



# BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

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FACULTAD DE LENGUAS

**“Teenage Students’ behavior that affects their English acquisition  
process in the Secundaria “Maria Trinidad Garcia Islas”**

A thesis submitted to the Faculty of Languages  
For the degree of

## **Licenciatura en la Enseñanza del Inglés**

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**“TEENAGE STUDENTS’ BEHAVIOR THAT AFFECTS THEIR ENGLISH ACQUISITION  
PROCESS IN THE SECUNDARIA “MARIA TRINIDAD GARCIA ISLAS”**

This thesis has been read by the members of the committee of

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the requirement for the degree of

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## **Dedication**

First of all, I want to thank God for giving me this opportunity to culminate my research, provide me with the tools and perseverance, and for helping me not give up on this project. Also, I want to give my most tremendous thanks to my family, especially to my grandma Na Irma who always is with me, giving me all her love, support, care, and dedication to me. Thank you, mom, for believing in me, thank you, dad, for your support, siblings for all the advice that never missed, and my love for inspiring me to be a better person.

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### **Abstract**

Misbehavior hampers the effectiveness of learning and teaching. Everything depends on the management that the teacher employs and how students react. For instance, if the class is bored, students misbehave, start cheating or fighting, and talk without permission (Burden, 1995). The objectives of this quantitative study were to determine the effect of common behaviors on student performance in the classroom and to analyze the strategies teachers use to get the students' attention and better comprehension. The participants were 18 students aged 14 to 16 years old. The results show that the most common way students behave in an English class is opposite to what teachers indicated; they do other activities instead of paying attention. For further research, misbehavior may be explored with other variables such as anxiety, feelings, types of personalities, learning style, friendships, relationships, and confidence. To keep more on student misbehavior and its specific cause that make students misbehave.

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## **Introduction**

This research is about the typical behaviors that affect their English acquisition in a secondary school; during the study, it was observed that there was more misbehavior during the class, so to begin the first chapter of this study, I present the content of this research.

It is made up of five chapters; the first one is basically about the background, the rationale, purpose of the study, research objectives, research questions, significance of the study, limitation of the research, and finally, the key terms.

The second chapter is more about the study. Some authors mentioned who have investigated misbehavior give us support at the moment of the result discussion. This chapter begins with the misbehavior topic. Then, reasons students misbehave, strategies to deal with misconduct, language acquisition, second language acquisition, classroom management, classroom management strategies, students 'attitude, adolescence, motivation, the role of teacher, learning strategies, and recent studies.

The third chapter is about the procedures that the study follows, such as the method, location of research, the participants, the sampling, the theoretical context of the study, the technique, the instrument, data analysis technique, and the procedure, all of that was important to collect the data.

The fourth is based on the study results; this information is categorized in parts for an easy understanding. It begins with the instruction, misbehavior actions, effects of misbehavior in language learning, and strategies to handle misbehavior.

Finally, the fifth chapter concludes with the most common behaviors presented in the study. Then, it reveals the reasons why students misbehave. Finally, it said the strategies that the teacher used, the other part of this chapter is about the implications of the study and the suggestion for further research.

In conclusion, the purpose of this study is that all the information collected could be helpful for future researchers.

## **Chapter I**

### **1.1 Background**

According to Burden (1995, p. 6), "misbehavior is any student behavior that the teacher perceives to compete with or threaten the academic actions at a particular moment and creates disruptions in the flow of classroom activities." As a result of this behavior, misbehavior hampers the effectiveness of learning and teaching. Everything depends on the management that the teacher employs and how students react. For instance, if the class is bored, students misbehave, start cheating or fighting, and talk without permission.

The main topic of this research is misbehavior, which has been studied by (Merç & Subaşı, 2015; Yazdanmehr & Akbari, 2015; Çimen & Çepik-Kiriş, 2015; Rahimi & Karkami, 2015; Tunaz, 2017; Moges, 2017). Their studies presented how misbehavior affects students' learning, and some strategies teachers can try to decrease. Therefore, the researchers consider it necessary to continue investigating it. For example, Rahimi and Karkami (2015) suggest using different data collection techniques such as data interviews, observation, and other participants, including parents, friends, and directors of the school.

### **1.2 Rationale**

Nowadays, English is one of the most commonly spoken languages used to communicate and socialize with others who do not speak the same native language. Also, it is believed to be a different quality in the world of work.

In Mexico, children start to interact with this language in primary, then they continue learning it in Secondary school, but the level of English they have reached is low. It has been observed that there are some problems with learning a foreign language, and in some cases, it is not just the language; it also depends on the teachers that seem to have no control over their classes. Furthermore, it has been observed that students' behavior is not appropriate. For instance, in some cases, some students send messages through a piece of paper as chatting, or

when students are not interested in the class, they start to make annoying noises with pencils, garbage, or whatever they have just because they want to attract attention. It was observed in a class that students do not always use their cellphones appropriately; they usually use social media when they are bored.

Another point that occurs is when the teacher starts to explain the topic using the whiteboard, students see this as an opportunity to misbehave with their classmates that are their close friends. Hence, some teachers pay attention because they may not know how to manipulate or control the misbehaving of each one and let it continue.

Also, it is essential to know that students present some difficulties in learning English as a foreign language even when they learn their mother tongue because classroom management is not suitable. The students do not understand English even when they have studied English since the 6th grade of primary when students are in secondary school classes. It has been observed that students cannot speak or understand the teacher.

As a novice teacher, I have noticed that students have some problems with teachers' behavior because they think that teachers are strict with them. So, they believe that they are at the age where they can commit mistakes and behave like an adolescent, for example, doing activities that an ordinary adolescent does. However, on the other side, teachers want students to learn and keep silent not to distract the rest of the group and have effective teaching.

### **1.3 Purpose of the study**

The primary purpose of this research was to analyze and describe students' behavior in the classroom. Also, it helps to know how students feel when they are learning and practicing English as a foreign language, I mean how they think about their environment, how is their treatment by the teacher and their classmates, and vice versa.

#### **1.4 Research objectives**

To distinguish the most common behaviors that students present in an English class

To determine the effect of those the common behaviors on student performance in the classroom

To analyze the strategies that teachers use to get the students attentions and a better comprehension

#### **1.5 Research questions**

This research had 3 questions that help the analysis

1. What are the most common behaviors that students present in an-English class?
2. How those common behaviors affect their performance in the classroom?
3. What are the strategies that teachers use to get the students attentions and a better comprehension?

#### **1.6 Significance of the study**

It will contribute to some vital data that some teachers do not pay attention to from their students. Also, it is essential to know what is happening with students and how they learn. Therefore, this research could help students to improve their acquisition process and, at the same time, increase the students 'learning level from phase 2 "problem statement" until phase 9 "elaboration of the results report."

#### **1.7 Limitation of the study**

The study's limitations are linked to the nature of this study, which is qualitative. Although, according to Silverman (2010, as cited in Rahman, 2020, p. 104), one limitation of this study is "occasionally shuts out contextual sensitivities, and focuses more on meanings and experience", which means that the data could be less specific because it is more about

information and less statistic. So, qualitative research is a study where the participants' experiences and emotions are fundamental.

On the other hand, Lam (2015, as cited in Rahman, 2020, p. 105) argues that "due to the small sample size, the study results do not wish to claim wider generalization to other contexts." It means that when a study is based on a small group, the information can not be generalized as others, for example, in a table or a graphic. Instead, it is more about deepening participants' responses. So, for that reason, the analysis of data can be more complex and challenging. Besides, this kind of research takes more time to be interpreted due to the analysis of the answers.

Finally, the disadvantages that the qualitative method has may influence the data and results presented; for example, Cumming (2001, as cited in Rahman, 2020, p. 104) said that it "focused on the participants' experience rather than any other imperative issues in the context."

### **1.8 Key terms**

Classroom management "consists of any action that the teacher takes to create an environment that supports and facilitates both academic and social-emotional learning" (Everstone & Weinstein, 2006, p. 2).

Misbehavior "is any student behavior that is perceived by the teacher to compete with or threaten the academic actions at a particular moment, and creates disruptions in the flow of classroom activities" (Burden as cited in Turanli & Yildirim, 1999, p. 6).

Learning strategy "mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" (Ellis as cited in Shi, 2017, p. 25)

## Chapter II

The second part of this research is focused on a study about classroom management. It is also mentioned different authors who have investigated and contributed with varying points of view about students' behavior and classroom management. Furthermore, the importance of this part is to analyze the different authors' perceptions regarding this research, as mentioned in chapter one.

### 2.1 Misbehavior

In this part of the chapter, there are some definitions of misbehavior, but only Burden's definition will be considered within this study. According to Houghton, Wheldall and Merrett (as cited in Çimen & Çepik-Kiriş, 2015, p. 44) misbehavior is defined as an activity which disrupts teachers, it affects their mood and cause annoyance, anger and discomfort; also, it causes disorder and troubles in the classroom. On the other hand, Levin and Nolan (as cited in Çimen & Çepik-Kiriş, 2015) consider it as a kind of psychologically and physically dangerous behavior that obstructs other students learning process. Similarly, Turnuklu and Galton (as cited in Çimen & Çepik-Kiriş, 2015) defines misbehavior disrupts the flow of the academic performance.

Moreover, Kyriacou (as cited in Çimen & Çepik-Kiriş, 2015) explained that students' misbehavior threatens the teachers' ability to establish and keep an effective learning experience in the classroom. Finally, Burden (as cited in Turanli and Yildirim, 1999, p.6) defines it "as any student behavior that is perceived by the teacher to compete with or threaten the academic actions at a particular moment and creates disruptions in the flow of classroom activities". Those definitions explain that misbehavior is caused by all the bad students' actions that interrupt the learning process during and inside the class, at the same time, it harms to the teacher and the classroom management.

## 2.2 Reasons students misbehave

Çimen and Çepik-Kiriş (1999) said that misbehavior happens for several reasons, and he orders them into three categories: children, teachers, and society. In the first aspect, they explain that usually, the students misbehave by doing antisocial actions trying to attract the attention of people; they are interested in being the point of interest.

The second aspect is about the learning complications, and it is normal to see that students with learning complications misbehave more frequently because of their problems than the rest of the class. Finally, the third aspect is about the influence that people have on the students; in this case, family plays a significant role in their lives and affects their behaviors.

