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**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**CLASSROOM MANAGEMENT TECHNIQUES TO OVERCOME MISBEHAVIOR IN A  
JUNIOR-HIGH SCHOOL**

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## **ABSTRACT**

*The purpose of this study is twofold: first, to describe the students' main misbehaviors in the classroom according to participants and, second, to know the techniques that teachers use to overcome those misbehaviors. A qualitative perspective was used since the researcher's interpretation is based on participants' answers. The study was carried out in a public junior high-school and 6 teachers, from 30 to 50 years old, were the participants: three males and three females. Previous results suggest that the main misbehaviors in the classroom affect students' English learning, academic performance, interpersonal relationships, and undoubtedly, classroom management. In addition, teachers stated that they used some strategies to change those misbehaviors. The most common strategy used was setting rules. They think those strategies help students learn easily, respect each other, and improve discipline. Finally, this study might help teachers, regardless of their amount of experience, but mainly novice ones since paying attention to the types of misbehaviors they could have control of their ELT classroom.*

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## CHAPTER I

### 1.1 Background

It is essential to study, what is classroom management? And, why is it important? Considering that, it could greatly *impact students' learning outcomes*. Classroom management is stated as a vital component of education in terms of creating an environment in which instruction and learning take place effectively (Altinel, 2006). Cotton (1990) defines effective classroom managers as those teachers whose classrooms are orderly, who have a minimum of students misbehavior and have high levels of time on task.

Misbehavior is one of the most essential items that teachers deal with. This is defined, according to Levin and Nolan (1991), as a kind of psychologically and physically dangerous behavior that hinders other people's learning rights..

Even though there exist different studies about the topic, it is important to focus on it because more items in this area need to be studied. Since good classroom management and maybe good behavior have a positive effect on students' learning. Effective classroom management strategies support and facilitate effective teaching and learning. (Korpershoek et al. 2014).

Some studies have been found from 1999 to 2017. The studies had been carried *out with three different perspectives: students' point of view and teachers' point of view, and both students' and teachers' perspectives*.

*The researchers' projects that studied teachers are: Classroom management problems and coping strategies of students' misbehaviors in government secondary*

*schools of Arsi Zone (Moges, 2017); varying reasons of young learners' problem behaviors according to novice ELT teachers—(Tunaz, 2017); classroom management problems and coping strategies of Turkish student EFL teachers by Merc and Subasi in 2015, Pre-service EFL teachers' perceptions and strategies in dealing with misbehavior (Cimen and Cepik-Kiris, 2015), An expert EFL teacher's class management (Yazdanmehr and Akbari, 2015), The relationship between teachers' effectiveness and management of classroom misbehaviors in secondary schools by Omoteso and Semudara in 2011, The impact of years of teaching experience on the classroom management approaches of elementary school teachers (Ünal and Ünal, 2012), and ELT students teachers' perspectives of an effective English teacher (Korkmaz and Yavuz, 2011).*

In addition, the research projects that studied *students' perceptions are: The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method (Rahimi and Karkami, 2015), Classroom management: What ELT students expect (Fowler and Sarapl, 2010), Students' expectations of teachers' classroom management behaviors in ELT classes (Turanli and Yildirim, 1999).*

*Finally, the researchers' projects that studied both students' and teachers' perceptions are: Engage them, don't enrage them- student voices and what it takes to participate (Aboudan, 2011), Student misbehaviors in EFL classes: teachers' and students' perspectives (Altinel, 2006), A comparative assessment of student classroom behaviors and learning environment in classes of high control and low*

control teacher through student perceptions and class observations (Turanli and Yildirim, 1999).

Even though much research has been carried out, it is important to mention that not all in this topic has been covered. These are some suggestions for further research that some of the authors above had made. For example, Korkmaz and Yavuz (2011 p. 14) suggest *inquiring about “teacher competencies taking into account the differences within teaching contexts reflecting different contexts and cultures.”* Tunaz (2017 p.1708) proposed *“to compare both, teachers’ and students perspectives might lead to more tangible results which might represent the population more specifically”*, also Cimen and Cepik-Kiris (2015) state that *“a research could be with a larger number of pre-service EFL teachers in different university context, and practices of pre-service EFL in actual classrooms. Finally, Ünal and Ünal (2012) proposed to take a look at how personality variables affect classroom management and how teachers’ beliefs about classroom management styles match their behaviors in the classroom. Therefore, we as researchers could consider some of these proposed topics to conduct new studies.*

## **1.2 Rationale**

The main reason why I am interested in this topic was because of my teaching experiences with teenagers. I think it is important to know why students misbehave in class and how they can improve it. The findings of the previous researchers state that good classroom management could have a positive effect on the outcomes of the learning process. Furthermore, effective classroom management procedures promote independent learning and success for all students in classrooms that are



productive, orderly and pleasant (Rademacher, Callahan & Perderonseelye, 1998).

I thought that it was important to study this because not all the teachers in Mexico have good classroom management; students are talking, moving around the classroom, and that teachers do not want to make students engage in the classroom, could be one of the most important reasons why students lose interest and do not have good behavior.

