000

Descriptive statistics of the need of fun is shown in Table 33. In all three teachers' students and totally, the mean of the scores after CTP is more than the mean of the scores before and during CTP. The mean values of the fun need of students in three teachers' students are not so different. Hence, it is expected that love need of students is met at the end of Choice Theory program.

The procedure of repeated measures is also applied to test if the needs of the students whose teachers exposed to Choice Theory are met at the end of this program. The *Repeated Measures* procedure provides analysis of variance when the same measurement is made several times on each subject or case. If between-subjects factors are specified, they divide the population into groups. Using this general linear model procedure, it can investigate the interactions between factors as well as the effects of individual factors. In addition, the effects of constant covariates and covariate interactions with the between-subjects factors can be included.

*Need of survival*

Table 34.

*Mauchly's Test of sphericity for Need of Survival*

Measure: Survival

Within Subjects Effect	Mauchly's W	Approx Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Field	Lower-bound
Choice Theory	.675	17.310	2	.000	.755	.810	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables are proportional to an identity matrix.

- a. Design Intercept \* Level

Within Subjects Design: Choice Theory

- b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within Subjects Effects Table

The results of Mauchly's Test of sphericity for need of survival shows that test statistic F equals 17.31 with 2 degrees of freedom and p- value (sig.) is less than 0.05. So, there is enough evidence to claim that students' need for survival was met at the end of the CTP and the error covariance matrix of the orthonormalized transformed dependent variables (need of survival here) is not proportional to an identity matrix (Table 34).

Table 35.

*Tests of within Subject Effects for Need of Survival*

Measure: Survival

Source	Type	Sum of Square	df	Mean Square	F	Sig.	Partial Square	Eta
	Sphericity	77.305	2	38.652	84.916	.000	.654	
	Assured							
Choice Theory	Greenhouse-Geisser	77.305	1.509	51.224	84.916	.000	.654	
	Huynh-Field	77.305	1.620	47.730	84.916	.000	.654	
	Lower-bound	77.305	1.000	77.305	84.916	.000	.654	
	Sphericity	4.737	4	1.184	2.602	.041	.104	
	Assured							
Choice Theory * Level	Greenhouse-Geisser	4.737	3.018	1.569	2.602	.059	.104	
	Huynh-Field	4.737	3.239	1.462	2.602	.054	.104	
	Lower-bound	4.737	2.000	2.369	2.602	.085	.104	
Error (Choice Theory)	Sphericity	40.966	90	.455				
	Assured							
	Greenhouse-Geisser	40.966	67.912	.603				
	Huynh-Field	40.966	72.884	.562				
	Lower-bound	40.966	45.000	.910				

Tests of within subject effects for need of survival are presented in Table 35. The results of these tests are done for clarifying the effect of Choice Theory on survival needs of students. Considering the result Mauchly's Test of sphericity, the p-values of three statistical tests Greenhouse-Geisser, Huyh-Feldt and Lower-Bound have are less than 0.05. So, there is a significant difference among the means of survival needs in the before, during and after CTP which demonstrates the tested factor is effective. Hence, the amount of the impact is 0.654 that shows the almost strong impact of research factor. The mutual effect of Choice Theory \*Level has the amount of probability (more than 0.05) which shows that this mutual effect is not meaningful.

In order to examine the difference among three teachers' students, the researcher has used multivariate Analysis of Variance. In Table 35 the test statistic F are depicted as 4.206, 0.207 and 4.14 with same degrees of freedom (2) before, during and after CTP. Furthermore, the probabilities of survival as test variable before and during the program are greater than 0.05, so there is not enough evidence to show that there is significant difference among three teachers before and during the program. After CTP, the probability is less than 0.05. So, there is meaningful difference among three levels of schools. The amount of effect is 0.275 that shows the weak amount.

Table 36.

*Mauchly's Test of Sphericity for Need of Love and Belonging*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Survival-BP	4.206 <sup>a</sup>	2	2.103	1.603	.213	.066
	Survival-DP	.207 <sup>b</sup>	2	.103	.382	.685	.017
	Survival-AP	4.140 <sup>c</sup>	2	2.070	8.530	.001	.275
Intercept	Survival-BP	353.406	1	353.406	269.280	.000	.857
	Survival-DP	519.036	1	519.036	1915.679	.000	.977
	Survival-AP	960.478	1	960.478	3958.390	.000	.989
Level	Survival-BP	4.206	2	2.103	1.603	.213	.066
	Survival-DP	.207	2	.103	.382	.685	.017
	Survival-AP	4.140	2	2.070	8.530	.001	.275
Error	Survival-BP	59.058	45	1.312			
	Survival-DP	12.192	45	.271			
	Survival-AP	10.919	45	.243			
Total	Survival-BP	413.725	48				
	Survival-DP	533.800	48				
	Survival-AP	974.052	48				
Corrected Total	Survival-BP	63.265	47				
	Survival-DP	12.399	47				
	Survival-AP	15.059	47				

a. R Squared = .066 (Adjusted R Squared= .025)

b. R Squared = .017 (Adjusted R Squared= .027)

c. R Squared = .275 (Adjusted R Squared= .0243)

The results of Cauchy's Test of Sphericity for need of love and belonging shows that test statistic F equals 1.798 with 2 degrees of freedom and p- value (sig.) is greater than 0.05. So, there is not enough evidence enough evidence to show that there is significant difference among three teachers before and during CTP, and the error covariance matrix of the orthonormal zed transformed dependent variables (need of love and belonging here) is proportional to an identity matrix (Table 36).

### *Need of love and belonging*

Table 37.

*Tests of within subject effects for need of love and belonging*

Measure: Love and Belonging

Within Effect	Subjects	Mauchly's W	Approx Chi-Square	df	Sig.	Epsilon		
						Greenhouse-Geisser	Huynh-Field	Lower-bound
Choice Theory		.960	1.798	2	.407	.961	1.000	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables are proportional to an identity matrix.

- a. Design Intercept \* Level

Within Subjects Design: Choice Theory

- b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within Subjects Effects Table.

Tests of within subject effects for need of love and belonging are presented in Table 37. The results of these tests are done for clarifying the effect of Choice Theory on love and belonging needs of students. Considering the result Mauchly's Test of sphericity, the Fisher test statistic equals 210.155 with 2 degrees of freedom and p-value is less than 0.05. So, there is a significant difference among the means of love and belonging needs before, during and after CTP which demonstrates the tested factor is effective. Hence, the amount of the impact is 0.824 that shows strong impact of research factor. The mutual effect of Choice Theory \*Level has the amount of probability (more than 0.05) which shows that this mutual effect is not meaningful.

Table 38.

*Tests of Between Subject Effects for Need of Love and Belonging*

Measure: Love and Belonging

Source	Type	Sum of Square	df	Mean Square	F	Sig.	Partial Squared	Eta Squared
Choice Theory	Sphericity	114.656	2	57.328	210.155	.000	.824	
	Assured							
	Greenhouse-Geisser	114.656	1.923	59.624	210.155	.000	.824	
	Huynh-Field	114.656	2.000	57.328	210.155	.000	.824	
	Lower-bound	114.656	1.000	114.656	210.155	.000	.824	
Choice Theory * Level	Sphericity	4.737	4	1.184	1.395	.242	.058	
	Assured							
	Greenhouse-Geisser	4.737	3.018	1.569	1.395	.244	.058	
	Huynh-Field	4.737	3.239	1.462	1.395	.242	.058	
	Lower-bound	4.737	2.000	2.369	1.395	.258	.058	
Error (Choice Theory)	Sphericity	40.966	90	.455				
	Assured							
	Greenhouse-Geisser	40.966	67.912	.603				
	Huynh-Field	40.966	72.884	.562				
	Lower-bound	40.966	45.000	.910				

In order to examine the difference among three teachers' students, the researcher has used multivariate Analysis of Variance. In Table 38 the test statistic F are depicted as 1.044, 0.126 and 4.985 with same degrees of freedom (2) before, during and after CTP. Furthermore, the probabilities of love and belonging as a test variable in the beginning and during the program are greater than 0.05, so there is no significant difference among three teachers before and during the program. At the end of the program, the probability is less than 0.05. So, there is meaningful difference among three teachers. The amount of effect is 0.181 that shows the weak amount.

Table 39.