On the other hand, Marsh et al. (1978 as cited in Çimen and Çepik-Kiriş, 2015, p.p. 44-45) mention some kinds of teachers who produce students' misbehavior, they are usually unexciting, unable to teach, unfair and usually authoritarian. See Table 1.

Table 1

### *Misbehavior causes*

| <b>Reasons of misbehavior</b>                              |                            |             |
|--|----------------------------|-------------|
| 1.- Children   | 2.- Teachers               | 3.- Society |
| -The interest of attract attention<br>-Antisocial behavior | - Limited academic ability | -Family     |

*Source:* own elaboration

## 2.3 Strategies to deal misbehavior

In this part, there are some authors such as Poulou and Norwich, Weinstein and Altinel in the same study where they present strategies to cope with misbehavior (as cited in Çimen & Çepik-Kiriş, 2015, p. 45). So, according to Poulou & Norwich to deal with misbehavior is vital to use some strategies to put under control the students and also for the class to be effective so that students learn. So they said that the strategy to cope with misbehavior used to have positive and negative stimuli; it depends on each student's reaction.

On the other hand, Weinstein (1996 as cited in Çimen & Çepik-Kiriş, 2015, p. 45) categorized the strategies to deal with misbehavior into two verbal and nonverbal groups. He said that verbal strategies are those where the teacher talks with the student, ignores some actions, punishes and rewards students, and all of that depends on their behavior. In contrast, nonverbal strategies are those where the teacher uses eye contact, mimics or gestures instead of saying something, etc.

Finally, Altinel affirms that the strategies most used by the teachers are eye contact, warning, talking with students, keeping in touch with parents, and giving extra vital work to keep them busy.

## **2.4 Language acquisition**

According to Chomsky (1957 as cited in Bossé, Ringler, Bayaga, Fountain, & Young, 2018, p. 225), explained that language acquisition "is understood as innate processes occurring naturally and predictably in normally developing." It means that when a person is in touch with the language immediately, acquiring the language starts because of the interaction, the interest, and the constancy.

This process is essential to the students who really want to learn and are interested to know all about the language and the culture. It is also important to the teachers who are interested in their students' learning. Besides, this process occurs even when the person does not know that they are really interested. It just happens.

## **2.5 Second Language Acquisition**

As far as we know, second language acquisition refers to when we learn another language than our first language. This acquisition is learned most of the time in school and sometimes on your own. Krashen (as cited in Raju & Joshith, 2018, p.180) explains that acquisition is "a natural process of acquiring a language". It means that whoever can naturally learn a language, such

as watching a program, listening to music, reading about the culture in the language of interest, so, you are learning while doing activities that you enjoy. So, he refers that second language acquisition is acquiring another language as you learned your mother tongue, without rules, grammar, sentences, or structure, so the process will depend on all the knowledge you receive through time.

## **2.6 Classroom management**

Classroom management is one of the most common problems teachers face throughout their careers. During teaching, "classroom control" and "classroom discipline" are the most common concepts to refer to the management of the classroom (Merç & Subaşı, 2015). Everstone and Weinstein (2006) state that classroom management (CM) it is about the actions that the teacher employs in order to develop an atmosphere that help and make easy the learning in academic and social-emotional aspects (as cited in Rahimi & Asadollahia, 2012). It is also defined as all the choices that teachers take in the classroom, for example, all the context in the class, the surrounding, the way of monitoring the class, specifically on students questioning and understanding, and the way they speak (Prodromou, 1992 as cited in Merç & Subaşı, 2015). Both definitions agree that classroom management is teachers' actions to manage or organize the class. Still, the first one also indicates its benefits in the learning process.

On the other hand, Brophy (2006) refers in his definition of classroom management to all the actions done by the teacher to produce a good environment where it facilitates the learning process, he mentioned as examples, arrange the environment, found norms and rules, attract the attention of the students in the class and reinforcing the participation.

Classroom management is convoluted in the education, it needs more than the teachers think, for example, it is necessary that teachers have different abilities, competence, power, enthusiasm can manage the class in order to control misbehavior (Moges, 2017). Each definition mentions for the first-time behaviors within the classroom. The first one says that

CM must be adequate to the lessons will be effective even if the students have problems with their behavior. The second one mentions the characteristics of how teachers have to be with students within the classroom.

Qinglan, Junyan, and Shongshan (2010 as cited in Moges, 2017, p. 74), recommend that classroom management is vital to the teachers in order to it can encourage the students 'behavior and also is essential to their process of teaching learning.

Classroom management refers to all activities done to set and keep an encouraging and structured environment. It incorporates to the organization and also preparedness of teaching practice and learning resources, put in order the materials, decor the classroom, construct and follow the norms and rote within the classroom, among others (Aly, 2007; Jolivette & Steed, 2010 as cited in Moges, 2017, p. 74). In this case, all activities mentioned before depending on teachers, which means that teachers are the key to making it possible to work well with the students and the classroom.

When CM is effective, it helps to create a positive climate that promotes learning. According to Sanford, Emmer, and Clements (1983 as cited in Yazdanmehr & Akbari, 2015, p.2), Those components of a well-arranged class so that students get involved with academic work and follow teacher instructions. As well as allow students to know what teachers want them to do, avoid waste of time, muddle or disturbance and promote that all students work and at the same time be in a less strict and enjoyable environment.

This study concludes that Classroom management is understood as Everstone and Weinstein (2006) states.

Those definitions are beneficial for the study, but only the misbehavior factor will be detailed.

In the following paragraphs, there will be describe some CM Strategies.

## **2.7 Classroom Management (CM) Strategies**

As Oliver, Wehby, and Reschly (2011) explain that it is important that teachers have good classroom management strategies, because it has benefits such as decrease the misbehavior within the classroom, also it helps to control the class in order that teacher can develop the environment and can have good classes (as cited in Yazdanmehr & Akbari, 2015, p.2).

According to Hogan & Rabinowitz (2003, as cited in Yazdanmehr & Akbari, 2015, p. 7) expressed that it is necessary to make some changes in the classroom to have discipline and stop behavior problems, mainly they must concentrate in the environment. One of these changes could be changing their seats or giving extra work to keep them busy and out of their comfort zone. On the other hand, in a study, it was found that teachers mainly used two kinds of strategies, the verbal and nonverbal, the first one includes communication with the students and their parents, verbal admonishment, and give extra work, and nonverbal strategies includes eye contact and ignoring misbehavior (Merç & Subaşı 2015). Those activities help the teacher teach and be aware not to ignore the rest of the students.

Rules and routines are two preclusive elements in the organization of the classroom and at the same time in the management plan. It helps in behavioral context for example to know what wait for, what will be strengthened, and what will be re-taught if there are misbehaviors. Those elements help to avoid problematic behavior in the students by doing proper tasks. (Yazdanmehr & Akbari 2015). In this part, it is mentioned how teachers can prewise the problems of their students behave. It means that those can be helpful to get effective learning with each student; besides, students might feel needed by having a specific task instead of being ignored by their teachers.

Another way to prevent inadequate behavior is supervising the students 'behavior, this help to have under control the class and avoid that students that misbehave take over the rest Oliver, et al. (2011 as cited in Yazdanmehr & Akbari, 2015, p.3). In conclusion, classroom

management strategies are essential because they help classes be more orderly, and students can learn. If the classroom management is positive, the classes will be successful.

In this part of the chapter, we will consider some factors that students present in their lives, context, and needs that affect or facilitate their learning. Teachers and novice teachers should consider those characteristics to understand their behavior and how those contribute to the classroom. The first contact that a person has with education is the school. The word education refers to educating someone, according to this there are a lot of constructions named schools.

Spady and Adler (1974, as cited in Cohen, 2014, p. 172) state: "the principal reason of student antipathy in the school's concern with the safekeeping, discipline, certification, and selection of students rather than its instructional effectiveness ". According to this, it is essential to consider and change it because instructional effectiveness is more important than the other things within the school.

On the other hand, Seeman (1974, as cited in Cohen, 2014) talks about student frustration; the first is powerless; some students feel neither doing whatever they want nor choosing their destiny. Second, students faced some situations that were uninterested to them. Third, misbehavior is related to breaking the rules. Fourth, students feel out of their group of peers. And the fifth, students involve in unnecessary activities.

However, Dobay (1973, as cited in Cohen, 2014, p. 172), disagrees with the idea above; he said that the problem is due to the "absence of hierarchy, the negation of the concept of authority, and the distortion of ideals." It is considered a big problem nowadays because students take advantage of some situations where teachers do not show authority in some cases.

Some adults listed some problems that they in the classroom and four of those problems are relational to behavior. See Table 2.

Table 2

*Problems in the classroom*

| <b>Adults opinion about problems</b> | <b>Problems related to behavior</b> |
|--------------------------------------|-------------------------------------|
| 1.- lack of behavior                 | 1.- lack of behavior                |
| 2.-problems                          | 2.- uninterested student            |
| 3.- lack of support                  | 3.- consume drugs                   |
| 4.- consume drugs                    |                                     |
| 5.- “bad” teachers                   |                                     |
| 6.- space of the school              |                                     |
| 7.- disinterested family             |                                     |
| 8.- school policies                  |                                     |
| 9.- lack of curriculum               |                                     |
| 10.- less facilities                 |                                     |

*Source:* own elaboration with information taken from (Cohen, 2014)

### **2.8 Students ‘attitude**

Zulfikar, Dahliana, and Sari (2019, p.1) consider that studying English is a huge challenge for several people; due to many factors that have impact in the significant learning. Those factors are “stimulation, standpoint, consternation, learning accomplishments, ability, age, and identities”. For that reason, attitude is an essential topic in this research.

According to İnal, Evin and Saracaloğlu said that “Attitude refers to our feelings and shapes our behaviors towards learning” (2005, p.4). It means that if the student feels angry, sad, happy, bored, etc., it will be the attitude they are going to adopt in the class. For example,

it is common to see that students with an optimistic attitude learn better because they feel good compared to those who have a negative attitude. For instance, they used to get bored with the topics, tend to do other activities, and do not learn because it is not essential to them.

## **2.9 Adolescence**

One crucial factor that affects students when they acquire a language is the age. Some teenagers have problems with this factor because they are going through a difficult time in their lives, which impedes their learning. This factor is according to the stage of the adolescents, and it is going to be explained below.