Consequently, I decided to focus on this because I found this topic so interesting, thus other students could find some help in their years of experience with teenagers. When I started to look up some information, I found different researchers like Turanli and Yildirim (1999), Turanli and Yildirim (1999), Altinel (2006), Fowler and Sarapl (2010), Aboudan (2011), Omoteso and Semadura (2011), Korkmaz and Yazuz (2011), Ünal and Ünal (2012), Rahimi and Karkami (2015), Merc and Subasi (2015), Yazdanmehr and Akbari (2015), Cimen and Cepik-Kiris (2015), Tunaz (2017) and Moges (2017) made in many countries and for different levels. But, I did not find research carried out in Mexico in junior high schools and I think that is a very interesting area to investigate; this is also based in Tunaz (2017) that suggests that *one study should be made from students' and teachers' perspectives for more tangible results* and that might represent a population more specifically. I saw a low interest from students to behave well and focus on class, also a low interest from the teacher to control the class and to engage students in class.

I think this topic is very important to know because this will help to know the principal reasons for *students' misbehavior and will help teachers that are specialized in the area.*

### **1.3. Research Questions**

1. According to participants, what types of misbehaviors exist in a junior high-school ELT *classroom and how do those affect the students' English learning context?*
2. What strategies do teachers use to overcome those misbehaviors?

### **1.4. Objective**

Based on the previous research question, the objective of this research is twofold: to describe, according to ELT teachers as participants, the types of misbehaviors in the ELT at junior high-school level and their impact in the ELT context, and to know the strategies the participants apply to regulate those misbehaviors.

### **1.5. Significance of the study**

This study is important because the results will show the main effects of misbehavior. It will be so useful for future teachers that are interested in working with these types of students. I am interested in them because I think it is important to make students conscious of their behaviors; sometimes it could have bad effects and could affect their learning process.

### **1.6. Personal Statement**

To start this research, it was challenging to decide on a title; I have been working with students for my teaching experience class, I had to make two previous

observations, when I did it I realized that the students were so distracted, disruptive, they were making a lot of noise and even some of them did not take care about *teacher's instructions*, I was confused about which topic to choose, something related to materials or I decided to choose this because it could be beneficial for me while I was doing my experiences, that was the principal reason why I chose it.

## CHAPTER II

### 2.1 DEFINITIONS

There are many definitions in the literature about classroom management. According to Vitale and Medlan (1984), classroom management is a required aspect for a competent student learning. Some other authors such as Vitale and Medlan (1984), Emmer, Sanford, Clements and Martin (1982), cited in Marzano, Marzano, & Pickering (2003), and Brophy and Evertson (1976), cited in Marzano et al (2003) defined it as an essential factor in, and as one of the principal aspects of, the effective teaching and learning process.

Moreover, Medland & Vitale (1984) state another definition of classroom management as a set of arrangements or abilities that teachers pick up with the purpose of working with students effectively. Subsequently, Scrivener (2012) defined it in two different ways: a) *is a manner of how you handle students' learning* by arranging and directing the circumstances in the classroom and b) refers to the different styles of how to preserve order in class, and more directly with discipline issues. Similarly, Evertson and Weinstein (2006), cited in Korpershoek et al (2014), relate their definition of classroom management to the proceedings that teachers make to build an environment that helps the academic learning of students. In

addition, Brophy (2006), cited in Özben (2010), claims that classroom management “Refers to actions taken to create and maintain a learning environment conducive to successful instruction-arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities” (p. 1). It is important to mention that good classroom management is closely related to a good learning environment.

Besides, Savage and Savage (2009), cited in Ünal & Ünal (2012, p. 1) also defined classroom management as two levels of management: "a) the prevention of problems, b) responses when problems do occur."

Finally, classroom management is defined by Prodromou (1992), cited in Merc & Subasi (2015, p.2), as follows: “*Classroom management is defined as encompassing the decisions teachers make concerning their use of space and time and language.*” We could say that maintaining good management in the classroom most of the time depends on teachers’ abilities and could impact on what students are learning.

Additionally, classroom management is related to misbehavior. Some authors like Houghton, Wheldall & Merrett (1988), cited in Çimen and Çepik-Kiris (2015), defined it as an activity that worries, disturbs, or troubles teacher, and it is something that breaks the order in the classroom and; therefore, it directs teachers to make observations continually.

In contrast with the definitions above, according to Levin and Nolan (1991) cited by Selen Çimen and Çepik-Kiris (2015), misbehavior is related with mental and physical

behavior that infringes other people's rights to learn. Omoteso and Semudara (2011) defined it as an activity that obstructs the misbehaving students from learning. Thus, we can infer that having good classroom management could engage us with less misbehavior and, as a result, having an appropriate environment in which students will be able to have successful learning.

*Kyriacou (1997) cited in Ratri (2016) states misbehavior as "Any behavior that undermines the teachers' ability to establish and maintain effective learning experience in the classroom." (p. 3) Classroom misbehavior is an item that parents and educators agree is a problem. Some people blame the teachers and school authority, while others blame the media like music, television, books and recently the internet for classroom misbehavior. Slavin, 2001; Hussain, 2005 cited in Omoteso & Semudara (2011) state that there exist many activities related to misbehavior like talking in class, fighting, cheating, rudeness to teachers, and so on might disrupt the process of teaching and learning. The authors clearly state that most of the time the misbehavior is not a behavior only from school, but also may depend on students' characteristics and their parents.*

*Finally, Özben (2010) states that "misbehaviors in the class ruins the class atmosphere, the teaching process and prevents both students and teachers from achieving their aims and leads to the problem in time management".(p. 1)*

## 2.2 HISTORICAL FRAMEWORKS

In 2003 Marzano, Marzano and Pickering published a book that contains different studies related to effective classroom management; those studies were made from 1970 to 1993. Those were studies based in primary and secondary school.