*Mauchly's Test of Sphericity for Need of Power*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Love & Belonging -BP	.862 <sup>a</sup>	2	.431	1.044	.360	.044
	Love & Belonging -DP	.086 <sup>b</sup>	2	.043	.121	.886	.005
	Love & Belonging -AP	3.446 <sup>c</sup>	2	1.723	4.985	.011	.181
Intercept	Love & Belonging -BP	295.251	1	295.251	715.562	.000	.941
	Love & Belonging -DP	534.423	1	534.423	1495.770	.000	.971
	Love & Belonging -AP	1037.831	1	1037.831	3002.754	.000	.985
Level	Love & Belonging -BP	.862	2	.431	1.044	.360	.044
	Love & Belonging -DP	.086	2	.043	.121	.886	.005
	Love & Belonging -AP	3.446	2	1.723	4.985	.011	.181
Error	Love & Belonging -BP	18.568	45	.413			
	Love & Belonging -DP	16.078	45	.357			
	Love & Belonging -AP	15.553	45	.346			
Total	Love & Belonging -BP	313.954	48				
	Love & Belonging -DP	551.722	48				
	Love & Belonging -AP	1053.472	48				
Corrected Total	Love & Belonging -BP	19.429	47				
	Love & Belonging -DP	16.164	47				
	Love & Belonging -AP	18.999	47				

a. R Squared = .044 (Adjusted R Squared= .002)

b. R Squared = .005 (Adjusted R Squared= .039)

c. R Squared = .181 (Adjusted R Squared= .145)

The results of Mauchly's Test of sphericity for need of power shows that test statistic F equals 17.31 with 2 degrees of freedom and p- value (sig.) is less than 0.05. So, there is a significant difference among the means of the need for power before and during CTP and the error covariance matrix of the orthonormalized transformed dependent variables (need of power here) is not proportional to an identity matrix (Table 39).

### *Need of power*

Table 40.

#### *Tests of Within Subject Effects for Need of Power*

Measure: Power

Within Subjects Effect	Mauchly's W	Approx Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Field	Lower-bound
Choice Theory	.798	9.912	2	.007	.832	.899	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

- a. Design Intercept \* Level

Within Subjects Design: Choice Theory

- b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within Subjects Effects Table.

Tests of within subject effects for need of power are presented in Table 40. The results of these tests are done for clarifying the effect of Choice Theory on power needs of students. Considering the result Mauchly's Test of sphericity, the p-values of three statistical tests Greenhouse-Geisser, Huynh-Feldt and Lower-Bound have are less than 0.05. So, there is a significant difference among the means of power before, during and after CTP which demonstrates the tested factor is effective. Hence, the amount of the impact is 0.620 that shows the almost strong impact of research factor. The mutual

effect of Choice Theory \*Level has the amount of probability (more than 0.05) which shows that this mutual effect is not meaningful.

Table 41.

*Tests of Between Subject Effects for Need of Power*

Measure: Power

Source	Type	Sum of Square	df	Mean Square	F	Sig.	Partial Squared	Eta Squared
Choice Theory	Sphericity	86.794	2	43.397	73.381	.000	.620	
	Assured							
	Greenhouse-Geisser	86.794	1.664	52.151	73.381	.000	.620	
	Huynh-Field	86.794	1.797	48.292	73.381	.000	.620	
	Lower-bound	86.794	1.000	86.794	73.381	.000	.620	
Choice Theory * Level	Sphericity	2.925	4	.731	1.237	.301	.052	
	Assured							
	Greenhouse-Geisser	2.925	3.329	.879	1.237	.303	.052	
	Huynh-Field	2.925	3.595	.814	1.237	.302	.052	
	Lower-bound	2.925	2.000	1.463	1.237	.300	.052	
Error (Choice Theory)	Sphericity	53.226	90	.591				
	Assured							
	Greenhouse-Geisser	53.226	74.893	.711				
	Huynh-Field	53.226	80.877	.658				
	Lower-bound	53.226	45.000	1.183				

In order to examine the difference among three teachers' students, the researcher has used multivariate Analysis of Variance. In Table 41 the test statistic F are depicted as 0.932, 1.171 and 1.833 with same degrees of freedom (2) before, during and after CTP. Furthermore, the probabilities of power as test variable are greater than 0.05, so there is no difference among three teachers before, during and after CTP.

Table 42.

*Mauchly's Test of Sphericity for Need of Power*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Power -BP	.862 <sup>a</sup>	2	.657	.932	.401
	Power -DP	.086 <sup>b</sup>	2	.886	1.171	.319
	Power -AP	3.446 <sup>c</sup>	2	.581	1.833	.172
Intercept	Power -BP	1.314 <sup>a</sup>	1	324.730	460.904	.000
	Power -DP	1.771 <sup>b</sup>	1	582.955	770.969	.000
	Power -AP	1.162 <sup>c</sup>	1	972.501	3068.542	.000
Level	Power -BP	324.730	2	.657	.932	.401
	Power -DP	582.955	2	.886	1.171	.319
	Power -AP	972.501	2	.581	1.833	.172
Error	Power -BP	1.314	45	.705		
	Power -DP	1.771	45	.756		
	Power -AP	1.162	45	.317		
Total	Power -BP	31.75	48			
	Power -DP	34.026	48			
	Power -AP	14.262	48			
Corrected Total	Power -BP	33.019	47			
	Power -DP	35.797	47			
	Power -AP	15.423	47			

a. R Squared = .040 (Adjusted R Squared= .003)

b. R Squared = .049 (Adjusted R Squared= .007)

c. R Squared = .075 (Adjusted R Squared= .034)

The results of Mauchly's Test of sphericity for need of freedom shows that test statistic F equals 17.31 with 2 degrees of freedom and p- value (sig.) is less than 0.05. So, there is a significant difference among the means of the need for freedom before and during CTP and the error covariance matrix of the orthonormalized transformed

dependent variables (need of freedom here) is not proportional to an identity matrix (Table 42).

### *Need of freedom*

Table 43.

#### *Tests of Within Subject Effects for Need of Freedom*

Measure: Freedom

Within Subject Effect	Mauchly's W	Approx Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Field	Lower-bound
Choice Theory	.521	28.703	2	.000	.676	.721	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

- a. Design Intercept \* Level

Within Subjects Design: Choice Theory

- b. May be used to adjust the degrees of freedom for the averaged tests of significance.

Corrected tests are displayed in the Tests of Within Subjects Effects Table.

Tests of subject effects for need of freedom are presented in Table 43. The results of these tests are done for clarifying the effect of Choice Theory on freedom needs of students. Considering the result Mauchly's Test of sphericity, the p-values of three statistical tests Greenhouse-Geisser, Huyh-Feldt and Lower-Bound have are less than 0.05. So, there is a significant difference among the means of freedom needs before, during and after CTP which demonstrates the tested factor is effective. Hence, the amount of the impact is 0.678 that shows the almost strong impact of research factor. The mutual effect of Choice Theory \*Level has the amount of probability (more than 0.05) which shows that this mutual effect is not meaningful.

Table 44.

*Tests of Between Subject Effects for Need of Freedom*

Measure: Freedom

Source	Type	Sum of Square	df	Mean Square	F	Sig.	Partial Squared	Eta Squared
Choice Theory	Sphericity Assured	158.099	2	79.050	94.831	.000	.678	
	Greenhouse-Geisser	158.099	1.352	116.929	94.831	.000	.678	
	Huynh-Field	158.099	1.441	109.708	94.831	.000	.678	
	Lower-bound	158.099	1.000	158.099	94.831	.000	.678	
	Sphericity Assured	1.104	4	.276	.331	.856	.015	
Choice Theory * Level	Greenhouse-Geisser	1.104	2.704	.408	.331	.782	.015	
	Huynh-Field	1.104	2.882	.383	.331	.795	.015	
	Lower-bound	1.104	2.000	.552	.331	.720	.015	
	Sphericity Assured	72.023	90	.834				
Error (Choice Theory)	Greenhouse-Geisser	72.023	60.845	1.233				
	Huynh-Field	72.023	64.849	1.157				
	Lower-bound	72.023	45.000	1.667				
	Sphericity Assured	72.023	90	.834				

In order to examine the difference among three teachers' students, the researcher has used multivariate Analysis of Variance. In this table the test statistic F are depicted as 0.279, 0.169 and 0.280 with same degrees of freedom (2). Furthermore, the probabilities of freedom as test variable are greater than 0.05, so there is no difference among three teachers before, during and after CTP (Table 44).

Table 45.