Adolescence is a stage between childhood and adulthood where the person develops to adapt to different situations; however, adolescence is a cultural process where the rest of the person determines their duration and characteristics. Adolescence is reflected in the taking of decisions, sexual and psychological orientations, profession, and character forging.

Adolescence has variable duration, and it is reflected in the character forging, orientation, and professional and emotional ties. This process depends on each person, beginning at the end of childhood and culminating at the beginning of adulthood, in this stage reflects changes and modifications according to different dimensions.

This study is based on adolescents, so for that reason, it is essential to know how it contributes to their behavior within a classroom. So, in this part, the adolescence is going to be presented in three stages: early, middle and late., and for the study, it is going to be presented just the two ones that are more important in this research, so the following information is based on a review article (Gaete, 2015).

The first stage said that adolescents are selfish; it disappears with the flow of time until they reach adulthood, where people become socio centric. For example, egocentrism focuses on the physical appearance, behavior, and the image that others have of them. So, for that reason, the adolescents are worried about their physical appearance and their behavior, and

they feel principal actors within their context; they realize each action with the thought of being judged, observed, accepted, or misunderstood by their peers. For example: “how am I going to take medicine at school? Everyone will realize that I have a problem, or I can’t go to the party with this pimple, everyone will see me horrible!” (Hombberger & Muss as cited in Gaete, 2015. p. 439).

On the other hand, according to Gaete (2015), adolescents in this first stage present changes in 5 different levels that affect their behavior because they feel susceptible, as will be presented next:

Table 3

*Development areas in early adolescence stage*

| <b>Development areas</b>   |   |  |   |  |
|--|---|--|---|--|
| Psychological development  | Cognitive development   | Social development   | Sexual development  | Moral development  |
| <ul style="list-style-type: none"> <li>-Change of humor and attitude</li> <li>-Exaggerated situations</li> <li>-Impulsive</li> <li>-Desire of being rewarded</li> <li>- Be alone</li> <li>-Idealistic</li> <li>- Better communication</li> </ul> | <ul style="list-style-type: none"> <li>-Development of abstract thoughts</li> <li>-Development of identity</li> <li>-Explore, resolve and recreate factors of life</li> </ul> | <ul style="list-style-type: none"> <li>-Autonomy</li> <li>-Less interest</li> <li>-Opposition to authority</li> <li>-Disrespectful</li> <li>-Family dependent</li> <li>-Exclusivity of unique friends</li> </ul> | <ul style="list-style-type: none"> <li>-Pubertal changes</li> <li>-Stereotypes</li> <li>-Shame of their body</li> <li>-Interest in sexual physiology</li> <li>-Sexual doubts</li> <li>-Confusion (The menarche)</li> <li>-Sexual urges</li> <li>-Exploration of gender roles</li> </ul> | <ul style="list-style-type: none"> <li>-Concern about decisions or consequences.</li> <li>-Egocentric decisions</li> <li>-Fear of punishment</li> <li>-Rewards</li> <li>-Satisfy society</li> <li>-Desire in the social order</li> </ul> |

*Source:* own elaboration with information taken from (Gaete, 2015)

Students present different changes of humor and attitude where sometimes they are active, and suddenly they are disinterested due to the influences of their friends. In the same way, they exaggerate situations according to their convenience, and some tend to be impulsive

or have the necessity of being rewarded. Also, exist the desire to be alone and start to be idealistic, acquiring the facility to talk and express.

On the other hand, the adolescents develop abstract thoughts on the cognitive level, and they start to develop their own identity exploring and resolving aspects of life. On a social level, adolescents show more autonomy. Their familiar interest decreases, showing reluctance to authority, and they behave disrespectfully; nevertheless, they depend on their family talking about support and goods. Adolescents tend to get more involved with friends, taking more affection with more importance and existing unique and exclusive ties.

Adolescents are confronted on a sexual level when they start to see pubertal changes; due to this, they are affected to compare their bodies, appearance, and attractiveness with other stereotypes to be accepted by others. Likewise, there is increasing modesty interest in sexual physiology. All this arises from sexual doubts and menarche confusions where they tend to feel ashamed when it appears. Therefore, sexual impulses increase when they explore their anatomy and investigate how both genders behave.

Finally, a moral level starts from childhood, showing concern for the consequences of actions. As a result, moral decisions become egocentric and hedonistic with the fear of being punished or the desire to be rewarded. The other level consists of the satisfaction with a society where they desire to have a social order according to ideas of the family, values, or the church.

In this stage, egocentrism has significant importance, and it is the principal factor where teenagers feel safe, but at the same time, it produces risk. So, egocentrism has an important role; it is more common in this stage where the adolescents have behaviors that put them at risk; this makes them believe they have power and, at the same time, brings troubles due to the lack of judgment.

Conversely, middle adolescence is when adolescents walk away from their parents. They begin to be closer with friends that share the same characteristics, starting a new reorientation affecting their parents and themselves.

Talking about psychology, teenagers still feel individual and prefer to stay alone. Still, at the same time, they are worried about observations and opinions by others and become more sensitive with others. Also, they start to feel concerned about others' feelings. In this stage, egocentric is more common, negatively affecting their behavior because adolescents tend to feel powerful even when they know that their actions have negative consequences. For example, (Gaete 2015, p.440), "I will never get pregnant" even when they have sex or "I will not get addicted "when they consume drugs. Also, in this area is common that impulsiveness appears when adolescents become less idealistic with their aspirations.

In the cognitive area, adolescents increase their abstract thinking, creativity, and reasoning, for example, when students understand a complicated topic. Also, adolescents become more critical of their parents and society, and they do not accept the norms until they know the truth. On the other side, adolescents are expected to increase their academic expectations in this area.

In the social area, adolescents are more involved than ever in the subcultural of their pairs, which can be male and female. It means that adolescents are closer than ever in this middle stage of adolescence. Their pairs try to adopt everything, such as clothes, attitudes, the same behavior, manners, etc. One example of that (Gaete 2015, p. 440) is "my daughter feels that she has to do the same things as her friends" the apparition to the pairs can be positive in the way that they can motivate them to overcome themselves or can be damaging in a sense to put them on risk. Also, in this area, relationships appear according to the adolescents in their lives. However, friendship is more important.

It is essential to say that in this stage, the adolescents look for emancipation, for example they tend to do whatever they want, prefer to stay outdoors, and start to disobey the authority of their parents, causing problems. For example, "it is my life!" "I can go where I want and with whoever I want." (Gaete, 2015 p. 441). So, this is a stage where every adolescent must experiment because it is the way to reach maturity.

The challenge of authority and values appears more frequently when adolescents show that they can lead their lives without their parents. According to that occurs, sons-parent's conflicts consequently to the aforementioned.

In sexual development, adolescents accept themselves with their body changes. The majority are not worried about changes because they have them already. However, adolescents focus more on their appearance, such as clothes, make-up, tattoos, etc. The hope of being more attractive to others and flirting. At this point of their life, exist sexual orientation where adolescents think more about the genre. They feel more attracted, so relationships become brief, engaging and are predominantly experimentation, egocentrism, sex, fantasies, and romanticism. Finally, "increase the sexual experimentation appearing penetration" in this area. On the other side, in the moral area, it is traditional.

Table 4.

*Development areas in middle adolescence stage*

| <b>Development areas</b>   |  |  |  |              |
|--|--|--|--|--------------|
| <b>Psychology</b>  | <b>Cognitive</b>   | <b>Social</b>  | <b>Sexual</b>  | <b>Moral</b> |
| -Individuality<br>-Self-image<br>-Others opinion<br>-Solitary<br>-Increased emotions<br>-Analyze feelings<br>-Care for others<br>-Egocentrism: risk behaviors, | -Increase in abstract thinking<br>-Reasoning creativity<br>-Critical<br>-Increased academic expectations | -Subcultural involvement<br>-Adopt clothing, behave, codes and values of their group<br>-Find own identity<br>Relationships<br>-Emancipation<br>-Challenge | -Body acceptance<br>-More importance about physical appearance<br>-Flirtation<br>-Sexual orientation<br>-Egocentrism | -Traditional |

|   |  |  |  |  |
|---|--|--|--|--|
| authority,<br>feeling of self-<br>defense<br>-Early<br>maturation<br>-Trend of<br>impulsive<br>-Less idealistic |  | values and<br>authority<br>-Parents- Son's<br>conflict |  |  |
|---|--|--|--|--|

*Source:* own creation with information taken from (Gaete, 2015)

## 2.10 Motivation

“Motivation that students bring to class is the biggest single factor affecting their success” Ahmed (2015, p. 6); it means that when the student is motivated in class, it is more probable that they can learn as much as possible. This motivation could be because of personal interest, such as living abroad, writing and talking in another language, or getting a better job, so it is known that speaking more than one language gives better opportunities in a proposal job. In addition, a motivated student is more uncomplicated to teach than the others that do not have motivation.

Gardner and Lambert (1972 as cited in Ahmed, 2015, p. 8) postulated two types of motivation in learning a second language: instrumental motivation, which consists of the need to acquire a language for a specific purpose, for example, pass a course, get a job, etc. The other one is integrative motivation, which consists of adapting to the second-language group members to immerse in the culture.

In conclusion, according to Ahmed (2015) said that motivation is someone's inspiration to do something or follow their goals. So, for that reason it is vital to consider this factor because it is the key to teach and learn easier than the others who do not have stimulation.

## 2.11 Role of Teacher

According to Archana and Usha Rani (2017, p. 1) explained that “a teacher is an individual in the classroom who has the proficiency, tools, and information necessary to edify young

students.” It means that the teacher is a fundamental piece in the learning process; they are the guide that a student needs to learn something; in other words, the teacher is the facilitator of knowledge. Archana and Usha Rani (2017, p. 3), mention that teachers play various roles within the class during the teaching, some of them are “follows - learner, facilitator, assessor, manager, and evaluator” they explained that those roles are in benefit of students’ knowledge and their learning in the future.