Kounin (1970) cited in Marzano et al. (2003) made a research videotaping students and teachers with the purpose to analyze their behaviors. He stated specific dimensions and reactions that students have in a classroom management that are: *“Withitness” that is related to how is the attention to a disruptive behavior, the presentation of the lesson, letting students know what behavior is expected of them at any given point in time and, variety in the seatwork assigned to students.*

In 1976, Brophy and Evertson cited in Marzano et al. (2003, p. 5) reported one major study on classroom management. They included some samples about what they did. It included 30 elementary teachers whose students had exhibited consistently better than expected gains in academic achievement. The comparison group consisted of 38 teachers whose performance was more typical. Although the study focused on a wide variety of teaching behaviors, classroom management surfaced as one of the critical aspects of effective teaching.

Four studies were developed in Texas. The first one was made by 27 elementary school teachers, the second involved 51 junior high school teachers. The results from the elementary study were reported in Anderson, Evertson, and Emmer (1980). The second study results were reported in Evertson and Emmer (1982) and in Sandford and Evertson (1981). Both studies were descriptive and correlational in

nature and identified those teacher actions associated with students on task behavior and disruptive behavior. One of the most relevant findings from these studies was that when teachers pay early attention to classroom management at the beginning of the school year, it is a critical ingredient of a well-run classroom.

The third and fourth were also made in elementary and junior high schools. These studies examined the impact of classroom management techniques based on the findings from the other two studies. Together, the four studies resulted in two books on classroom management: one for the elementary level and the other for the secondary level. These books have been considered the primary resources for the application of the research on classroom management to K-12 education (cited in Marzano et al. 2003, p. 6).

In their book in classroom management, Medland and Vitale (1984) state that classroom management inspires students to become better in academic goals. They state that there exist different elements in classroom management that teachers have to consider into account. Related to behaviors, they state different situations that a teacher could live in their classrooms and also give some solutions.

*Brophy made one major study directing classroom management, "The classroom strategy study" that was made based on interviews and observations of 98 teachers, some results showed that these teachers were good managers, and some were not. Effective teachers managers tended to employ different types of strategies with different types of studies. On the other hand, ineffective teachers managers tended to use the same strategies regardless of the type of students or the situation. One*

recommendation made by the author was that teachers should develop a set of *“helping skills” to employ with different types of students or situations* (Brophy 1996; Brophy and McCaslin, 1992, cited in Marzano et al. 2003).

"The strongest endorsement that classroom management received was by a study made by Margaret Wang, Geneva Haertel, and Herbert Walberg (1993). They made a mix of three previous studies. One involved a content analysis of 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles. This study found 228 in terms of relative strength of their impact on student achievement. The second study involved a survey of 134 education experts who were asked to rate each of the 228 variables in terms of the relative strength of their impact on student achievement. The third study involved an analysis of 91 major research syntheses. The final result of this big review was that classroom management was rated first in terms of its impact on student achievement" (Marzano et al. 2003 p. 6).

Laslett & Smith (1993) provide several pieces of advice for teachers in their daily routines in the classroom. They claim 1) management: rules, classroom organization and, *reducing sources of friction*. 2) *meditation “refers to knowledge of how to provide the more intensive individual counseling and guidance some pupils require, how to enhance self-concepts and avoid damaging confrontation in the classroom”*. 3) *Modification rewards and punishments; “refers to understanding the ways in which learning theory can be applied to devising programmes for shaping and changing behaviour through thinking up suitable rewards and punishment”*. And finally, 4) *teacher stress and teachers’ feelings and, helping colleagues cope, “referring to*



checking the effectiveness of school policies on discipline and pastoral care and how senior management can help colleagues avoid stress and cope with problems in *classroom management*".

Froyen and Iverson (1999), cited in Hickey and Schafer (2006), include aspects for management of content (space, materials, equipment, movement, and lessons), conduct, and covenant. Then, it clarifies classroom management in terms of five types of actions teachers take to facilitate learning in their classrooms:

1. Engagement: involvement in academic tasks
2. Curriculum: defining the scope and sequence of instruction
3. Relationships: interacting with and among students:
4. Development: Changing behavior and cognition over time
5. Discipline: Preventing and addressing behavior problems.

Hickey & Schafer (2006) state that these aspects apply new points of view of knowing and learning to the big variety of challenges in classroom management. They said that classroom management concerns both teachers and students for a collective success at ritualizing the routines that define the communities of expertise in which we want students to get engaged.

### **2.3 CAUSES OF MISBEHAVIOR**

There exist different reasons for students misbehaving in class such as the location of the school and the gender of the teacher (Omoteso and Semudara, 2011). On the other hand, Tunaz (2017) stated four main factors of misbehavior such as rewards and punishments, adult behavior, curriculum demands and child personality.

Omoteso & Semudara (2011) state that classroom misbehavior is due to the student's *lack of interest in the lesson and the materials teachers present for learning* and teaching. They claim that misbehavior is related to the phase of life students are in because students want to express themselves and want to express freedom. In the case of secondary students, most of them are in their adolescent years.

Altinel (2006) found five principal causes of students' misbehavior by the perception of the teachers that are the following: the first cause is related to the characteristics of parents (refers to their occupation, education level, and status divorced or married) the second cause refers to the media (referring to tv programs, radio newspapers, we could add actually social networks), the third is because of their socio-economic level, the fourth is referring to class size (that is a very significant aspect that could influence in students behavior inside the classroom and the last cause is students indifference. By the perception of students; the causes that they mentioned for misbehaving are bored, teasing (making jokes about teachers' mistakes or themselves), model peers, irritation ( getting angry with their classmates or with the teachers), and reaction to the teacher (refers to students feeling that teachers make a kind of discrimination against them).