*Tests of Between Subject Effects for Need of Freedom*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Freedom -BP	.244 <sup>a</sup>	2	.122	.279	.758
	Freedom -DP	.069 <sup>b</sup>	2	.034	.169	.845
	Freedom -AP	1.100 <sup>c</sup>	2	.550	.280	.757
Intercept	Freedom -BP	290.303	1	290.303	663.813	.000
	Freedom -DP	532.252	1	532.252	2620.189	.000
	Freedom -AP	1193.073	1	1193.073	608.413	.000
Level	Freedom -BP	.244	2	.122	.279	.758
	Freedom -DP	.69	2	.034	.169	.845
	Freedom -AP	1.100	2	.550	.280	.757
Error	Freedom -BP	19.680	45	.437		
	Freedom -DP	9.141	45	.203		
	Freedom -AP	88.243	45	1.961		
Total	Freedom -BP	311.812	48			
	Freedom -DP	543.210	48			
	Freedom -AP	1285.679	48			
Corrected Total	Freedom -BP	19.923	47			
	Freedom -DP	9.210	47			
	Freedom -AP	89.343	47			

a. R Squared = .012 (Adjusted R Squared= .032)

b. R Squared = .007 (Adjusted R Squared= .037)

c. R Squared = .012 (Adjusted R Squared= .032)

In order to examine the difference among three teachers' students, the researcher has used multivariate Analysis of Variance. In this table the test statistic F are depicted as 0.279, 0.169 and 0.280 with same degrees of freedom (2). Furthermore, the probabilities of freedom as test variable are greater than 0.05, so there is no difference among three teachers before, during and after CTP (Table 45).

### *Need of Fun*

Table 46.

#### *Mauchly's Test of Sphericity for Need of Fun*

Measure: Fun

Within Subjects Effect	Mauchly's W	Approx Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Field	Lower-bound
Choice Theory	.514	29.316	2	.000	.673	.717	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables are proportional to an identity matrix.

- a. Design Intercept \* Level

Within Subjects Design: Choice Theory

- b. May be used to adjust the degrees of freedom for the averaged tests of significance.

Corrected tests are displayed in the Tests of Within Subjects Effects Table.

The results of Mauchly's Test of sphericity for need of fun shows that test statistic F equals 17.31 with 2 degrees of freedom and p- value (sig.) is less than 0.05. So, there is a significant difference among the means of the need for fun before and during CTP and the error covariance matrix of the orthonormalized transformed dependent variables (need of fun here) is not proportional to an identity matrix (Table 46).

Table 47.

*Tests of Within Subject Effects for Need of Fun*

Measure: Fun

Source	Type  Sum of Square	df	Mean Square	F	Sig.	Partial Squared	Eta
	Sphericity	141.624	2	70.812	143.374	.000	.761
	Assured						
Choice Theory	Greenhouse-Geisser	141.624	1.346	105.253	143.374	.000	.761
	Huynh-Field	141.624	1.434	98.783	143.374	.000	.761
	Lower-bound	141.624	1.000	141.824	143.374	.000	.761
	Sphericity	.119	4	.030	.060	.993	.003
	Assured						
Choice Theory * Level	Greenhouse-Geisser	.119	2.691	.044	.060	.973	.003
	Huynh-Field	.119	2.867	.042	.060	.977	.003
	Lower-bound	.119	2.000	.060	.060	.972	.003
Error (Choice Theory)	Sphericity	44.451	90	.494			
	Assured						
	Greenhouse-Geisser	44.451	60.550	.734			
	Huynh-Field	44.451	64.516	.689			
	Lower-bound	44.451	45.000	.988			

Tests of within subject effects for need of fun are presented in Table 47. The results of these tests are done for clarifying the effect of Choice Theory on fun needs of students. Considering the result Mauchly's Test of sphericity, the p- values of three statistical tests Greenhouse-Geisser, Huyh-Feldt and Lower-Bound have are less than 0.05. So, there is a significant difference among the means of fun needs before, during and after CTP which demonstrates the tested factor is effective. Hence, the amount of the impact is 0.761 that shows the strong impact of research factor. The mutual effect of Choice Theory \*Level has the amount of probability (more than 0.05) which shows that this mutual effect is not meaningful

Table 48.

*Tests of Between Subject Effects for Need of Fun*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Fun -BP	.024 <sup>a</sup>	2	.012	.058	.944
	Fun -DP	.055 <sup>b</sup>	2	.027	.181	.835
	Fun -AP	.089	2	.45	.030	.970
Intercept	Fun -BP	277.233	1	277.233	1343.359	.000
	Fun -DP	528.666	1	528.666	3481.925	.000
	Fun -AP	1110.365	1	1110.365	752.022	.000
Level	Fun -BP	.24	2	.012	.058	.944
	Fun -DP	.55	2	.027	.181	.835
	Fun -AP	.089	2	.45	.030	.970
Error	Fun -BP	9.287	45	.206		
	Fun -DP	6.832	45	.152		
	Fun -AP	66.443	45	1.477		
Total	Fun -BP	287.119	48			
	Fun -DP	537.367	48			
	Fun -AP	1180.512	48			
Corrected Total	Fun -BP	9.311	47			
	Fun -DP	6.887	47			
	Fun -AP	66.532	47			

a. R Squared = .003 (Adjusted R Squared= .042)

b. R Squared = .008 (Adjusted R Squared= .036)

c. R Squared = .001 (Adjusted R Squared= .043)

In order to examine the difference among three teachers' students, the researcher has used multivariate Analysis of Variance. In this table the test statistic F are depicted as 0.058, 0.181 and 0.03 with same degrees of freedom (2). Furthermore, the probabilities of fun as test variable are greater than 0.05, so there is no difference among three teachers before, during and after CTP (Table 48).

## CHAPTER V

### DISCUSSION

#### 5.1. Introduction

Chapter 5 summarizes the study on *developing English teachers' teaching techniques and classroom management based on Choice Theory*. It initially covers a general overview of the study including of the review of the literature, the research problem and research questions. Then, the findings from the qualitative and quantitative analysis of the data, possible reasons and outcomes of the findings were asserted and the results of the study were discussed in the light of literature and CTP.

#### 5.2. General Overview of the Study

It is well-recognized that professional development in teacher education is significant, particularly when it supplies them with opportunities to learn experientially and to put theory into practice (Darling-Hammond, 2006; Hammerness, et al., 2005). This study tried to create such conditions to give the English language teachers opportunities to learn Choice Theory to implement it in their classrooms.

Rewards and punishments is the most familiar classroom management approaches which teachers often employ (Lanoue, 2009, p.10). In addition, failure to employ an efficient classroom management may cause students misbehavior or weak behavior and affect their achievements and responsibility in an unpleasant way. Students' failure and teacher-student conflicts are the administration's main concern and threats and rewards do not flourish students' responsibility nor create a competent school. There is, therefore, an urgent need for an effective alternative method for traditional ones to improve ELT and equipping the teachers with an approach to manage the classroom more efficiently. This study tried to present an effective classroom management method by implementing Glasser's Choice Theory. It also strived to examine how applying this theory in the classroom could flourish their teaching techniques. Moreover, the effects of this implementation on teachers' perception about classroom management, students' needs were investigated.

**Research Question 1: How does Choice Theory affect English language teachers' techniques to meet students' basic needs proposed by Choice Theory during and after the Choice Theory program?**

The findings of the study and comparing them in the three circles, before, during, and after CTP revealed that Choice Theory can be a beneficial tool for teachers to meet students' basic needs based on Choice Theory which is in parallel with previous studies (Abbass, 1998; Glasser, 2007; Charles & Senter, 2005; Zeeman, 2006). According to the finding, before CTP in the first circle, these teachers' techniques to meet their students' needs were generally very restricted and students' needs and feelings were not taken into account much. These techniques were mainly limited to giving students lots of assignments, joking around and assigning assignments that associate with drawing pictures, setting class rules and following a disciplined routine in teaching, helping students and answering their needs related to the subject matter, motivating them, role playing and giving lectures, praising, encouraging, and rewarding with extra mark or punishing with negative mark, applying a good deal of strictness, humor and unexpected information, preparing students for the hardships of the life in school, intimacy, trust, respecting students, avoiding neglecting them, discipline, and strictness.