### **2.12 Learning strategies**

According to Shi (2017), learning strategies are techniques that students use to learn a second language. On the other hand, Ellis (1994 as cited in Shi, 2017, p. 25) explained that learning strategy is a “mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use.” Behavioral means that students can learn through repetition; it can be helpful to students to remember easily. On the other hand, mental way is related when students relate the words with the context to deduce the meaning of a new word. The use of those activities is helpful to students, so they can learn easier, faster and in an effective way.

Moreover, Oxford (1990 as cited in Shi, 2017, p. 25) mentioned that strategies have a big impact in learning, thanks to strategies learning can be more easy, pleasant, students can learn in a fast way and the most important thing is that learning is more effective using different strategies according to the students ‘necessities. So, for that reason, it is essential that teachers use strategies to teach effectively to students can learn enjoyably and more easily.

### **2.13 Recent studies**

A mixed-method study was done to explore the competencies of effective teachers who teach English as a foreign language. The sample consisted of 100 participants who studied at a University in Turkey. The instrument to gather the data was a questionnaire, and it was a Likert

questionnaire. He found that effective English teachers use different methodologies to teach the language; they give feedback and use different strategies to evaluate their students. According to this, the suggestions or further research could be realized with detailed analysis with the help of more investigations combining items from the present study and with the competencies from literature already determined. (Korkmaz & Yavuz, 2011)

This study pretends to have a closer view of classroom management problems of pre-service teachers through qualitative research by inducing problems and coping strategies related to classroom management during teaching practicum. The study consisted of 12 students EFL teachers who studied at Anadolu University. The most frequent result was the classroom management problems caused by pupils, such as noise, chats, and misbehavior. Besides, students are not participative and walk around the class. On the other hand, student teachers cause CM problems, such as their way, style, and technique of teaching, unplanned situations, and lack of time management in the classroom. Finally, teaching topics and materials to promote activities during the class are the most common management problems in class otherwise. Moreover, they identified strategies to solve CM problems, such as ignoring all kinds of issues, making eye contact, keeping the students silent, changing students' seats, and punishing them. Some of the suggestions in this study are that the CM is vital to have a significant teaching-learning, which means that it is essential that teachers teach effectively and manage their activities. (Merç & Subaşı, 2015)

This study looked for how expert English Language Teaching keeps discipline and maintains the classroom management; according to this, the existing prior (ELT) research on exemplary teachers' practices was reviewed, and common strategies for classroom management were extracted. Thus, 20 (ELT) specialists, including teacher educators, university professors, mentor teachers, and language institute supervisors, were participants. This study found that expert teachers tend to identify it quickly; thus, they use more external

control like changing seats than novice teachers who ignore disruptive situations. According to some notes by the interviewees, changing seats, punishments like giving extra homework or extra work in class, and giving additional responsibilities to maintain busy and disciplined are beneficial as an external control to put under control misbehavior. On the other side, three ways help us establish a good environment. For instance, excellent and evident communication to avoid misunderstanding within the classroom, indicating rules or norms to prevent misbehavior, body language like gestures, movements, and facial expressions, and finally taking control of the students' behavior by watching and controlling them in a monitoring way. (Yazdanmehr & Akbari, 2015)

The objective of this study is to know how teachers manage their English classes according to the expectations of the students. The participants in this study were 161 English preparatory students at Erciyes University in turkey. According to the results students prefer that their teachers encourage them to get better, participate, and contribute to participation, have a friendly attitude toward students and are patient and understanding. On the other hand, in an instructional dimension, the students said that an ideal teacher gives the instructions and the objectives at the beginning of each lesson to be clear, talking about clarity. Furthermore, almost all students said they prefer that the teachers use various educational materials. Finally, in a managerial dimension, students said that they like those teachers make clear the possible behaviors expected in class. On the other hand, students said that they prefer that teachers do not be strict about controlling in class. However, a quarter of the class prefers a teacher with a strict perspective when necessary. (Turanli & Yildirim, 1999)

Students and teachers from the English Preparatory school at Erciyes University participated in this study. Two teachers were selected, and 91 students were administered a questionnaire about the behaviors in the classroom to comprehend how students behaved in their class and students' perceptions about the learning environment. Some of the findings in

this study were that gestures and mimics could help prevent misbehavior, decisive actions such as warning students and stopping the lesson reduce misbehavior. On the other hand, one of the results said that being well-organized and a reasonable control promotes the learning in the students. Creating a comfortable environment also promotes significant knowledge in the students, so teachers need to be careful that students do not abuse that. On the other side, when the teacher does not have control, they start to misbehave due to boredom. They notice the teacher is permissive, so there are fewer behavior problems when the teacher has the authority. Finally, when students laugh at their friends' mistakes, they expect the teacher to stop this kind of action. (Turanli & Yildirim, 1999)

This study aims to investigate the point of view about the possible reasons behind misbehavior in a young learner based on 15 male and 15 female novice ELT teachers. The instrument was a questionnaire that exposed the perceptions of the teachers. Some of the findings were that novice male, and female teachers assume that adult behaviors are the principal factor of misbehavior. Female teachers suggest rewards and punishments such as problem behavior. On the other hand, male and female novice teachers said that another problem of misbehavior is the curricular issue demands on children. Finally, they said that each child's personality is an essential characteristic for which they misbehave. Male and female novice teachers agree that it is the most crucial reason students misbehave. (Tunaz, 2017)

According to pre-service EFL teachers, a qualitative method study was done to tell the perceptions and strategies to deal with misbehavior. So, 20 students were the participants who studied in Turkey. It was found that the most frequent misbehavior in class is the disrespectful attitude toward the teacher and the others. Another example was the use of mobile phones, disinterest in the class, and making noise everywhere, among others. The second category was about strategies to deal with misbehaviors. The pre-service teachers said that attracting the students with different techniques, cautioning students, establishing classroom

rules, and making eye contact are the most common strategies to control destructive behaviors in the class. And on the other hand, the less common strategies used are reward and punishment, use of mother tongue and simple language, raising the voice, and ignoring the bad behaviors. Finally, to deal with misbehavior is important to promote participation, which can increase interest in class and respect to have a relaxed environment to learn. (Çimen & Çepik-Kiriş, 2015)

The participants of this study were two groups of junior-high-school students from a city in the north of Iran. The total of participants was 1408. This study explored the discipline strategies of EFL teachers within the classroom and the motivation and accomplishment of their students in learning English. Some of the findings in this study were that EFL teachers use more strategies such as reward and identification than punishment and aggression because they think that being authoritarian interrupts making decisions about their discipline. According to the results, implement involvement and recognition strategies are more effective than punishment and aggression ones. When students are under punishment and aggression strategies, their motivation to learn reduces. As a suggestion in this study, it said that it would be acceptable that data obtained in interviews, observation, or data given by their parents, friends, and directors of the school can be included because those are some factors that also have a relation with learning. (Rahimi & Karkami, 2015)

A survey method was done in this study to evaluate teachers' beliefs in a secondary school. It is about classroom management of misbehavior and how it is reduced and prevented through strategies. The participants were 120 teachers of four government secondary schools in Asella city, and they were selected randomly. The instrument used was a questionnaire. One of the findings within the study was that the most common classroom misbehavior was that the students used to talk during the class, and others fought or slept when the teacher taught.

On the other hand, unprepared classes to work cause classroom management behavior. The misbehavior types were inattention, which meant a lack of student care, lack of materials, unplanned classes to teach and learn, and boring classes. Another finding in this study was that teachers confront some misbehaviors, such as students walking everywhere in the class, talkative, lazy, naughty, and hyperactive students. On the other hand, the study found some strategies to deal with misbehavior. For example, change their seats, ask a student who misbehaved in class to stand up, communicate to the school principal, talk with a counselor, give advice, keep the silent, reward and punish the students, the use body language such as eye contact, mimes, and the gesture. Unfortunately, other teachers choose to ignore the problems or even the student (Moges, 2017). In table 5, the recent studies are presented briefly.

Table 5

*Recent studies*

| <b>Author year</b>                             | <b>Methodology</b>   | <b>Context</b>   | <b>Findings</b>   |
|--|--|--|---|
| Turanli, Adem Sultan;<br>Yildirim, Ali<br>1999 | Quantitative method<br><br>instrument:<br>A questionnaire  | 161 English preparatory students at Erciyes university in Turkey                         | -Emotional dimension<br><br>-Instructional dimension<br><br>-Use new methods<br><br>-Managerial dimension   |
| Turanli, Adem Sultan;<br>Yildirim, Ali<br>1999 | Qualitative method<br><br>instrument:<br>- A questionnaire<br>- An opinionnaire<br>-an interview | 2 teachers and 91 students at English preparatory school at Erciyes University in Turkey | -Gestures and mimics prevent misbehavior<br><br>-Warning students and stopping the lesson<br><br>-Well-organized, comfortable environment and good control promotes learning<br><br>-Misbehavior due to boredom, teacher permissive |

|                           |  |  |  |
|---------------------------|--|--|--|
| Korkmaz & Yavuz, 2011     | Mixed method<br>Instrument:<br>Likert questionnaire                                | 100 students at University in Turkey   | -Different methodologies to teach, feedback, different strategies  |
| Merç & Subaşı, 2015       | Qualitative method<br>instrument: -semi-structured interviews<br>-diaries<br>-note | 12 student EFL teachers at Anadolu University Faculty of Education, English Language Teacher Training Program.                                 | CM problems:<br>-noise, talkative and naughty students, no participation, students walking<br>-style and way to teach, unplanned situations<br>- topics and materials<br><br>solutions to CM problems:<br><br>-ignoring, eye contact, change the seats, punishment, calm down, CM strategies   |
| Yazdanmehr & Akbari, 2015 | Qualitative method<br>instrument:<br>convenience sampling methods, interviews      | 20 ELT specialist: educators, university professors, mentor teachers, language institute supervisors of well-known private language institutes | -Students are the reason of disorder<br>-Experience helps in comparison of novice teachers<br>- Expert teachers use external control<br>-Novice teachers ignore disruptive situations<br>-Change seats, give extra homework, give extra responsibilities are beneficial as external control<br>- 3 ways to establish a good environment: good communication, indicate rules, body language, control of the students in a monitory way. |
| Çimen & Çepik-Kiriş, 2015 | Qualitative method<br>instrument:<br>-Open-ended questions<br>-Interviews          | 20 students of a foreign language teacher education program in Turkey  | -Frequent misbehavior: disrespectful attitude, use of mobile phone, disinterest in class, making noise<br><br>-strategies to deal misbehavior: use different   |