### **2.3.1 RELATIONSHIPS**

To get focus on one aspect mentioned on the principal causes of students' misbehavior, these authors defined relationship between teacher and students; Laslett and Smith (1993) claim that to increase reciprocal trust and respect with the pupils, teachers have to create good personal relationships. Therefore, Özben (2010

p. 589) states *“The ability to establish and maintain positive relationships with students, marked by caring, understanding and trust, has consistently been shown to foster students’ motivation and engagement.”* Hickey & Schafer (2006) state that from a participation-centered perspective, *“relationships between teachers and their students and between students and their classmates are understood in terms of identity”*(p. 290). As the authors have mentioned before, making positive relationships with the teacher will make a good learning environment, however these relationships have to be within *certain limits that will not affect students’ learning*.

Tahir (2015) defined peer-relation as a relation in which students could have a perception of their successes. He states two types of relations: poor and positive ; the poor relation the author relates as a consequence of an isolated sociality and psychological problems. On the contrary, the positive helps against social isolation and improves academic abilities.

Marzano et al. (2003, p. 41) state that if teachers and students do not have good relationships, students will not respect the rules set by the teacher and have disciplinary consequences. Sheets and Gay (1996) cited in Marzano, et al. (2003, p. 42) argue that *“The causes of many classroom behaviors labeled and punished as rule infractions are, in fact, problems of students and teachers relating to each other interpersonally”*. To conclude, *relationships in the classroom is an important item for state good management*. It also has influence in the learning environment, but it also will depend on the relationship that students have.

### 2.3.2 TEACHERS' COMPETENCIES

*How competent teachers are in the classroom is related to the students' behavior and learning. For the teacher to be able to effectively manage his/her classroom, he/she needs to have sufficient and more importantly, confidence and develop abilities in classroom management (Cartledge & Johnson, 1996, cited in Omoteso & Semudara, 2011). Besides, the teacher's *experience* may also be a potent factor in determining the success that the teacher makes of his or her teaching in the classroom (Omoteso & Semudara, 2011).*

Many teachers lack the skills required to be effective due to poor preparation in the training process (Omoteso & Semudara, 2011). Research findings have *continuously have shown that one of the keys to success in teaching is the teacher's ability to manage the classroom and to organize instruction (Brophy, 1988; Cakmak, 2008; Emmer Evertson, & Worsham, 2000, cited in Ünal & Ünal, 2012). Doyle (1986, cited in Moles, 1989) argues that the order is not defined by the way of teacher reacting to misbehavior but, it is determined by how teachers organized the classroom activities and academic work. Moles (1989, p.14) and Tahir, (2015 p. 72-73) state abilities that teachers should increase in order to work effectively in classrooms:*

- *Wittiness: refers to a teacher's ability to be aware of events occurring simultaneously in the classroom, asking prompt action to solve problems before they grow to larger proportions.*

- *Overlapping: refers to teachers' ability to manage more than one classroom activity at the same time without becoming frustrated, confused, or ineffective.*
- *Monitoring: plays a key role in establishing and maintaining classroom activities. Stating two dimensions a) directing the teacher looking at the classroom environment and tasks, b) behaviour: directing attention to specific conduct in students before the intervention.*
- *Momentum: Kounin (1970), cited in Tahir (2015), states it in one dimension from monitoring, and it refers to how teachers maintain a lesson actively, giving instructions quickly and effectively without distraction. He said that misbehavior increases when a class becomes boring. Laslett and Smith (1993) defined it as a phenomenon that keeps learners moving forward even when there exist difficulties.*

## **2.4 RESULTS OF MISBEHAVIOR**

*Lopez (1997) states that "one of the principal consequences that belongs with misbehavior is shown in the classroom (p. 29)". She states that when students promote misbehavior such as playing, jokes and absences, they stop paying attention to the teacher and some students get engaged with the misbehavior. That is why having a classroom misbehavior is an important aspect in teaching. Specifically, as one example of this misbehavior she states "Ausentismo " like one issue in which students as a consequence of their misbehavior desert from their studies.*

## **2.5 TECHNIQUES TO DEAL WITH MISBEHAVIOR**

Tahir (2015) states that a classroom management technique involves many faces of learning. It is not only about dealing with misbehaviour, it also includes ways of planning, designing, implementing and managing real and unreal aspects for a good learning environment. Each plan has to take into account the style of the teacher and also it is related with the school and, even with how parents support it.

Regarding dealing with problems, Gordon (1974) claims that before reacting to a problem, teachers have to decide who is the person that holds the problem. Then, it is necessary to cope with the student and solve the problem. Finally, it is necessary to try to make a change in students' behavior.

Moles (1989, p. 12) mentions that “the organization of schools and classrooms and the interactions between students and staff can ameliorate or exacerbate students' propensities toward misbehavior”. Moles (1989) also states that in a classroom where strategies for prevention and intervention, when a teacher is forced to deal with constant disruptions or cannot control his or her classroom, then learning is not taking place. Thus, we could say that strategies could impact students' behaviors; they could improve them or make students think about it.

Furthermore, Laslett and Smith (1993) state that a teacher's behavior could improve by having a good relationship with the disruptive pupils. In addition, they claim that there exist elements that define a classroom environment which are rules and routines.

In some schools, the conditions and consequences of learning look like they are arranged to demotivate students, except the competent, and self-motivated (Laslett and Smith, 1993, p. 18). In addition, they state that a “teacher thinks that if she could have a good relationship with the disruptive pupils, their behavior could get better” (p. 47).