However, during CTP in the second circle, teachers tried to create a safe learning environment for herself and the students, e.g, *Ms. A* strived to show them that they should not be scared of making mistakes and try to learn from their mistakes, avoid addressing the students with bad words or comparing them with others; *Ms. B* tried to set the rules together with the students and hardly punish them, listen to them and smile, be friendly with students and love them, avoid bad habits and apply connecting habits, employ role-playing and student-tutoring; *Mr. C* tried to create a safe place for learning by using strictness, humor and unexpected information, look for new strategy, convince his students to feel relaxed to share their problem with him, get students' opinion around their expectation of teacher's manner with them, care, praise, and respect them, avoid neglecting them, assign some responsibilities in the classroom, do some extra-curricular activities like having a group in virtual environments and being in contact with his students, and running a warm and friendly classroom. All three teachers introduced students to keep journals and supplied them with error annotations and feedbacks. Circling up was started from this circle in all three classrooms.

On the other hand, in the third circle after CTP, *Ms. A's* techniques to meet her students' needs developed and become various, for example, to meet her students' need for survival, she tried to show them that she saw them, she was not their boss, and they could trust her. To satisfy students' need for love and belonging she tried to connect with the students and listen to them with smile. She avoided deadly habits like blame or punish them. *Ms. A* always tried to connect with them by caring for them and sometimes becoming a member of their group and sit in their circle. Assigning Competence-based and meaningful task was her main tool to meet students' needs for power. Putting students in charge of audio-visual equipment and trying to make all of them responsible for a job in the class and student-tutoring were other techniques she applied in this circle. *Ms. A* strived to explain her students that learning was important than the grade and they should not be worry about grade. She gave them another opportunity to improve their grade by taking their paper home and write correct answers and get marks for their correct answers. She believed in peer-assessment more than self-assessment because of her students' age and grade but finally she accepted to apply self-assessment, too. After CTP she distributed the responsibilities among students and every one had to partake in the class management. *Ms. A* let students move around freely and they could eat and drink. Each group chose to read a different book according to their own interest. To incorporate fun into her classroom, she applied reading good books, playing meaningful game, having group-work and joyful activity like demonstrating their job in the class, spending time together and celebrating their achievement. Celebration day was holding every month after CTP.

To meet students' need for survival in the third circle; likewise, *Ms. B* tried to avoid punishing or blaming the students, show them that they were important to her, and have mutual respect. To connect with the students, she tried to listen to them carefully while they were talking, show them she loves them and care for their feeling, and never punish or blame them. *Ms. B* strived to be more patient. Her techniques to meet her students' needs for power in this circle were role playing and teaching games. She tried to avoid blaming them and always tried to give them another opportunity to improve. Responsibilities were distributed in the class and each student, especially the weak ones, were chosen to be in charge of some jobs like cleaning the board, playing the CD player, and etc. Rewarding was started to be replaced by celebration. She tried to consider her students' opinion in extra-curricular activities like make-up class time, school camping place and time, and etc. Like *Ms. A*, she let them choose which group

they join. She advised her students that assignment was not punishment rather it was a tool to empower them to get ready to use what they learned. By listening to their opinion, she endeavored to make her students feel important in the class and to this end, she firstly tried to challenge them to answer a question; secondly gave them some out-of-classroom responsibilities. She avoided overloading the students. To incorporate fun into her classroom, she tried to made students enjoy the class by letting them choose a good book for reading, telling jokes and asking them to tell funny stories if they have, fun movies, going outside of the class once awhile like park or movies. Ms. B's techniques to meet her students' need for power in this circle were giving them responsibilities in class and even out of classroom and extra-curricular activities like playing drama, making wall-paper, preparing students-magazine, self-assessment, peer-assessment role playing, and student-tutoring. Students generally were given another chance to improve their grade. She tried to avoid blaming students and ensured them that all grades until the final exam were temporary. She always emphasized that learning was important than of their grades. Like Ms. A, she also let students choose a good book for reading, asked them to tell funny stories if they had, watched fun movies and went outside of the class once a while like park or movies.

In the same manner, to meet students' need for survival, Mr. C strived to create a safe learning environment for his students through establishing a cooperative and interactive environment, acting as a leader in the class, convincing his students to feel relaxed to share with him his problems and ensure him that he was ready to help him. Love and belonging is another main need that students and teachers always are concerned for that teacher should try to connect with the students. To this end, he tried to avoid ignoring them, listen to them, show his love and respect to them. Mr. C's main technique to meet his students needs for power in the third circle was giving them responsibilities in the class, flourishing their self-confidence and self-control by role-play and group discussion, asking their opinion for the class rules and extra-curricular activities, and sharing their achievement by other school staff. He gave responsibility to everyone in the class, every student could be asked to be in charge of audio-visible equipment. He preferred to join the students' group and become a member of theirs and try to lead them. Assignment and the way teachers manner were another main issue which can be concerned while considering students' freedom. Like the other two teachers, Mr. C assigned competency-based tasks and useful homework and also emphasized on self-assessment and peer-assessment. To incorporate fun into his

classroom, he applied telling jokes, being easy going, incorporate laugh and joy in the class, watching fun movies, and playing games. Student-tutoring, having students write journals, group work specially in reading tasks were some of fun activities in his classroom in this circle. Like other two teachers, he also emphasized on self-assessment and peer-assessment.

**Research Question 2: How do English language teachers exposed to the Choice Theory program change their perception about classroom management during and after this program?**

To answer the second research, as teachers we need to know how our perceptions about the classroom and students are shaped. As Glasser (1998) asserts, we can only experience the real world via our perceptual system. Information about the real world comes to us first through our sensory system: our eyes, ears, nose, mouth and skin. Next, these sensations pass through our perceptual system, beginning with what Glasser calls our total knowledge filter, which represents everything we know or have experienced. In addition, the social climate of the classroom can extremely influence the student behavior progress, how teachers interact with them, and the teachers' perception about them (Bandura, 1977). This research question investigated the effect of Choice Theory on English language teachers' perceptions. The findings of the research in two circles, during and after CTP, demonstrate that Choice Theory can impact on teachers' perception about the classroom as well as their manners in classroom. Ms. A's perception about Choice Theory during and after CTP especially about the amount of control teachers should have over their students, the choices students should have, and circumstances in what choice is important to a student was as following: During CTP, she believed that it mostly depends on students and their overall behavior. But in general she thought that the teacher can give the students freedom of making decision in the class, provided that it did not interfere with the classroom discipline. Like Ms. A, during CTP, especially in the beginning of the second circle, Ms. B and Mr. C believed that students' manner determined teachers' perceptions about the amount of choices and freedom they were given. On the other hand, after CTP Ms. A changed her perception because she learned from this program that if she gave students choices, they would respond much more positively. She had control over the choices many times like curriculum, final exams, and etc. but at least students could have some choices. She believed that it was always much more fun if their ideas were considered in running the

class. She decided to give them choices and responsibilities as well as use connecting habits instead of deadly habits. Ms. B' perception about the classroom was also changed after CTP because she believed that giving students enough power and letting them know that they are trusted properly made students motivated to accept the responsibilities. We should show them how to be responsible. She always tried to move along with her STs whenever they did their job to show them how to do it properly. Ms. B decided to avoid giving rewards or sanctions and tried to raise a sense of self-confident in her STs. When the students are responsible, teachers hardly worried about the choices they gave students. In the line with other two teachers, Mr. C asserted that he learned from this program if he gave students choices, they would respond much more positively.

During CTP Ms. A believed that the purpose of misbehavior was to gain attention or they may have a problem in their family. Ms. B taught students misbehaved since were not being motivated enough or not being interested in the class. Unlike other two teachers, Mr. C blamed students' family for their misbehavior. However, after CTP, Ms. A perceived that students wanted to say they need a different environment; they need joy, happiness, power, and etc. For Ms. B, misbehavior could be the consequence of getting disconnected from teacher and school or not knowing the important and the purpose of the school in their life. Mr. C, also, believed that the school and classroom, teachers and students and their family were effective in students' misbehavior. They wanted show their dissatisfaction by misbehavior.

During CTP, the effect of CTP was not obvious at all in Ms. A's but its influence after CTP was really effective and everyone could touch it and even her communication with the students improved. Students considered themselves more responsible for their manner and knew themselves as a main part of the class. Ms. A just sometimes had opportunities to implement them because her students were not able to follow them. During the CTP Ms. B was influenced by CTP "to some extent" because it was interesting to her but it was kind of unclear and students needed time to get used to new concepts and methods. After CTP, however, she would like to have a Glasser Quality classroom and apply Choice Theory implications even in her real life. During CTP, Mr. C was not influenced by CTP so much because he believed that the programs introduced in the USA could not be employed in our country because there were a huge gap between our cultures, facilities and education systems. After CTP, nevertheless, he asserted that although there were lots of differences between two countries and all

systems, we could adjust the program according to our needs and enjoy its benefits.