|                        |   |   |   |
|------------------------|---|---|---|
|                        |   |   | techniques, caution students, establish rules, make eye contact, reward and punishment, raise the voice and ignore misbehavior  |
| Rahimi & Karkami, 2015 | Quantitative method<br><br>instrument:<br>-Questionnaire<br>-Attitude motivation test battery | 1408 junior private and public high-school students of district 1 of Sari | -use of more strategies such as reward and identification<br>-less punishment and aggression<br>-establish routines and reward<br>-Use involvement and recognition<br>-Motivation to learn English<br>-Others factors that impede learn: lack of technology, lack of labs to practice and materials to teach  |
| Tunaz, 2017            | Quantitative method<br><br>instrument:<br>-Questionnaire                                      | 30 novice teachers in 14 different primaries in Turkey                    | -Adult's behaviors are the principal factor of misbehavior<br>-Rewarding and punishment as problems behavior<br>-Other problem of misbehavior is the curricular issues demands on students  |
| Moges, 2017            | Qualitative method<br><br>instrument:<br>-Questionnaire                                       | 120 teachers of four government secondary school in Asella city           | Common CM misbehavior:<br>-Talk all the time, fights, sleep during class, unprepared classes by the teachers, the way of teaching, the use of bad techniques and materials<br>Types of misbehavior:<br>-inattention, lack of care, lack of materials, boring classes<br>Misbehavior such as:<br>-students walk everywhere, talkative, lazy, noisy, naughty and hyperactive students<br>Strategies to deal |

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>misbehavior:</p> <ul style="list-style-type: none"> <li>-Change students</li> <li>'seats, ask to stand up,</li> <li>give advice, keep</li> <li>silent, reward and</li> <li>punish students, use of</li> <li>body language, ignore</li> <li>the problem</li> </ul> <p>Help to students</p> <p>'behavior:</p> <ul style="list-style-type: none"> <li>-prepare and organize</li> <li>the class, use a proper</li> <li>method to teach, being</li> <li>friendly, being</li> <li>respectful, teachers</li> <li>being constant in class</li> <li>and explain difficult</li> <li>topics</li> </ul> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>-Training to deal CM</li> <li>problems, use of</li> <li>appropriate materials,</li> <li>a good lesson plan,</li> <li>encourage to</li> <li>participate in class,</li> <li>follow rules within the</li> <li>classroom</li> </ul> |
|--|--|--|---|

*Source:* own elaboration.

## Chapter III

### 3.0 Introduction

This chapter aims to describe the procedures used in the study. The chapter consists of seven sections: method, location of the research, participants, sampling, technique, theoretical context of the research and instrument, moreover these will be explained below.

### 3.1 Method

According to Denzin and Lincoln, (2000 as cited in Ospina, 2004, p. 2) "Qualitative research helps to study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them." So, for that reason, this research was a qualitative method because the study is focused on behaviors, experiences, perspectives, and some opinions about students' behaviors in the English Language classroom.

A qualitative approach means that the data collection does not have numerical mediation. So, according to Sampieri (2014, p. 7) said that "it is also guided by areas or significant research topics." Also, it is important to know that during the process of the qualitative research it is normal that appears some questions and suppositions during or after the recollection or the data analysis, this is because it helps to discover the important research questions to then refine it, and finally answer them. However, on the other hand, the part of the investigation mainly works in a dynamic way between the facts and the interpretation; Sampieri, Fernández & Baptista (2014, p. 7) said that "it is a circular process where the sequence is not the same, it depends on each research and its necessities."

Sampieri et al, (2014) represent the qualitative approach in a diagram, and he said that it is an attempt due to its complexity. According to the diagram, the curved arrows tried to demonstrate that the literature appears in whatever stage of the research, from phase 2 "problem statement" until phase 9 "elaboration of the results report," it can be a quick check with the purpose to be complimented or supported in the study.

Based on figure 1, it is observed that it is necessary to return to the previous phases, for example, from the initial immersion to the results report. One of the examples that (Sampieri et al., 2014, p. 8) gave was that "the first study design can be modified by defining the initial sample and pretending to have access to it." It refers to the troubles that can be faced at the moment of the initial sample, so it must be modified immediately, and the design must be adjusted.

On the other hand, it is essential to know that the number of participants is always more than thought in the data analysis; thus, the sample can be modified. Also, previously it was mentioned that in the process of the study it is necessary to analyze other type of data that was not consider at the beginning of the study, so, it can be useful in the research in order to comprehend the results. The initial immersion means that the researcher needs to be immersed into the study with the environment and, identify the person that contributes with information and guides into the investigation, also it is necessary to verify the viability of the study. Sampieri et al, (2014) said that according to the qualitative process the sample, collection, and analysis are practically simultaneous process. Besides, the qualitative approach has some characteristics, according to (Sampieri et al., 2014):

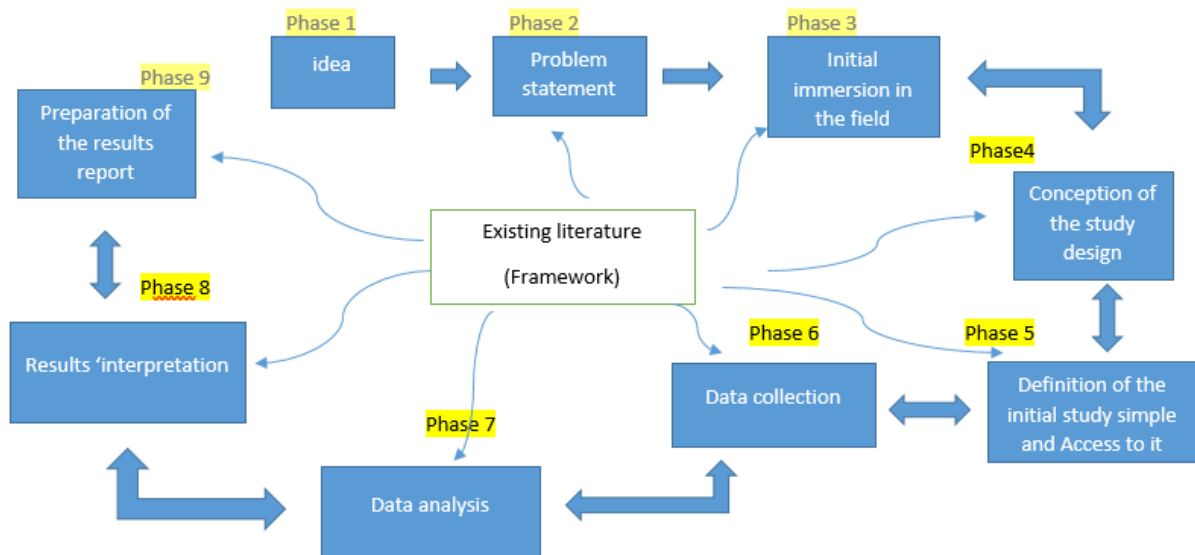
1. At the beginning of the research, there are some approaches that are not concrete as quantitative, for example, the initial approach or the research questions that in general are not defined by the researcher.
2. "This approach goes from the particular to the general" (p. 8), for example, the researcher collects data from a person; first, he examines the data, and then he concludes, then he does it again, collects more data to analyze, checks the results and conclusions, to finally analyze different interviews to get a more general perspective.
3. The hypothesis is not proven; these are generated through the process, and it improves during the data collection.

4. Sherman & Webb (1988 as cited in Sampieri et al., 2014 p. 9) said that the principal concern of the researcher is focused on the participants' experiences as they were, felt, and experienced". So, this approach consisted of obtaining the participants' perspectives or points of view, for example, their feelings, experiences, and others, so the researcher has to collect data through opened questions; he had to take into account written, verbal and nonverbal language and links them. On the other hand, Patton (2011 as cited in Sampieri et al., 2014 p. 9) defined "qualitative data as detailed descriptions of situations, events, people, interactions, observed behaviors, and manifestations".
5. The researcher collects data using opened interviews, observations, interactions with the participants, etc.
6. The process of the qualitative research is more about restore the reality, so the process is flexible and takes direction according to the questions and theory.
7. According to (Corbetta, 2003 as cited in Sampieri et al., 2014 p. 9) expressed that the qualitative approach not wangles or stimulates the reality, for example, when an interview takes place, all of the speaker's information is important to the results, so it cannot be skipped, the natural setting is important.
8. The qualitative research looks for interpretation of each obtained result.
9. Reality is based on the participants' performance; however, those realities change through the study progress.
10. The center of the investigation is about the diversity of ideologies of the participants, so all the participants' experiences are essential to the study.
11. Qualitative research is not about probabilities, so the study is unique and it does not pretend to repeat it.

12. Finally, qualitative research is naturalistic because it studies human in their daily lives.

On the other hand, it is also interpretative because it tries to interpret the meaning that the people give.

Figure 1. Qualitative process



*(Taken from Sampieri et al, 2014, p.7)*

### 3.2 Location of Research

This research was carried out in the municipality of Coronango in Puebla City near the highway.

The school is called “secundaria Maria Trinidad García Islas”, it is a public morning school with just one group per grade, two bathrooms, and a yard.

### 3.3 Participants

In this study, the participants were English students from 13 to 16 years old; besides, they were enrolled in the secondary mentioned before, and they attended the whole English classes.

Therefore, the level of the students was basic. So, according to age of the participants, a permission was requested from their parents to carry out the instrument.

The following table shows the participants in this study. The nickname of the participants, their sex, their age, and their opinion about English class can be observed. This information was taken from the instrument where the participants participated.