Besides there exist elements that define a classroom environment according to Laslett and Smith (1993) which are rules and routines. Weber (1982), cited in Laslett and Smith (1993) states two important aspects to keep pupils' interest and motivation. He states “encouragement and defined it as *presumption in the students' potential and ability to do things better and momentum stated as a phenomenon in which students make progress although troubles are found*” (p. 14).

### **2.5.1 CLASSROOM ARRANGEMENT**

Different authors state that classroom arrangement is one of the aspects that get more relevance to have a good classroom management in specific dealing with misbehavior. Tahir (2015) claims that the way students are set in the classroom is an important aspect, this could make students feel comfortable in their learning environment. But, it is also important to know how the school is treating these kinds of features; these aspects can have an effect on teachers and students to get involved in the learning environment, seeing everybody, the teacher, the board, and among students. Tahir (2015 p.70) claims that “Many other physical features of the classroom will depend on the physical features and material resources of the

individual school. But, regardless of the less controllable factors, the classroom *should communicate that students are at its center.*”

*Pedota (2007) states that having a seating arrangement helps with students’ learning. An example is that, when a teacher is taking attendance students could use their time on a task. When teachers try to make a change they have to think about how the class is going to be developed.*

On the other hand, Moles (1989) argues that classrooms instead of being full of students, should be organized in ways to improve work and decrease disruptions. In addition, *Scrivener (2012, p. 7) argues that “how a classroom is arranged will determine the tasks that you can do or not. It is useful because you can increase communication for some activities.”*

## **2.5.2 RULES**

*“Probably the most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures” (Marzano et al. 2003, p. 13). Besides, Tahir (2015 p.70) “In order to promote a student-centered classroom, the students must be involved in setting the classroom rules or norms or expectations”. He also argues that some students do not understand the method of having rules or maybe the teachers do not understand what kind of rules students need to engage in class (Tahir 2015); however, schools and teachers are important factors in making a policy steady and applicable to all the students. When teachers set a group of rules of their academic expectations from students they sometimes tend to set more reasonable rules that everyone should respect.*



Pedota (2007) says that if rules are firm and followed consistently, you must be able to handle most situations that may infringe on the use of instructional time. In this sense, Moles (1989) claims that rules exist with the purpose of regulating conduct is likely to disrupt activities, cause injury, or damage school property. He states that rules have different uses and these have to be related to teachers and students and how they will fit with them. In addition, he argues that effective managers deliberate and explain their rules to students, indicating actions that can be carried out or stopped. In junior high-school rules are presented at the beginning of the year in order to make them function.

Laslett and Smith (1993) argue that “rules exist to set the behavior limits in a classroom” (p. 17). For teachers, rules are the expectations that the teachers have from their students related to what they can do or not. McManus (1989), cited in Laslett and Smith (1993), says that “when a teacher states their rules, students want to explore the limits of how much they are permissible to do” (p.17). What is really necessary to make rules effective is to state the rules and limits clearly with the purpose of avoiding problems in the classroom and misbehavior. When the teacher states those rules at a time, Gray and Richer (1989), cited in Laslett and Smith (1993), state that *“effort and authority are not unnecessarily expended on injunction and enforcement”* (p. 17). Rules will be set by teachers depending on what they are able to accept or not because not all the teachers have the same permissions, every teacher has different points of view of what is acceptable or not.

As Tahir has mentioned before Scrivener, (2012, p. 232) claims that it is necessary to involve students in setting the rules and everyone will know what and how the

behavior is going to be managed. He says that it is necessary to go back to rules once a month and students will know where they are working; they will have the rules present. Moles (1989) states that teachers are normally in charge of setting the rules of the classroom by the expectations they have from students.

### **2.5.3 PUNISHMENTS**

*“To use rewards and punishments effectively requires knowledge and judicious application of the principles of behavior modification”* (Laslett and Smith, 1993, p. 97). That is, teachers show or give a kind of positive or negative judgment through rewards and punishments. Skinner (1953) cited in Tahir (2015) defined punishment as the presentation of an aversive stimulus that weakens the behavior it follows. Tahir mentions that this method of dealing with misbehavior decreases students' ability to be active and study. In addition, he claims that a punishment does not bring *a permanent solution and will not end with students' misbehavior.*

To support the idea above, Moles (2007) gives examples of punishments like suspension or expulsion, and he argues that it is not an effective way to deal with misbehavior. But at the same time, that does not mean that punishments could not work in order to reduce students' misbehavior; an effective punishment will depend on the type of punishment and the consistency.

Santa Rita (1993) claims that a punishment functions if “it is a quiet severe, but not completely and, it is always preceded by a warning so, in that way the student has the opportunity to avoid the punishment” (p.3). The study conducted by Rahimi & Karkami (2015) shows that teachers on the contrary prefer to avoid punishments as

a technique to deal with classroom misbehavior because they think it is a counterproductive strategy.

#### **2.5.4 OTHER TYPES OF TECHNIQUES**

Omoteso & Semudara (2011) in their study found strategies that teachers use for dealing with these problems. The three most effective were giving advice to students, referring the student to school counselors, and fixing eyes on the students. Cimen and Cepik-Kiris (2015) directed their study with pre-service teachers; they found the main strategies were attracting student attention by using different techniques and warning students, and setting classroom rules. Following this, Rahimi and Karkami (2015) used strategies like recognition and rewards, involvement, and achievement. Finally, the techniques mentioned above are also used as techniques to deal with misbehavior.