**Research Question 3: How do English language teachers exposed to the Choice Theory program change their classroom management during and after this program?**

The way teachers interact with their students in the classroom is mostly based on their personal beliefs regarding how children develop. Classroom management is a notable issue for teachers, school administrators and the public. It heavily affects community perceptions, teacher efficacy, and students' achievement and life (Egeberg, 2016, p.1). In the present study, the third question examined the effect of Choice Theory on English language teachers' classroom management in the three circles, before, during and after CTP. There are some studies on classroom management and the fact that the way teachers consider the students and classroom affects their own classroom management (Egeberg, 2016; Erden & Wolfgang, 2004; Glasse, 1992). The findings of these studies are in line with the current study. As the findings show, Ms. A's classroom management before CTP in the first circle generally included checking students' homework, drilling and repeating the dialogues, rewarding and punishment, dictation, playing games, correcting students' dictation in the class. Assessment was generally quantitative. For this teacher, rewarding was always inspiring and makes students to compete with each other and punishment was deterrent so she always tried to prevent difficult students to misbehave and reward good manner and their success. If it did not work, she reported to the school authorities. Ms. A did not believe in giving any responsibilities to the students especially the weak and difficult ones because even if she wanted to trust them and gave them responsibilities, they would misuse it or made her disappointed. The similar situation was in Ms. B's classroom before CTP in the first circle. Her classroom management generally were setting rules in the first day of school and reminding the students of observing them once a while, controlling STs' off-tasks assignment, drilling and repeating the dialogues, rewards and punishment, playing games, getting students to memorize a poem and read it in group. Mr. C' classroom management was the most teacher-based classroom before CTP in the first circle, his classroom management generally included checking students' homework, getting students to become a news anchor, drilling and repeating the dialogues, rewarding and punishment, lecturing, checking students' assignment, and like other two teachers' classrooms, assessment was mainly quantitative in his classroom and grade had a great

importance in his classroom, too.

Nevertheless, in the second circle, Ms. A regarded group-works and role playing in her classroom management to increase their self-confidence and interaction (Paularinne, 2007). Role playing became very obvious in this period. She also tried to have free discussion in the class and included real life anecdotes in the free discussion. Flashing back and reviewing the previous lesson besides warm up activities were considered in the classroom. Instead of correcting the students' paper in the classroom by herself, she got them to have peer-assessment. Introducing students how to keep journals and giving them feedbacks were started in this circle in her classroom. During CTP, Ms. B started to employ the implications of Choice Theory in her classroom. In the beginning, there was not a remarkable change in this teacher's performance but interaction among students gradually became interesting. Like Ms. A and Mr. C's classrooms. Keeping journal, student-tutoring, and circling up were started from the beginning of the second circle in Ms. B' classroom, too. Her method for listening activity was almost the same as the first circle. Peer-assessment, self- assessment, and providing real situation and getting students to use English in real situation were included in her class at the end of the second circle. However, Mr. C modified only some of his techniques during CTP. Like the first circle, students had to use only English in the class and L1 was extremely forbidden. They were punished when they used it by ( - ) mark or paying some money. Unlike the first circle, group-work was emphasized in his classroom in this circle. He asked them to reflect on the lesson and consult with their group members. He introduced journal to the class in the second circle and applied peer-assessment to correct them.

After CTP, nevertheless, competency-based tasks were emphasized in Ms. A's classroom; she tried to incorporate more fun and replaced rewarding and punishment by celebrating students' achievement. More extra-curricular activities like making student-magazine, wall- paper, providing feedbacks and error annotations for students' journals, and etc. were included in her classroom. They tried to spend more time together in school and sometimes out of school. Like Mr. C and Ms. B' classrooms, peer-assessment and self-assessment were employed in Ms. A' classroom, too. She distributed responsibilities among all students. Student-tutoring, which started from the end of the second circle, continued in this circle. Similar to Ms. A, in the third circle, Ms. B decided to give more responsibilities to every one especially weak student and got them to have self-assessment and peer-assessment. Group-works was highly

emphasized, too. Reading activity was done in groups. Ms. B strived to consider her students' opinions in her classroom management. In this circle, Ms. B strived to manage her classroom according to what were taught in the CTP. She tried to include the students in learning process and inject fun in her classroom. Ms. B concerned her students' listening skill. Competency-based tasks which were started from the second circle was continued and emphasized more in this circle. On the other hand, in this circle, Mr. C employed peer-assessment strategy to correct students' journals. He assigned some smart STs to control STs' journal and Mr. C assisted them whenever they need. Extra-curricular activities were considered in his class to have more fun. His students were asked to search about their favorite soccer teams and players, gather videos and the last news about them and talk around them in the class. They also played a popular computer game with each other at home and talked about it in the class and shared it with their classmates. Mr. C had already introduced student-tutoring and self-assessment. His reaction to irresponsible or weak students was not as strict as before, he strived to be more friendly with the students. Like the other two teachers, he regarded circling-up, group-works in his classroom, too and gave responsibilities to everyone. They spend time together more; they played soccer sometimes or went outside. Like Ms. A and Ms. B's classrooms, rewarding and punishment were replaced by celebration in his classroom. To do this, they chose maintaining, watching soccer game, or/and going movies together.

**Research Question 4: How does employing Choice Theory enable English language teachers to reflect on their classroom management during and after the Choice Theory program?**

Reflection is the process by which people identify the assumptions determining their actions, locate the historical and cultural origins of the assumptions, question the meaning of assumptions, and develop alternative ways of acting (Cranton, 1996). Brookfield (1995) continued that part of the critical reflective process is to challenge the prevailing social, political, cultural, or professional ways of acting. In line with these authors, Glasser (1998) posits that human choice in manner responses forms the basic construct of personal responsibility and this paradigm provides a framework of reflection for all individual behavior. This is also true for students, as they interact with one another in group settings; they are required to respond interactively. The fourth question of the current study examined the effect of Choice Theory to see how this

implication enables English language teachers to reflect on their classroom management. The study findings were in line previous study (Piltz, 2002), which revealed employing Choice Theory in the classroom could move teachers almost towards interactionism. In order to measure teachers' reflection, the study applied BIMS since as Martin and Sass (2010) postulates "Evidence of validity was obtained with the Ohio State Teacher Efficacy Scale and Internal consistency for both subscales was adequate" (p. 1124). To analyze these qualitative findings, IBM SPSS software was applied. According to the study findings, as Choice Theory program went ahead in time, all the three teachers tried to be more interactive in their classrooms before, during, and after CTP. The observed percentages of Ms. A as an interactive teacher were 45.8%, 33.3% and 83.3%. These numbers for Ms. B was 25%, 16.7% and 79.2% respectively. Ms. A has shown a manner of *non-interventionist* teacher before and during CTP (54.2%), she modified her method for managing the class. But at the end of the program she changed her mind to manage her classroom through an *interactionalist* manner (66.7%) rather than manage her class via a non-interventionist method.

Ms. B represented a manner of an *interventionist* before and during CTP (75.0%), she modified her method of being an interventionist teacher in managing her classroom. But at the end of the program she changed her mind to be *more interactionalist* (83.3%) rather than manage her class through an interventionist method. The pattern for Mr. C is approximately similar to that of Ms. B. He represented a manner of a strongly *interventionist* before and during CTP, (91.7%), however, he modified his method of being a strongly interventionist teacher to manage his class. But at the end of the program he changed her mind to be *more interactionalist* (79.2%) rather than manage his class through an interventionist method.

**Research Question 5: How were the basic needs of the students whose teachers were exposed to Choice Theory met during and after this program?**

Meeting students' basic needs based on Choice Theory, namely survival, love and belonging, power, freedom, and fun, especially in schools and classroom context is so significant that Glasser articulates "in classrooms in which students' needs are satisfied discipline problems don't occur" (1988, p. 8). Findings of the study show that implication of Choice Theory in classroom not only can develop teachers' classroom management but also it can help to meet students' basic needs. These findings are in agreement with the previous studies (Charles and Senter, 2005; Erwin, 2004; Glasser,

2000; Paularine, 2007; Sequeira, 2007). Glasser (1998a) asserts that regardless of age, gender, intelligence, or cultural heritage, everyone is born with the sense of gratifying these five needs which are universal, intrinsic, and genetic. Moreover, albeit everyone has the same needs, they do not have the same drive for each need to be satisfied. Dissatisfaction of these needs may result in disappointment, e.g. when we do not have fun, we cannot learn how to activate all our potentials. When we play and have fun, we feel free to be creative.