Table 6

*Participants' traits*

| N° | Nickname | Sex    | Age | like or disagree English class |
|----|----------|--------|-----|--------------------------------|
| 1  | Enana    | Female | 15  | Like                           |
| 2  | Blade    | Male   | 16  | More or less                   |
| 3  | Toromax  | Male   | 16  | A little bit                   |
| 4  | Chavis   | Female | 15  | Like                           |
| 5  | Tino     | Male   | 15  | More or less                   |
| 6  | Churches | Male   | 15  | Sometimes                      |
| 7  | Yos      | Male   | 15  | Like                           |
| 8  | Vizca    | Male   | 15  | Dislike                        |
| 9  | Dany     | Male   | 16  | Like                           |
| 10 | Tima     | Female | 16  | Like                           |
| 11 | Gogo     | Male   | 15  | Dislike                        |
| 12 | Yisus    | Male   | 16  | More or less                   |
| 13 | Gepeto   | Male   | 16  | A little bit                   |
| 14 | Alej     | Male   | 15  | Like                           |
| 15 | Axel     | Male   | 16  | Like                           |
| 16 | Papi     | Male   | 15  | More or less                   |
| 17 | Maris    | Female | 16  | Like                           |
| 18 | Hec      | Male   | 14  | Dislike                        |

Source: own elaboration

### 3.4 Sampling

How the participants were selected in this study was by convenience sampling. According to Dörnyei (2007 as cited in Etikan, Musa, & Alkassim 2016, p. 2) Convenience sampling is a nonrandom sampling where participants own specific 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”. This kind of selection was more accessible to the

researcher because convenience samples are sometimes selected no matter the place where the researcher is located; it just happens.

### **3.5 Context of the research**

This research took place in the Secondary “Maria Trinidad Garcia Islas”. The participants were from 13 to 16 years old. Teaching is a complicated task where teachers must deal with different kinds of students' behaviors within the classroom. Likewise, these behaviors can affect their English process. Collect data contributed to this research to know what those behaviors are affect and prevent the students from learning

### **3.6 Technique**

This study was focused on students' behaviors that affect their English acquisition process; for that reason, the technique chosen in this research is observation and interviews. In this case, observation allowed the researcher to select aspects of the student lives and behaviors and watch their performance within the classroom. From another point of view, observation “is a process used to gather data from a set of people for a particular study” (Kawulich, 2012, p.2).

Thus, interviews were helpful to have a documentary paper that could help students have a better explanation of their answers. And according to Martinez (2006, p. 139) the interview is a natural conversation between two people in a face-to-face meeting where the interviewer starts to know more about the personality of his interviewee through his movements, the tone of the voice and the nonverbal communication. One advantage of this technique was that the verbal context allows to motivate to answer, it decreased the formality, also it allowed to know if the questions should be opened or restructured, it was depended on the interaction. Likewise, Kvale (1996 as cited in Martinez, 2006, p. 140) argued that the purpose of the interview in qualitative research is to describe all the experiences lived of the interviewee and give the most truly interpretation.

### 3.7 Instrument

One of the instruments in this study was the interview, which contains introductory, transition, and closing questions. Considerations to elaborate the interview were based on the technique of the interview guide, semi-structured kind, which means that it looked for the decrease of formality to increase the interest in the interviewees and their participation facilitating the memory of their experiences.

On the other hand, the observation was helpful to check and analyze some students' behaviors that affect their English acquisition within the classroom. So, in this research, the observation had 17 questions about the teacher, the students, and the class environment. Questions 1 to 5 consisted of the teacher's role in the classroom, and questions 6 to 10 were about students' behaviors within the class. Finally, questions 11 to 17 were about the classroom environment (The teacher, the student, and the control).

Table 7.

#### *Observation guide*

| <b>Teacher's role</b>  | <b>Students' behavior</b>                                       | <b>Environment within the classroom</b>                            |
|--|---|--|
| 1 How is the teacher's attitude at the beginning of the class?     | 6 What do the students do when the teacher starts the class?    | 11 Are the teacher's instructions clear?                           |
| 2 How do the students react to the arrival of the English teacher? | 7 How does the student's behavior affect his classmates?        | 12 How is the teacher-student interaction?                         |
| 3 How does the class start?  | 8 How do the students react when the teacher begins to explain? | 13 How truthfully do the students realize the activities?          |
| 4 How is the teacher's attitude?                                   | 9 What do the students do when the teacher writes on the board? | 14 What do the students do while the teacher reviews the activity? |
| 5 What materials does the teacher use in the class?                | 10 How do students react when an activity begins?               | 15 What do the students do when the teacher checks the homework?   |

|  |  |  |
|--|--|--|
|  |  | 16 How does the teacher control the group? |
|  |  | 17 Does the teacher's tone of voice help?  |

Source: own elaboration.

The other instrument applied was an interview that consisted of 16 questions. First, questions from 1 to 6 asked for students' opinions about English; those were the introductory questions to establish the rapport between the interviewer and the interviewees. Next, questions from 6 to 10 were done to lead the interviewees to the key questions; questions from 11- to 14 looked for reasons for misbehaving and how their behavior affects their grades. Finally, questions from 15 to 16 were the closing questions that helped to gather more information about students' opinions about English.

Table 8

*Semi Structured Interview*

| <b>Students' opinions about English</b> | <b>Key questions</b>  | <b>Reasons for misbehaving</b>  | <b>Closing questions</b>  |
|---|---|---|---|
| 1.- How are you today?                  | 6.- Do you think there are things that are difficult to learn in the English class? | 11.- In the class I observed your behavior and I noticed that... why do you behave like this? | 15.- Do you consider that despite your behavior in class you have achieved a good level of English?       |
| 2.- Do you have a nickname?             | 7.- What are those things that would be difficult to learn?                         | 12.- What problems have you had behaving in that way?   | 16.- Would you like to add something else that you have omitted about your behavior in the English class? |

|  |   |   |  |
|--|---|---|--|
| 3.- The school is a nice place? Why?   | 8.- Would you change something about your English class?          | 13.- Has your behavior affected your academic performance? What happened? |  |
| 4.- Do you like English? Why?  | 9.- How do you consider yourself in the English class? (behavior) | 14.- Has your behavior affected your final grade?                         |  |
| 5.- Do you consider yourself good at English? What are you good at?                    | 10.- How does the teacher correct you when you misbehave?         |   |  |
| 6.- Do you consider there are things that are difficult to learn in the English class? |   |   |  |

Source: own elaboration

### 3.8 Data analysis technique

According to the article, the first touch within an investigation is to collect data; in this case, qualitative research tried to give us answers to our questions with meaning, for example, feelings like agreeing, disagree, and points of view uncensored. Those answers came from different sources such as interviews, journals, observations, or questionnaires. This article gave us helpful and easy steps that researchers followed to analyze qualitative interviews to get the data, for example, organize data, detection, and put in order possible results, ideas, or concepts, among others.

The first step was the organization of the data. The study suggested go back to the information recollected to have the questions and topics answered. It also offered manners to prioritize, reduce and organize the data. The first is called thinking inside the box; it talked

about why we want to do the interviews, then the importance of looking back to the main questions that we pretend to answer, and finally, analyzing the data we are trying to discover.

The second one was thinking outside the box, which was about looking at other studies that could relate to your theme and how they could relate to your questions and considerations that could have in possible future studies. Finally, it suggested that the data should be organized in an easy way where researchers can choose concepts, opinions, or themes, so a good way to manage it is in a table, it is going to be helpful, and it help us to pass to the other step.

After that, the researcher took specific words or ideas into account within the responses. In this case, the researcher took notes about different opinions making a list; it was more than one opinion in a question. It was essential to consider the finding meaning in the language; it refers to the way of expression. It means that every person has a way to talk or express their feelings, ideas, or perceptions; usually, the form of expression reflects their behavior. On the other hand, the researcher was concentrated on identifying unexpected situations that need to be heard. After doing this, we used codes or categories to categorize and make the information easy to understand.

On the other hand, the third step in this article was building overarching themes in the data. So, it was about that each response had a relation with a different theme, that at the same time had a more specific and meaningful data.

Finally, the fourth step ensured reliability and validity in the data analysis and the findings. In this case, the validity was not a stage out of the investigation; otherwise, was about the precision and reality of a study. It started from the beginning, and during their process, it pretended to be valid and genuine. On the other hand, reliability was about the coherence during the study through the collected findings; it needed to be trustworthy during the interviews, the transcribing, and the analysis of the results.

Following the previous phases mentioned above, the researcher of this study carried out the data analysis considering the following. First, it was based on qualitative data that consisted of “collected in close proximity to the specific situation such as via direct observation or interview, with the influence of the local context being taken into account and not being discarded (Miles & Haberman, 1994 as cited in Leech & Onwuegbuzie, 2007, p. 560). The data was collected through the instrument that was an interview guide and observation, which was applied in a secondary school.

The analysis was constant comparison analysis or "coding," as some authors call it. Constant comparison analysis refers “when a researcher is interested in utilizing an entire dataset to identify underlying themes presented through the data, it can be undertaken deductively or inductively”. (Leech & Onwuegbuzie, 2007, p. 565)

On the other hand, the codes in the study roused from the data. After all the data had been coded, the codes were grouped into two families: misbehavior and factors that affect learning with three categories: misbehavior actions, effects, and strategies.

### **3.9 Procedure**

First, I noticed that I have a secondary school near my house. Hence, I decided to go and ask for permission to observe their English class and have access to do my research with their students, so I talked with the school director. He asked me for permission from the university to support any situation because the students are underage, so I went to the university's administrative staff. Then, I asked for an official paper that explained my necessity with the school; the delivery of this document took approximately five days. Then, I went to the school for two weeks to observe the English class, the duration of the observation was around 2 hours, and they were carried out simultaneously because of the Clausura of the students; that event took several hours of class, and the teacher that was observed was not the

real English teacher, so it was a little bit difficult in the moment of the observations, so it took more time to get the data.

After doing and taking notes of the observation, I explained to the director that I needed to interview the students because it was part of the research instrument. So, he explained to me that I needed to do other personal documents for the parents of the students because of their age and their security. This paper needed to explain the purpose of the study, the interview preparation phase, the interview duration, and the possible questions. Thus, this other requirement took three days more to be approved by the director. On the other hand, students needed to attach the identification of their parents as proof of consent, and the paper needs to be signed by both. This requirement made them uncomfortable because they felt that they were doing something wrong. So, there were difficulties in applying it on the interview day. Some of them were caused by students who did not bring complete documents; others did not attend school; others hid out of shame of being interviewed in front of their peers, and the rest did not have time because of the Clausura. So, it took four more days to realize it because of some school events and typical real-life situations.

It was tricky at the beginning of the data collection stage because some problems were encountered. Firstly, I was to get permission to collect data; then, the problem that I faced was that the participants were young students, so the director asked for an official document written by the university which explained the purpose of the study and the procedure to do the research, so it took approximately 27 days.