#### **2.6 TEENAGERS**

Lewis (2001) cited in Loukotková (2011) states that teaching teenagers most of the time are labeled as difficult, undisciplined, restless, and problem students. Similarly, she states that these kinds of students are passing through physical and social changes and aims adolescence as the most difficult phase of a person. Furthermore, *Loukotková (2011) claims teachers must know their students' background because it is a very helpful item to know. In that way, they could engage students into their specific needs. As a consequence teachers should understand their teenage students' attitudes and behavior changes.*

Besides, Erikson, Hendry (1978), and Vágnerová (2000) cited in Loukotková (2011) also mention aspects from teenage students. For example, that is the age in which they develop their own values, beliefs, and identity. Another characteristic about teenagers is that they tend to avoid hard work, they do not consider good marks important because they do not see it as rewarding or interesting unless it is really necessary; they used to see that as items important for adults. Loukotková (2011) makes reference to the idea *that “teenagers appreciate a teacher who does not proclaim his or her superior position and authority. In a teacher, they value a good sense of humour, ability to understand pupils and last but not least, teacher’s effort to listen to their opinions” (p. 29).*

Lewis (2011) and Vágnerová (2000) cited in Loukotková (2011) point out that teenagers tend to consider their thinking as unique and powerful and that they think it is necessary to figure everything out; they consider that everything has a simple solution. Teenagers in fact see everything easy to do and that their behavior could not have a consequence; they believe that they could do everything they want. Ur (1996 cited in Loukotková 2011) states that teenagers are in an age in which they have a great potential but that they are more difficult to engage and manage. So, it is an age where teachers and students have to take care of their learning because what teachers want is to have a positive impact on students but, it could not be possible without students’ participation in the class.

## **2.6.1 TEENAGERS IN THE CLASSROOM.**

Lewis (2001) mentions more characteristics of secondary students and their attitudes in class. Students who take care of their marks are those whose teachers seem to have good and positive performance with learning and then they become a motivation for students. For example, when students consider work important, they tend to have better behavior. He states that students misbehave more when teachers use a coercive discipline.

As mentioned before, it is important for teachers to know their students; not only their language level and proficiency, but their interests and/or background. In this sense, Turanli and Yildirim (1999) state it is important to understand students' behavior, so that the teacher will be an effective classroom manager.

## **2.7 RECENT STUDIES**

Encouraging students to do better in English might mean that the teacher should be willing to teach and display his/her enthusiasm while teaching. Students expect that their teacher should assign tasks that are neither too easy nor too difficult for students since both may result in students' boredom (Turanli & Yildirim, 1999).

Turanli and Yildirim (1999) carried out a study in Turkey, in an English preparatory school, about how students expect their teachers to manage their classes. Some of their conclusions were: that the language teacher should be aware of students' individual needs, do his/her best to motivate the students and encourage them to improve in any field in relation to classroom life. In this tenor, students also expect the teacher to clearly describe the objectives, decreasing ambiguity. In addition, the teacher is expected to provide the students with enough time to ask questions and

practice what they have studied. Moreover, they expect the teacher to manage the time, their behaviors, and the environment effectively.

Burden, 1995; Martin, & Baldwin, 1992; Martin, & Baldwin, 1994; and Martin, & Yin, 1997 (cited in Turanli & Yildirim, 1999) state that *“Their goals, values, and beliefs about classroom management will undoubtedly affect their decisions about the management system that they would like to establish”* (p.4). Going back to Turanli and Yildirim’s (1999) study, they find out that there are more interruptions due to various misbehaviors in the classes of the low control teacher than in the classes of the high control teacher. The students of the low control teacher try to contribute to the lesson more than those of the high control teacher. Consequently, the low control teacher faces more misbehavior and more student reluctance, and his/her students are less interested in the lesson than the students of the high control teacher. The low control teacher faces some problems because some students do not find their teacher effective enough to handle the problem behaviors. As it could be seen, this piece of research highlights important findings about how students perceive *teachers’ management of students’ misbehaviors. Then, teachers’ perceptions about students’ misbehavior are missing.*

Altinel (2006) carried out a study that looks the *teachers’ and students’ perceptions* of causes of students misbehaviors that include characteristics like parents, socio-economic level, making discrimination between students, teacher inconsistent in *applying rules. On the other hand, students’ perceptions* of the causes are: boredom, *teasing, reaction to the teacher, parents’ indifference to the child’s education,*

students not accepting class rules, etc. To identify *English teachers' and other teachers' perceptions about misbehavior and its causes, and types of misbehavior, Altinel finds out misbehaving students' explanations and interpretations of their own misbehaviors, their causes and what they think about the intervention strategies used by teachers, with a qualitative and quantitative design.*

*Goodboy & Bolkan (2009) did a study called "College teacher misbehaviors: direct and indirect effects on students communication behavior and traditional learning outcomes" with the purpose of examining a model of students' misbehavior and teacher communication relationship and learning outcomes. It took place at a university and they used a teacher misbehavior scale, a student resistance scale, a class participation scale, and they revised cognitive learning indicators scale, etc. The findings showed that teachers' misbehaviors are associated with an unfavorable students' communication.*

*In 2010, Özben carried out a study with the purpose to find out the principal students' misbehaviors in the classroom and which strategies the teachers used to face them. It was a descriptive study, applied in a population of male and female teachers from elementary and secondary school in Izmir. The study employed a questionnaire, and, he found that with women teachers, the main misbehavior was that students were talking to each other. On the other hand, male teachers used to deal with students that did not listen to them. The coping strategy more used by female and male teachers was eye contact. Then, for female teachers, the coping strategy more used is talking to the students, and for male teachers to have contact with their*

counselor or the principal. The less used strategy for male and female teachers was not caring.