In order to measure and understand that if students' basic needs based on Choice Theory were met at the end of this program, the study employed SBNS because as Mei Sing and Jusoh (2015) posits "these instruments have high validity and can effectively to measure the basic needs of the students". To analyze these qualitative findings, IBM SPSS software was applied. Analyzing and comparing the data obtained from the students of all three teachers reveals that the basic needs of these students were met at the end of the program because as tables (29, 30, 31, 32, 33) show the mean of the scores after CTP is more than the mean of the scores before and during CTP and p-value (sig.) is less than 0.05 (Tables34, 36, 39, 42, 46). So, there is enough evidence to claim that students' basic needs were met at the end of the CTP. The findings of the study demonstrate the effect of Choice Theory on meeting the students' basic needs. Moreover, this satisfaction of basic needs leads to creating of joyful and successful learning environment.

## CHAPTER VI

### CONCLUSION

#### 6.1. Introduction

This chapter as the final chapter of the study presents conclusions drawn from the research. Then, implications and recommendations for further research is discussed followed by final comments and personal reflections. The purpose of this research was to investigate the employment of Glasser's Choice Theory in classroom management and to examine teachers' approaches towards this theory. Based on Glasser's Choice Theory, this study strived to utilize the most appropriate format and tools to investigate teachers' beliefs towards the application of this theory in classroom and its effects on their teaching style. As cited in the previous parts, "epistemological beliefs are difficult to measure because they are covert, unconscious and the effect of context or domain on beliefs are unclear" (Holschuh, 2006, p.1).

As cited in previous parts, developing student achievement can be possible by providing effective classroom management techniques that are necessary in establishing caring environments with interaction between teachers, students and the curriculum (Marzano, 2007; Klem & Connell, 2004; Sullo, 2007). However, as Bucher and Manning (2001) Postulates, determining a classroom management method is challenging for teachers, particularly with the number of classroom management models that have been introduced. And selecting effective classroom management practices cannot be made by teachers alone; administrators have responsibility in the process because teachers need their support (Blum, 2005).

To sum up, the obtained quantitative data results were in agreement with the qualitative data result which shows that applying of Glasser's Choice Theory in classroom can foster English language teachers' classroom management and their teaching techniques which in turn facilitate learning and teaching environment. This was reflected in the findings obtained from the research questions. It seems that application of this theory was obviously fruitful in changing and enhancing English language teachers' perceptions regarding effective classroom management.

To conclude, our participants, two females and one male, reported that they highly benefited from CTP. The researcher's observations accompanied with field notes and the feedbacks and reflections gathered from the participants confirm the above-

mentioned changes in these English language teachers and their classrooms. The findings of this research show that applying CT can reinforce connection between teachers and students and change their belief toward students and education. Also, results of the study supported the Glasser Quality school's principles which was developed to work with educators to first change their manners and beliefs about students and then encourage them to be responsible for their behavior and learning through applying CTP practices. This was done through reflection activities and role-plays using the principles of PCT in the interaction between adults and students (Grumley, 2008).

Choice theory program was designed for teachers to evaluate their beliefs about students and classroom behaviors. The questions in the BIMS administered before CTP required teachers to first reflect on themselves before and after CTP and then to decide on putting them in action.

Regarding the effect of Choice Theory on teachers' classroom management and their techniques to meet students' basic needs during and after CTP, it has been demonstrated that participants used elements of Choice Theory had considered beneficial both for students and teachers. Analyzing the data, it was recognized that similar attitudes and behaviors of Glasser's Quality School (2000) existed among participants' answers. For instance, like Glasser (1998a), participants cited the significance of building a strong teacher/student relationship, increasing students' achievement, maintaining positive feelings, promoting student choice, facilitating student responsibility and committing to several of Glasser's (2002) connecting habits, including encouragement, support, caring and negotiation. The use of these elements promoted student responsibility, increased student engagement, decreased misbehavior and promoted student success.

In addition, these findings support Zhao and Cziko's (2001) assertion that teacher professional development using PCT is effective when teachers believe it was designed to maintain a higher goal, which in this study was for teachers to develop positive relationships with students to improve student achievement and meet their basic needs proposed by Choice Theory.

## **6.2. Implications of the Study**

Implications of this study are categorized in three subsets. The first subset is the implication of study for ELT Pre-service Teachers. The second subset covers this study's implication for ELT instructors. The third subset gives some implications for Ministry of Education.

### **6.2.1. Implications of the Study for ELT Pre-service Teachers**

Since the pre-service teachers have not established their teaching techniques and attitudes toward the students and education, it will be useful to equip them with a method based on a theory like CT. Today it is recognized that ELT pre-service teacher education can have a significant impact on their future professional life, particularly when it provides them opportunities to learn experientially and link theory and practice (Darling-Hammond, 2006; Hammerness, et al., 2005). CTP can help pre-service teachers become more aware of affective teaching by having an appropriate classroom management practices during their training; hence, including this program in ELT curriculum can be highly useful. It can be conducted through workshops and seminars.

### **6.2.2. Implications for ELT Instructors**

This research can be a comprehensive guide for those teachers who want to educate students with the capability of accepting responsibility and understanding that they always have choices. Through this study, it was noticed that CTP can be an efficient tool to empower instructors to achieve their aims. It teaches them to accept that blaming, rewarding and punishment do not work in creating an effective and tension-free teaching and learning climates to develop second language education.

In this new era of innovation in lifestyle, education, and ever competitive world, educating responsible, skillful, accountable students will be possible through employing an effective classroom management strategy that is indispensable fact to create caring atmosphere with interaction between teachers, students and the curriculum.

### **6.2.3. Implications for the Ministry of Education**

Finally, considering the core of CT and competency-based language teaching approach, C, D, and F grades, which are considered one of the main reason that students

do not like school, can be omitted (as it is done in GQS). All students want to feel they are cared for but it is almost impossible by our current education system because more than half the students in our schools never earn a grade above C. In a GQS, the lowest grade for credit is a legitimate B. What GQS has done is to raise both the floor and the ceiling. Students who achieve well beyond competency can earn A+ or other recognition for what they have done. Giving these higher grades takes care of parents who say that getting rid of low grades makes it harder for their child to look good in comparison to others. As Glasser (2000) posits so many students make the effort to achieve beyond mere competency in GQS (p. 8). Furthermore, practical application of CTP can be employed to English language teachers through in-service training. This can also be done effectively via workshops and seminars.

### **6.3. Recommendations for Further Research**

Teachers, students, and administrators need a better understanding and potentials of the applying of Choice Theory in flourishing the classroom practices. To this end more research should be conducted. There are diverse aspects of CT that could be done in different area of education. Students' basic needs are defined and investigated through this theory. In the current research, the teachers' development and their classroom management techniques were focused. However, more precise future studies may be conducted on students to move them forward to connect with the teachers and schools or on pre-service teachers to provide them to get them familiarized with this theory and its implications in their future classrooms and professional lives.

### **6.4. Personal Reflections and Criticism of the Research**

The current study bore some drawbacks as well as advantages. Since this method was one of the least employed in classroom practices, lots of notions and terms like GQS, Glasser's competency-based classroom, total behavior, quality world, and etc. were vague for the participants. Particularly through completion of the review of relevant literature, the researcher found minimal information on the implementation of CT in the classroom practices especially in her own country.

On the other hand, Glasser's works mad an impression on the researcher's real life and the teaching experience was so remarkable that it encouraged her to translate

*Every Student Can Succeed* and investigate more meticulously on CT implication to introduce and disseminate it to her own society.