Then when I did the observation to select the participants, the teacher was not comfortable with this because she said she was not a real English teacher. Hence, the environment was not lovely, then outside was a lot of noise because it is a new creation school, so the English classes were not taught as expected. Another problem was that the participants

were in 3rd grade. Their Clausura was approaching, so the students needed to lose some classes to practice their performance, and unfortunately, the course more affected was English class.

When the participants were selected, the next step was an interview, so the students had to let their parents know that they would be interviewed, so both had to sign a permission to be recorded via voice, so it took more time. Finally, when the interviews were taking place, some students were shy to answer due to the jokes of their classmates, others forgot their permission to be interviewed, and I had to wait more time to collect all the information as I wanted.

Another problem that I faced collecting data in this research was the method I used, and it had some disadvantages when I applied. The method that I used is the qualitative method, so I used interviews to collect data. So, when I interviewed the participants, some information was not heard due to the noise outside. Moreover, the place where it was done was not appropriate. Even there were a lot of distractors to the interviewee; for example, they could not concentrate on their answers, they ignored the questions and were not serious in the interview, also were shy when they noticed that the interview would be recorded, so they could not express themselves freely as it was expected.

## **Chapter IV Results**

### **4.0 Introduction**

This part discusses results from the literature review and the results collected with the semi-structured interview and the previous observation guide.

The content of this study's results is represented according to the main topic: the students' behavior, especially "misbehavior," and teachers' strategies. So, to complete the study, results will be interpreted with the help of the literature review and their authors.

Finally, participants' real names are shown confidentially because of their privacy and security, so those are presented with nicknames.

### **4.1 Results**

The following results are categorized into three parts to understand this research better. The first one is about misbehavior; as its name says, it is about all the wrong actions that the students do during their classes. The second one is about the effects of misbehavior in language learning; it is about why students misbehave. Finally, the third one is about strategies to handle misbehavior; in this part, some authors advise dealing with misconduct in the classroom.

### **4.2 Misbehavior actions**

In this first category related to misbehavior action, it was found that there were a lot of behaviors that students presented, and those were more misbehavior actions than good behavioral actions. For example, one of the students preferred to paint her arm instead of paying attention to the teacher; due to her behavior, it seemed English did not matter to her. Later, when the participant was interviewed, it was noticed that the participant considered that English was not appealing, and she faced problems pronouncing English. Due to pronunciation, the participant dislikes the subject, remains silent, does not pay attention, and does not participate.

She believes she is not good at English, so she does not get involved in the class. The participant expressed:

English hardly attracts my attention because I cannot pronounce it well. I would not say I like the class; that is why I behave like this. I am quiet, I hardly pay much attention, and I don't participate because that is how I feel like I am going to be wrong, or because it makes me embarrassed, then I don't understand, and I always ask my peers help me. I always do the same. (Enana)

This result is like Demirdag (2015, as cited in Moges, 2017, p. 79) who found that a common misbehavior action is to deal with other things instead of doing what teachers point out. For example, instead of paying attention to the teacher, the participant was polishing her nails.

On the other hand, there were other similar disruptive actions that a participant was doing; for example, he was talking without permission with his friends while the teacher was explaining, he was listening to the music with earphones, and then he shared it. Thus, he was not paying attention to the class due to his lack of interest, and it also seemed that English was not appealing to him like the other participant, so he got bored in class. The participant state:

I am very talkative, because I do not like the subject... well, when the teacher is explaining some topic of the subject I do not pay attention and I do not know what is she talking about... and then I get bored and that is why I do not give interest to the class. (Blade)

It was found that students adopt the attitudes or actions of their friends, so if one of them misbehaves, the other will act in the same way as Gaete (2015). In this study, there were cases where this finding was common among the participants; and then each case will be explained below. During the observation, it was noticed that a student was making noise with a chair; he did not pay attention when the teacher was explaining because he was playing and

talking without permission with his friends. Then, when the participant was interviewed, it was noticed that the student is influenced by his family, and according to Yuan and Che (2012 as cited in Çimen & Çepik-Kiriş, 2015, p. 44) they said that family has a significant impact on their behavior. So, he mentioned that he liked the way their parents misbehaved in the past, so he would like to have his own funny stories. Also, he mentioned that his friends drove him to start the mess; also, he said that he followed the mess to have fun with his classmates. He expressed:

My friends cause my behavior, they start to misbehave, and I join; sometimes they tell me to start doing this, and then I do it to have fun, sometimes we talk, others we play with whatever, we relax, or we ignore the class. sometimes I think that my behavior maybe because of my parents because they also did it in their time. I like it when they tell me their stories, so I make mischief to have my stories. (Toromax)

The second case was about a participant who was talking with her friends without permission. She was laughing, and they were ignoring the teacher all the time, so the participant expressed in the interview that she acts in that way because she feels bored in the class. So, her friends start the mess, and then she gets distracted because of them; she also mentions that sometimes she starts talking with her friends due to boredom or just because she does not understand the topics that the teacher tries to explain. One important factor that produces her misbehavior is that she did not know many people in the past; she did not have confidence in others like nowadays, so she prefers to maintain their friends. The participant said:

Sometimes I make a lot of mess, and I talk with my friends because I get bored in the class or sometimes, I do not understand the class...I do not pay as much attention as I used to in the past, and I think it is because I did not have confidence in my classmates. So, I preferred to pay attention to the class, but now that I know my friends I prefer to

stay with them...I usually try to pay attention, but the truth is that when I do not understand the topic, I like to talk with my friends. (Chavis)

This finding can be linked to the middle adolescent stage, which explains that adolescents face some problems that affect their behavior. This result has relationships with the social area. According to Gaete (2015) adolescents feel closed with their pairs, in this case, their Friends, since adolescents want to imitate their friends' movements or behavior. This behavior is because friendship is an essential part of their lives at that development stage.

#### **4.3 Effects of misbehavior in language learning**

The second category is about the effects of misbehavior on student learning. According to Çimen and Çepik-Kiriş (1999), misbehavior occurs due to some factors. One of them is the learning complications, which means that if the student does not understand the topic or the subject is probably misbehaving more than the rest of the class. So, there were some findings with this effect. The first expressed:

English class seems difficult to me, so when I do not understand the topic that the teacher tries to explain I misbehave, for example I get distracted, I start to be restless or I talk with my friends. (Tino)

The second participant said:

Ammm, teachers tell me that I dropped my grades because of my behavior, they said that I talk a lot in class and I do not pay attention and that is true because when I do not understand the subject I prefer to do other things instead of paying attention. (Blade)

The third participant explained:

I am used to having interactive English classes and the actual teacher does not use so many activities or games, so since I do not understand her explanations I start playing with paper planes with my friends and those things. (Yos)

#### **4.4 Strategies to handle misbehavior**

In this part of the study, the observed teacher applied some strategies to handle the students' misbehavior during her class. However, during the observation, it was noticed that the teacher did not have all the control over the students because she said that she was not the real English teacher; she was supplying the other teacher. So not all the students followed her instructions.

So, In the interview, the students commented on the teacher's strategies. They expressed:

The teacher used to shut me up, she says that I cannot talk, sometimes she makes me clean the classroom or she makes me repeat phrases on my notebook and so on.  
(Gepeto)

When I misbehaved the teacher passes me in front of the class, then I stopped doing that because I do not like that, she scolds me (Maris).

The teacher talked to me in a respectful way when I misbehaved. I try to behave better to can understand the class, so if it were the opposite, everything would go wrong. It creates the wrong environment (Papi).

When we misbehaved within the class, the teacher talks with us and she makes an attention call to stop us, after that I started to behave better and I pay more attention to the class (Axel).

The strategies that the teacher used were attract attention or she passed me in front of the class (Alej and Gogo).

The teacher used phrases such as strategy to stop the misbehavior in the class, for example, be quiet, pay attention, please, keep silent (Tima).

When I misbehaved, the teacher always tells me to hurry up, or she always stares at me, which makes me feel pressured (Dany).

Usually when we misbehaved, the teacher does not talk to us, is like she ignores us (Vizca).

The teacher talks to me when I misbehaved and she tells me not to do what I am doing in a good way (Yisus).

When I misbehaved the teacher scold me and she controls me more than the rest because I can not stay quiet (Hec).

The teacher used to change my seat when I start to misbehave; she tells me that maybe with this strategy, I will not make mischief (Churches).

According to these results, Poulou & Norwich, Weinstein, and Altinel (as cited in Çimen & Çepik-Kiriş, 2015) expressed that it is vital to use strategies to deal with misbehavior; those strategies can be helpful to students can learn. One of the authors is Weinstein (1996) that categorized strategy into two groups, verbal and nonverbal strategies. The first one is based on ignoring some students' actions, communication between teacher and student, punishing and rewarding, and so on; the nonverbal strategies include eye contact, mimics, and gestures.

On the other hand, Altinel (2006) said that the most common strategies used by the teachers are eye-contact, warning, communication with parents about their kids, and keep the students busy giving them extra work to prevent that they misbehave. On the other hand, Moges (2017) said that there were some strategies to deal misbehavior found within his study, those are to give advice, talk to students and counselors, report them to the principal of the school, change seats, keep the student standing still, walk around the classroom and so on. Moreover, some of the findings suggest that if the teachers have in private conversations with students, are friendly. The findings indicate that the strategies used were appropriate and had a good impact on them and makes them participatory. These strategies raise respectful among the students and the most important if teachers try to explain a difficult topic as often as necessary can be helpful for student behaviors Moges (2017).

Another point of this study is that the researcher concluded the study saying that the management of the classroom misbehavior depends on how effective the teacher is, it means that the teacher is the key and has a big impact on the student behaviors.

## Chapter V

### 5.1 Conclusions

The conclusions of the study are presented in the following lines. Firstly, in this study, the most common behaviors students demonstrate in an English class are doing other activities instead of what teachers indicate. The findings in this study revealed that students preferred to do other activities instead of paying attention. For example, they liked to talk with their friends without permission while the teacher explained, others chose to listen to music with earphones, and others made noise to distract the rest of the class or play with whatever object. On the other hand, another participant ignored the teacher and laughed, so all these kinds of findings are related to Demirdag (2015 as cited in Moges, 2017, p. 79).