Another piece of research was conducted by Omoteso and Semadura in 2011 with participants that were all teachers and school administrators in Ondo State, Nigeria. 420 teachers and 180 school administrators from 10 secondary schools. The objective was to investigate the nature of classroom misbehavior in secondary schools and determine the effectiveness of teachers and strategies adopted by the teachers to manage classroom misbehavior. This study employed a survey research design. *Two instruments titled "Questionnaire on management of classroom misbehavior" and "Teachers effectiveness scale" were utilized. They found out that the major classroom misbehaviors were unpreparedness for class work, talking during lesson, fighting, rudeness to teachers, and sleeping in class. The cause of these may be that students are waiting to express themselves and the need to exercise their freedom, because of their age. The strategies used by teachers were giving advice and reporting to the school principal. These strategies were capable of controlling CM.*

In 2012, Ünal & Ünal conducted research intending to investigate the differences in classroom management perceptions and beliefs of elementary school teachers based on their years of teaching experiences. The study indicated that female and male teachers are more controlling in behavior management than instructional management. It determined that experienced teachers prefer to be in control in their classrooms over beginning teachers. Two kinds of instruments were used and the



participants were 268 elementary school teachers from 22 to 49 years old, in Usak, a region in Turkey.

In *Kerdikoshvili's* (2012) study, whose purpose was to find out how classroom management and discipline problems are dealt with in a student-centered approach *with 42 English teachers from 5 schools in Tbilisi, a Georgia's town, she asked 11* questions about strategies used by teachers for managing a classroom. The findings showed the classroom management is related to the lesson plan, as strategies for it teachers used to change the seating arrangement, they established rules and procedures from the start. She claims that, when something is going wrong, beginning teachers tend to think about students doing the things wrong while expert teachers think about how they can do things differently. It is important to know how they are going to improve their lesson and to know where the main changes have to be done.

Regarding misbehavior, which is commented by Selen Çimen & Çepik-Kiriş's (2015) in their research as *"behaviors which prevent the flow of lesson and bother the peace"*, different types of misbehavior were found out by the perspective of different pre-service teachers. The main ones were disrespectful behavior in class, disinterest in learning English, making noise during the class and rejecting participation in class. The research gave some advice on what teachers could do to deal with it, like attracting students' attention, warning students, setting classroom rules, giving them responsibilities and collaborating with the school counselor and parents. The factors for dealing with it were that teachers let students know the importance of mutual respect in class and importance in participation. All this was made with the purpose

of exploring pre-service *EFL teachers' perceptions of and strategies in dealing with* misbehavior, with a qualitative approach, in 20 pre-service teachers studying at an *English Language Teaching program at Muğla Sıtkı Koçman University*.

In 2017, Birhanu Moges carried out a study in which he found that according to the *majority of the teachers classroom management is "managing the teaching and learning process in the classroom."* (p.4). He also found that teachers do not use gestures and postures effectively in the classroom.

Teachers know how to make lesson plans, and the teachers also use the lesson plans effectively for teaching and learning in classrooms, that the teachers do not *use the available space effectively for students' learning*. Furthermore, the study found that the teachers do not use different resources to make the classroom activities interesting. Do not encourage students to take part in class activities actively, and the teachers also do not design different learning activities in the classroom.

Managing the classroom misbehaviors would depend on how effective the teachers are, because this study found a significant positive *relationship between teachers' effectiveness and management of classroom misbehavior*. The study was with the *objective of assessing secondary school teachers' perception of management of classroom misbehaviors and coping strategies to prevent, reduce and react towards misbehaviors*. With 120 teachers from the four government secondary schools in Asella City, the study examined the problem through descriptive research using a survey method.

*Tunaz (2017) claims that teachers' rewards and punishments are the most important reasons for misbehavior, then the curriculum and at the end the personality of each student. However, in the study, with the purpose of examining novice ELT teachers' perspective on the possible motives behind young learners' problem behaviors in English classes, she also claims that 15 male teachers and 15 female teachers in the south-eastern city, Şanlıurfa, in Turkey state, that students' personality is the principal reason of misbehavior in the classroom" (p.5).*

A literature review of a wide variety of previous research about misbehavior and classroom management has been carried out in this chapter for the readers to have a better idea about this topic. In addition, the main concepts utilized in this research were defined, the historical framework and techniques to deal with these issues were mentioned. All these provide support to interpret the data of this research. Now, the methodology to carry out this thesis is described in the following chapter.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

After reviewing the academic context of this research, it is known that good *classroom management tends to lead to good learning; improving the students' academic performance.*

This chapter discusses the purpose of this research that is about misbehavior and classroom management. It presents the methodology used, the context of the research, the description of the participants, the instruments and the data procedure.

### **3.1 METHODOLOGY**

The purpose of this research is to know how misbehavior affects classroom management, interpersonal relationships and academic performance in students. This research falls into the qualitative paradigm that, according to Kothari (2004) *“Qualitative research is significantly important in the behavioral sciences where the aim is to discover the underlying motives of human behavior (p. 3).”* In addition, Creswell (2012) states that in qualitative research, we identify our participants and sites for a specific purpose and based on places and people that could be very helpful for us. These types of research do not compare groups, but seek for a deep understanding of one group or single individuals.

To sum up, since data was collected through a questionnaire with open-questions, and whose focus is interpreting what participants say about misbehavior and classroom management techniques, this study is defined as an interpretative case study.