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## APPENDICES

**Appendix I. Behavior and Instructional Management Scale (BIMS) (2010)**

<b>Appendix C. BIM QUESTIONNAIR</b> Directions: For each statement below, please mark the response that best describes what you do in the classroom. There are not right or wrong answers, so please respond as honestly as possible.	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1. I nearly always intervene when students talk at inappropriate times during class.	6	5	4	3	2	1
2. I use whole class instruction to ensure a structured classroom.	6	5	4	3	2	1
3. I strongly limit student chatter in the classroom.	6	5	4	3	2	1
4. I nearly always use collaborative learning to explore questions in the classroom.	6	5	4	3	2	1
5. I reward students for good behavior in the classroom.	6	5	4	3	2	1
6. I engage students in active discussion about issues related to real world applications.	6	5	4	3	2	1
7. If a student talks to a neighbor, I will move the student away from other students.	6	5	4	3	2	1
8. I establish a teaching daily routine in my classroom and stick to it.	6	5	4	3	2	1
9. I use input from students to create classroom rules.	6	5	4	3	2	1
10. I nearly always use group work in my classroom.	6	5	4	3	2	1
11. I allow students to get out of their seat without permission.	6	5	4	3	2	1
12. I use student input when creating student projects.	6	5	4	3	2	1
13. I am strict when it comes to student compliance in my classroom.	6	5	4	3	2	1
14. I nearly always use inquiry-based learning in the classroom.	6	5	4	3	2	1

15. I firmly redirect students back to the topic when they get off task.	6	5	4	3	2	1
16. I direct the students' transition from one learning activity to another.	6	5	4	3	2	1
17. I insist that students in my classroom follow the rules at all times.	6	5	4	3	2	1
18. I nearly always adjust instruction in response to individual student needs.	6	5	4	3	2	1
19. I closely monitor off task behavior during class.	6	5	4	3	2	1
20. I nearly always use direct instruction when I teach.	6	5	4	3	2	1
21. I strictly enforce classroom rules to control student behavior.	6	5	4	3	2	1
22. I do not deviate from my pre-planned learning activities.	6	5	4	3	2	1
23. If a student's behavior is defiant, I will demand that they comply with my classroom rules.	6	5	4	3	2	1
24. I nearly always use a teaching approach that encourages interaction among students.	6	5	4	3	2	1

**Appendix II. Perceived Changes in Teaching Styles due to Participation in the Choice Theory Program (1981) developed by Nancy, R. Hantke**

<b>1. Has your Reality Therapy training influenced your teaching style?</b>	<b>Yes</b>	<b>No</b>
<b>2. Have you incorporated the Glasser discipline model in your classroom?</b>	<b>Yes</b>	<b>No</b>
<b>3. Did implementation of Choice Theory affect your classroom environment?</b>	<b>Yes</b>	<b>No</b>
<b>5. Was your knowledge of Choice Therapy useful in discipline situations?</b>	<b>Yes</b>	<b>No</b>
<b>6. Do you implement these skills in classroom? If yes, how?</b> Seldom Sometimes Often	<b>Yes</b>	<b>No</b>
<b>6. Do you feel you have become more nonjudgmental in your encounters with discipline situations? If yes, how? (please explain)</b>	<b>Yes</b>	<b>No</b>
<b>7. Do you find yourself in discipline situations asking different types of questions than before you had the courses in Choice Theory?</b>	<b>Yes</b>	<b>No</b>
<b>8. When encountering a discipline situation do you find yourself asking "what are you doing?" instead of "why are you doing that?"</b>	<b>Yes</b>	<b>No</b>
<b>9. Are you requiring your students to take ownership of their behavior through the questioning sequence?</b>	<b>Yes</b>	<b>No</b>
<b>10. Do you perceive your role to have become more facilitator in nature? (please explain)</b>	<b>Yes</b>	<b>No</b>
<b>11. Was the class involved in the formulation of rules by which they must now obey?</b>	<b>Yes</b>	<b>No</b>
<b>12. Prior to your Choice Theory training did you have any negative attitude toward the student and classroom?</b>	<b>Yes</b>	<b>No</b>
<b>13. As a result of your training and with use of the model, have you found your classroom management to be more effective?</b>	<b>Yes</b>	<b>No</b>
<b>14. Do you use the techniques of clarifying or restating in either group or individual meetings?</b>	<b>Yes</b>	<b>No</b>
<b>15. Do you perceive a feeling among your students that they can be open in their responses during group discussion?</b>	<b>Yes</b>	<b>No</b>
<b>16. Do you have a closer relationship to your students through the use of classroom meetings?</b>	<b>Yes</b>	<b>No</b>

## **Appendix III. Interview Questions and Field-notes Reference Guide**

### **Interview Questions**

#### **Goals and Techniques**

1. What are the goals of your classroom management technique?
2. What techniques do you use to regain the effective learning environment that often?  
Dissipates with a misbehaving class?
3. When do you find students become discipline concerns? Probe: Is there anything that  
Seems to trigger classroom disruptions?
4. How do you attempt to gain your student's respect?

#### **Teacher Attitude**

1. How much control should teachers have over their students? How much choice  
should?  
Students have? In what circumstances is choice important to a student? Why?
2. What do you believe is the purpose of misbehavior?
3. How does this purpose factor into your classroom management technique?

#### **Students' Basic Needs**

##### ***Survival***

1. What steps do you take to create a safe learning environment for yourself and your  
students?
2. Have you had any situations in which a student's physical or emotional need has been  
in danger? If yes, how did you handle it? If no, how do you think you would handle  
it? What steps do you take to ensure that this does not happen in the future?

##### ***Love & Belonging***

1. What steps do you take in an attempt to connect with your students?
2. What are the results of having a successful connection with your students?
3. What are the consequences of not having a successful connection with your students?

##### ***Power***

1. How do you attempt to make your students feel important in your class?
2. What opportunities are students given to feel empowered?
3. How do you respond to a student who comes to you with a concern that a grade on an  
assignment is not as high as expected?

##### ***Freedom***

1. How do you decide who goes into which group during group-work assignments?  
What do you do when the group stops working productively?

2. What do you think are the benefits of choosing an assignment for your students?  
What do you see as limitations?

***Fun***

1. How do you incorporate fun into your classroom?
2. What kinds of assignments do students respond to with enthusiasm?

**The Quality World**

1. How do you try to help problem students realize that schoolwork, teachers, and school in general are important?
2. How do you attempt to get to know your students?

**Total Behavior**

1. How do your discipline strategies deal with student behavior?
2. How do your classroom management strategies deal with students' feelings?

**Other**

1. What is the purpose of classroom management?
2. What elements do effective classroom management strategies have?
3. When you are implementing classroom management, what is your immediate goal?  
How successful are your classroom management strategies in achieving this goal?
4. How do you attempt to establish a strong relationship with your students through your classroom management strategies?
5. How do you think differently about a problem student than a student who typically exhibits responsible behavior?
6. How do you act differently with a problem student than with a student who typically exhibits responsible behavior?

**Responsibility**

1. In your opinion, what kind of environment fosters responsibility in students?
2. How do your classroom management strategies promote responsibility?

**Appendix IV: Students’ Basic Needs Scale Based on Choice Theory (SBN) Developed by Mei Sing and Jusoh (2015), Revised by the Researcher**

			BCTP					DCTP					ACTP							
N	Basic Needs categories	Directions: For each statement below, please mark the response that best describes what you think. There are no right or wrong answers, so please respond as honestly as possible.	Strongly Agree	Agree	Slightly Agree	Disagree	Slightly Disagree	Strongly Disagree	Strongly Agree	Agree	Slightly Agree	Disagree	Slightly Disagree	Strongly Disagree	Strongly Agree	Agree	Slightly Agree	Disagree	Slightly Disagree	Strongly Disagree
1	survival	I have enough facilities at school																		
2	survival	I feel comfortable at school																		
3	survival	This school is clean and neat																		
	survival	I like to hang out with friends																		
4	survival	Teachers care about me																		
5	survival	I have many friends																		
6	love & belonging	I never get enough love																		
7	love & belonging	Friendship is vital for me																		
8	love & belonging	I appreciate all my friends.																		
9	love & belonging	I have close relationships with all my friends.																		





## Appendix V: Cover Letter and Consent Form

Dear Participants:

I, Hakimeh Moradi, a Ph.D. candidate of English language teaching at Çukorova University, would like to invite you to participate in a study I am conducting on determining the potential effects of applying William Glasser's Choice Theory in developing English language teachers' classroom management and their techniques to meet students' basic needs based on Choice Theory

To accomplish this goal, I would like to sit down with you so that I may ask you to participate in an five-session program to explain the theory and its implementation in the classroom and answer to three kind questionnaires: (1) Theoretical development of the Behavior and Instructional Management Scale (BIMS), (2) *Students Basic Needs Scale Based on Choice Theory* (SBNS) in three circles; before, during, and after Choice Theory program (CTP), and (3) *Perceived changes in teaching styles due to participation in the Choice Theory Program* which will be administrated in two circles, during, and after (CTP). In addition, you also will be requested to interview which will require approximately 40 minutes of your time for each interview and will be recorded on tape and then transcribed by the interviewer. The interviewer will also take observation notes, theoretical notes, and personal notes related to the research topic as well as the research process. Each observation will be followed by a post-observation conference which will take about 15 minutes.