Secondly, according to Çimen and Çepik-Kiriş (1999) one of the reasons why students misbehave is because of learning complications. In this study, it was found that the most common effects caused by misbehavior that affect their performance in the classroom were that when they do not understand a topic, they immediately start to get distracted or start to be restless or talkative. Another effect was that when students do not pay attention due to their misbehavior, they drop their grades or, in the worst case, fail the subject. Finally, it was found that when the teacher does not use interactive activities to teach, students do not understand, so they prefer to do other activities such as play, talk to others, or be restless.

Thirdly, the teacher who participated in this study used strategies to get the students' attention and better comprehension. The teacher used the most to ask students to be silent, hurry up, and pay attention. Sometimes she asks it in a friendly way, others in an intense way, or occasionally she uses scolding for controlling the students; it depends on each student.

On the other hand, the teacher changed the students' seats to control them; for example, she passed misbehaving students in front of the class to keep them away from the rest of the course. Another strategy that the teacher used was that she kept the students busy doing extra

work, such as cleaning the classroom and repeating phrases in their notebooks as a punishment. Another common strategy used by the teacher was that she stared at them to make them feel pressured, and finally, the last technique used by her was that she tried not to talk to them and ignored them when they misbehaved.

## **5.2. Implications**

According to the results and the theory in this study, it is vital that teachers should know that every single student has a different capacity to learn, different style of learning, different personalities, different points of view, and they also are living different stages of adolescence, so, they need to take into account some aspects to prevent, decrease or eliminate misbehavior; for example, teachers need to comprehend that students go through various situations in their lives due to the stage of their adolescence, so they need to be more patient, apathetic and reasonable, the other aspect that they should take into account is the importance of using different strategies to teach, this aspect is one of the most important and according to Poulou and Norwich (as cited in Çimen & Çepik-Kiriş, 2015, p. 45) mentioned that exist positive and negative stimulation during the use of various strategies that will help to control the students' behaviors in order to have a practical class and they can learn, so teachers could use different strategies or find the most effective. In conclusion, those strategies seem efficient and depend on how the teacher uses them. Therefore, it is essential to know that strategy can be helpful to have good classroom management, have an excellent environment to work in, and for students to learn as much as possible without distractions.

According to Marsh et al., (1978 as cited in Çimen and Çepik-Kiriş, 2015, p. 44), some students misbehave because of the teachers who usually teach unexcitingly, without the capacity to teach, sometimes they are unfair or feeble. Another reason student misbehaves is due to learning complications, and another one is because students usually do antisocial actions. Thus, students need to be motivated by their teachers to learn; students need to consider the

effort that the teachers make to teach them, so they need to raise awareness of the process of learning.

### **5.3 Limitations**

There are some limitations to this study. Firstly, the results represent the population under research, leading not to generalize them to other people. Secondly, the participants may have left out important information in the interviews. Thirdly, the number of teachers in the institution where this study was done was too small, so the sample size became small too.

### **5.4 Suggestion for further research**

This research study has discovered the most common behaviors that students present in class to determine the effects of those common behaviors and analyze the strategies that the teachers use to attract the students' attention. Therefore, this is a qualitative study, which means that it is not related to numbers or statistics, this kind of study is based on experiences, feelings, and realistic situations.

This research may be helpful for novice and experienced teachers who do not know what to do with students who misbehave during the classes even when they have enough experience. For further research, misbehavior may be explored with other variables such as anxiety, feelings, types of personalities, learning style, depression, hyperactivity, nervousness, attention deficit, adolescent problems, emotions in class, teacher's attitude, motivation and demotivation, friendship, relationships, confidence; in order to deep more on student misbehavior and its specific cause that make students misbehave. In addition, understanding the source of student misbehavior may help novice teachers stop or control misbehavior in EFL classrooms.

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## Appendix

### Appendix 1

Permission request (From the researcher to the institution)

Mtro. David Espejel de Gante

Director De La Escuela Secundaria Oficial

Maria Trinidad Garcia Islas

**Asunto: Solicitud de permiso para realizar entrevista con relación a proyecto de investigación de tesis.**

**Tema: “Comportamientos del alumno que afectan a su proceso de adquisición en inglés”.**

Por medio de la presente me dirijo a usted de la manera más respetuosa para concebir su consentimiento, permiso o autorización para permitir realizar una entrevista (Voz) que consiste en indagar sobre el comportamiento de los alumnos en el aula, con el fin de obtener información acerca del comportamiento y lo que piensan de la materia inglés.

Las fases que se siguieron para la elaboración de la entrevista fue en base a la técnica de guía de entrevista, estas son semi estructuradas esto significa que ayuda a reducir la formalidad, incrementa el interés en los entrevistados y en su participación facilitando el recuerdo de sus experiencias. La entrevista posiblemente durará 15 minutos y consiste en 16 preguntas:

- 1.- How are you today?
- 2.- Do you have a nickname?
- 3.- The school is a nice place? Why?
- 4.- Do you like English? Why?
- 5.- Do you consider yourself good at English? What are you good at?

- 6.- Do you think there are things that are difficult to learn in the English class? (mention an example)
- 7.- What are those things that would be difficult to learn?
- 8.- Would you change something about your English class?
- 9.- How do you consider yourself in the English class? (behavior)
- 10.- In the class I observed your behavior and I noticed that... why do you behave like this?
- 11.- What problems have you had behaving in that way?
- 12.- Has your behavior affected your academic performance? What happened?
- 13.- Has your behavior affected your final grade?
- 14.- How does the teacher correct you when you misbehave?
- 15.- Do you consider that despite your behavior in class you have achieved a good level of English? What do you think is due to?
- 16.- Would you like to add something else that you have omitted about your behavior in the English class?

Sin más que hacer referencia, agradezco su atención esperando contar con su apoyo.

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C. Irma Sicaru Martínez Santos

Appendix 2:

Informed consent for the student's tutor

SECRETARÍA DE EDUCACIÓN PÚBLICA  
SECUNDARIA "MARIA TRINIDAD GARCIA ISLAS"  
CLAVE 21EES0354C

PROFR. DAVID ESPEJEL DE GANTE

DIRECTOR DE LA ESC. SEC. "MARIA TRINIDAD GARCIA ISLAS"

P R E S E N T E.

El que suscribe: \_\_\_\_\_ tutor del

alumno (a): \_\_\_\_\_ grado : \_\_\_\_\_

grupo: \_\_\_\_\_ Por medio del presente documento, AUTORIZO que mi hija (o)

responda la entrevista para obtener información sobre el tema: "Comportamientos de alumnos

que afectan a su proceso de adquisición en Inglés", así como lo que piensan a cerca de la materia

(Inglés). La entrevista se aplicará en las instalaciones de la escuela.

Atentamente

\_\_\_\_\_

Padre de familia o tutor

(Nombre y firma)

\_\_\_\_\_

Parentesco

Appendix 3:

Informed consent for the participant

### **Informed consent**

*Tema: Teenanger Students´ behavior that affects their English acquisition process in  
secundaria “Maria Trinidad Garcia Islas”.*

Ciudad: \_\_\_\_\_

Fecha: \_\_\_\_\_

Nombre del alumno: \_\_\_\_\_

Usted es invitado a participar en una entrevista para ayudar a abordar el objetivo de un proyecto de investigación.

La investigación es indagar sobre el comportamiento de los alumnos dentro del aula. El objetivo de la entrevista es obtener información acerca del comportamiento de los alumnos dentro del salón de clases y a su vez saber lo que piensan de la materia inglés y todo lo que lo rodea para su proceso de aprendizaje.

Antes de decidir sobre su participación en la entrevista. Usted debe saber lo siguiente:

- Puede preguntar cualquier duda sobre las instrucciones o indicaciones contenidas en este documento
- Su participación en este estudio es voluntaria.
- No recibirá compensación económica por participar en la entrevista.

- Puede autorizar la grabación de la entrevista (voz).
- Puede autorizar el uso de los datos que se aporte en la entrevista.
- La información que proporcione será utilizada de forma confidencial.
- La participación en la entrevista puede finalizar en el momento que lo decida.

Una vez leído los propósitos del estudio y el proceso de la entrevista, se le pide firme este formato de consentimiento de su participación en este estudio, del cual recibirá una copia firmada y fechada.

---

Firma del participante.

---

Fecha.

Appendix 4

Then, the observation guide is visualized

| <b>Observation guide</b>                     | <b>Date:</b>    |
|--|-----------------|
| <b>Dimensions</b>                            | <b>Comments</b> |
| <b>Class opening</b>                         |                 |
| <b>Development of the class</b>              |                 |
| 1.- Number of the activities in lesson plan  |                 |
| 2.- Links and transitions between activities |                 |
| 3.- Closing                                  |                 |
| <b>Student's use of language</b>             |                 |
| Use of language in group work                |                 |
| Use of the mother tongue during class        |                 |
| Problems with grammar                        |                 |
| Problems with pronunciation                  |                 |
| <b>Students interaction</b>                  |                 |
| Time on task                                 |                 |
| Behavior/Misbehavior                         |                 |
| Student to student talk                      |                 |

| Questions:  | Answers: |
|---|----------|
| 1.-How is the teacher's attitude at the beginning of the class?     |          |
| 2.-How do the students react to the arrival of the English teacher? |          |
| 3.-How does the class start?  |          |
| 4.-How is the teacher's attitude?                                   |          |
| 5.-What materials does the teacher use in the class?                |          |
| 6.-What do the students do when the teacher starts the class?       |          |
| 7.-How does the student's behavior affect his classmates?           |          |
| 8.-How do the students react when the teacher begins to explain?    |          |
| 9.-What do the students do when the teacher writes on the board?    |          |

|   |  |
|---|--|
| 10.-How do students react when an activity begins?                  |  |
| 11.-Are the teacher's instructions clear?                           |  |
| 12.-How is the teacher-student interaction?                         |  |
| 13.-How truthfully do the students realize the activities?          |  |
| 14.-What do the students do while the teacher reviews the activity? |  |
| 15.-What do the students do when the teacher checks the homework?   |  |
| 16.-How does the teacher control the group?                         |  |
| 17.- Does the teacher's tone of voice help?                         |  |