There are no foreseeable physical or psychological risks that will occur as a result of the interview questions. Your participation, though greatly appreciate, is completely voluntary. As such, you may at any time choose not to answer one or more of the questions asked in the interview and are permitted to withdraw from the study at any time. You will be given a pseudonym to ensure your participation in the study confidential. All information you provide will be shared only amongst researchers (myself as well as my thesis advisor, Dr. Meryem Akçayoğlu and my committee members. However, the findings of this project will be made available to you at your request upon the completion of the project. Your name, or any other identifying information, will not be revealed in any published materials. If you have any questions or concerns, please do not hesitate to contact at [hakimehmoradi@yahoo.com](mailto:hakimehmoradi@yahoo.com) or [hmoradi@student.cu.edu.tr](mailto:hmoradi@student.cu.edu.tr) .

Thank you for your cooperation.

Sincerely,

**Participant Consent Form**

My signature on this sheet indicates that I agree to participate in a study by Hakimeh Moradi, on *Developing English Language Teachers' Teaching Techniques and Classroom Management Based on Choice Theory*, and it also indicates that I understand the following:

1. I have received explanations about the nature of the study, its purpose, and procedures.
2. I am a volunteer
3. There is no apparent risk of physical or psychological harm
4. I will receive a summary of the project, upon request, following the completion of the project.
5. I will not be named, or identified in any way in any materials published as a result of this study.
6. My interview will be recorded using a tape recorder and then transcribed by the researcher.

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Signature of Participant Date

## Appendix VI: Personal Correspondent

**Subject:** Re: requesting permission to use your questionnaire

**From:** karenwong (karenwong@utar.edu.my)

**To:** hakimehmoradi@yahoo.com;

**Date:** Wednesday, February 3, 2016 6:29 AM

Hi,

Ya You can use it and the scoring is yes or no.

On Tue, Feb 2, 2016 at 2:17 AM, Hakimeh Moradi <hakimehmoradi@yahoo.com> wrote:

Dear Mr.Wong Mei Sing,

I am a Ph.D. student in ELT at Cukurova University in Adana, Turkey and I am doing my thesis on the Choice Theory. I saw your valuable article on Validity and Reliability of Basic Needs Questionnaire Based on Choice Theory in Malaysia .

I need this questionnaire for my thesis. I wonder if I could use it for my thesis? If yes, would you please let me know "how the participants answered it? did they use "yes or no" or scored it?

Looking forward to your kind and prompt answer

Best Regards

Hakimeh Moradi

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Regards,

Karen Wong

Lecturer

Department of Psychology, FAS

Room: PF-015

Tel : 05-4688888 Ext: 4646



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**Subject:** Re: Merry Christmas  
**From:** Philip Lanoue (lanouep@clarke.k12.ga.us)  
**To:** hakimeh moradi@yahoo.com;  
**Date:** Thursday, December 25, 2014 4:48 PM

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Hakimeh,

Merry Christmas to you and your family! We all have much to be thankful and most of all is the opportunity given to us to inspire all children every day. Continue to be that advocate for all children knowing each see the world through a different set of eyes which are not solely the eyes of the teacher.

Phil

Philip D. Lanoue, Ph.D.  
Superintendent  
Clarke County School District

On Dec 25, 2014, at 1:21 AM, Hakimeh Moradi <[hakimeh moradi@yahoo.com](mailto:hakimeh moradi@yahoo.com)> wrote:

Dear Dr.Lanoue

I want to take time to tell you how blessed I feel to know you. Here's to wish you a very Merry Christmas and amazing New Year.

Merry Christmas  
Hakimeh



**Subject:** Re: Getting permission to use your Attitudes and Beliefs of Classroom Control Inventory (ABCC-R) in my Ph.D thesis  
**From:** Hakimeh Moradi (hakimehmoradi@yahoo.com)  
**To:** Nancy.Martin@utsa.edu;  
**Cc:** Daniel.Sass@utsa.edu;  
**Date:** Friday, December 19, 2014 9:46 PM

Dear Dr.Martin,  
 I really appreciate your kind permission.

Best Regards  
 Hakimeh

On Friday, December 19, 2014 8:08 AM, Nancy Martin <Nancy.Martin@utsa.edu> wrote:

Dear Hakimeh,  
 I no longer provide permission to use the ABCC or its revised version (ABCC-R) because we have published another instrument, the Behavior & Instructional Management Scale (BIMS). I believe it will serve your purposes better and you definitely have my permission to use it. The article that describes its development, its scoring and its psychometric properties is attached. The BIMS is in an appendix at the end of the article.

I wish you the best of luck with your study.

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Nancy K. Martin, Ed.D.  
 Associate Vice Provost — Core Curriculum & QEP  
 Professor of Educational Psychology  
 The University of Texas at San Antonio  
 One UTSA Circle  
 San Antonio, TX 78249

**Phone:** 210-458-5191  
**Fax:** 210-458-5189  
**Email:** nancy.martin@utsa.edu  
**Web Site:** www.utsa.edu/coreqep  
**New Office Location:** Plaza Norte Building 2.210

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**From:** Hakimeh Moradi <hakimehmoradi@yahoo.com>  
**Reply-To:** Hakimeh Moradi <hakimehmoradi@yahoo.com>  
**Date:** Friday, December 19, 2014 at 4:15 AM  
**To:** Nancy Martin <nancy.martin@utsa.edu>  
**Subject:** Getting permission to use your Attitudes and Beliefs of Classroom Control Inventory (ABCC-R) in my Ph.D thesis

Dear Dr.Nancy Martin,  
 I am an English teacher and Ph.D student in English Teaching at Cukurova University, Adana, Turkey. I am writing my thesis about choice theory and its effect on ELT. I was wondering if I could use the questionnaires you and your colleagues developed (Attitudes and Beliefs of Classroom Control Inventory (ABCC-R) ) with giving reference in my thesis?

I really appreciate it if I could have such a great opportunity.

Best Regards  
 hakimeh Moradi

## CURRICULUM VITAE

Hakimeh Moradi

[hakimehmoradi@yahoo.com](mailto:hakimehmoradi@yahoo.com)

Hakimeh Moradi was born in Tabriz, Iran. She took her BA from Tabriz Payame-Noor University in 2007, MA degree from Islamic Azad University, Science and Research Branch, Tabriz in English Language Translation in 2012. She started translation with *Saba* translation group with translation of two volumes of *Children's Knowledge Bank* by Neena Agrawal (2006), and teaching English as a foreign language at some private English schools in Tabriz. She also worked as a translator in a big company in Tabriz. Simultaneously she tried to learn French and Turkish. She got acceptance from Çukurova University and started her Ph.D. in English language teaching in 2012.

She worked as an English teacher at Turkish-American Association English School in Adana, Turkey for 3 years. She started working as an English teacher and supervisor at Sepidar English language Institute in Tabriz for a year.

In 2016, she established her own foreign language institute, Entekhab (Choice) Institute in Tabriz.

Beside translation, teaching languages, applied linguistics, literature and writing especially short story, music and sport are her scopes of interest. Some of her publications are as follow:

<b>Seminars</b>	Collaboration in Classroom Management Based on Common Core Teaching Rubric for Effective Teaching at 3rd ULEAD Congress International Conference on Applied Linguistics, Çanakkale, 2015
	Error Analysis in Second Language Learning and its Significance to Teaching and Learning at 2nd EJER International Eurasian Educational Research Congress, Ankara, 2015
	Over-extensions in Comprehension and Production in early language development Of Turkish Children at IATEFL TTED SIG International Conference in English Language Learning, Antep, 2015.
	National Conference on New Horizons in Translation Studies and Discourse, Tabriz, Iran, 2016
<b>Translations</b>	Neena Agrawal, 2006, <i>Children's Knowledge Bank</i> , Translated from English into Farsi, Tabriz. (ISBN 9640688924)
	<i>Glasser, W. (2001) Every Student Can Succeed under publication</i>