### **3.2 CONTEXT**

The research was carried out in a junior-high school called *“Escuela Secundaria Tecnica n° 56”* located in the City of Puebla in Mexico; Puebla is considered the fourth largest city of Mexico with over 1,600 000 of population. At the moment of the data collection, there existed 12 groups in second grade in this Escuela Secundaria;

six in the morning and six in the afternoon. In addition, there were approximately 40 students per group. Girls and boys are mixed in every classroom and they are between 13 and 14 years old.

Teachers of English teach this subject to different groups and levels in the school. Every teacher has a specific classroom where they carry out their classes. These rooms have a board, a computer, a projector, and chairs and tables for every student.

### **3.3 PARTICIPANTS**

The questionnaire was applied to teachers of English in the junior high school mentioned above. *The teachers' ages are between 30 and 50. The participants were women and men. The teachers hold a BA in teaching English and they expressed their interest in working with teenagers. Some of them work in the morning and others in the afternoon. As mentioned above, they teach English to several groups and different levels. However, the questionnaire was focused on their 2nd grade groups, with approximately 40 students in each class.*

### **3.4 INSTRUMENT**

A questionnaire was used to carry out this research. Brown (2001, p.6 ) defined *questionnaires as "Any written instruments that present respondents with a series of questions or statements to which they are to react either their answers or selecting from among existing answers."*

The questionnaire used contained mixed questions; open-ended and closed-ended items. Regarding the former, Jonker and Pennink (2010) state that they “give the respondent the possibility to answer with a personal response or opinion in his or her own words” (p. 155). Related to the latter, Bryman and Bell (2003) cited in Jonker and Pennink (2010) argue that closed-ended questions can be “employed in an interview schedule or self-completion questionnaire that presents the respondent with a set of possible answers to choose from. Also called fixed-choice question and pre-coded question” (p. 155).

The purpose of the questionnaire is to explore the principal types of misbehavior in a junior high-school classroom. In addition, to know if they affect their English learning, and if so, and to reveal the strategies that teachers use in order to improve them.

### **3.5 DATA PROCEDURE AND DATA ANALYSIS**

In order to carry out this research, suitable participants were identified; basically, teachers who were dictating class in junior high school. Then, a questionnaire was applied to them, which contained close-ended questions related to misbehaviors and what they did to manage misbehavior events. Time was not limited to work on the questionnaire; that is, the participants took the time they needed to give their answers.

Finally, after obtaining the data, they were categorized according to the types of misbehaviors and strategies mentioned by the participants.

### **3.6 CONCLUSION**

This chapter was focused to know the participants of the research, their context, location of the school where the data was collected from. In addition, the research design and the instrument were described. Then, it was shown how the data procedure and data analysis were carried out in order to answer the research questions. In the following chapter the results of the questionnaire will be presented.

## CHAPTER 4

### 4.0 INTRODUCTION

In this chapter, the analysis of the data collected is presented. The instrument included ten questions with the purpose to obtain information about the types of misbehavior in the research place and how they affect learning and classroom management. In addition, the strategies applied to manage misbehavior situations are presented.

### 4.1 MISBEHAVIORS

**Table 4.1**

***Attitudes and number and number of participants that consider it as misbehavior***

<b>MISBEHAVIORS</b>	<b>PARTICIPANTS</b>	<b>TOTAL</b>
Students talking with their friends	2,3, 5,6	4
Talking loudly	1, 2, 3, 4, 5, 6	6
Interrupting the teacher	1, 3, 4, 6	4
Cheating	1, 3	2
Making noise	1, 2, 3, 4, 5, 6	6

Students that are standing	3, 5	2
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Table 4.1 shows that the principal misbehaviors considered by teachers from the junior-high school where the study was carried out are “talking loudly” and “making noise”. It is important to mention that related to making noise, the participants considered misbehavior any noise that is not linked to the class; for example, shouts, catcalls, cheers, among others. Sun and Shek, (2012) commented that “Talking out of turn” is another problem behavior which was mainly referred to students chatting among themselves on irrelevant topics that disrupts the lessons, calling out, and making remarks on somebody or something without teachers’ permission. It is distinguished from “verbal aggression” which was referred to as more hostile verbal expression, such as teasing, attacking, quarrelling, and speaking the foul language.

## 4.2 MISBEHAVIORS IMPACT

According to the information given by participants, how misbehaviors affect teaching and learning English is presented in the following sections. The impact in four areas will be described: English learning, academic performance, interpersonal relationship, and classroom management. Some extracts from the participants are presented, and also some tables to summarize every area and help the reader to follow the results more easily. We start with how English learning is affected.

### 4.2.1 MISBEHAVIORS AND ENGLISH LEARNING

When it comes to English learning, two ways of impacting this area were found based on the participants’ information: distraction and making class difficult. First, the



category distraction is presented making reference to what some participants expressed about it.

#### **4.2.1.1 DISTRACTION**

Three participants stated that these misbehaviors provoke distraction. Because of this, students do not understand what the teacher is explaining.

For example, participants 1, 5 and 6 said:

1. *“Yes, because they don't respect their classmates' attention. They are a distraction and make harder the class work.”*
5. *“Yes, they do. Because, they distract from what other students are doing.”*
6. *“Yes of course, they play a lot in class and they don't pay attention. Besides, they distract their classmates.”*

*Lopez (1997) states that “when students promote misbehavior such as playing, jokes, and absents, they stop paying attention to the teacher and some students get engaged with the misbehavior” (P. 29).* As it can be seen, these three participants mentioned the relationship between misbehavior and distraction; distraction not only towards students, but also towards the whole lesson. This latter point is described better in the next section.

#### **4.2.1.2 MAKING THE CLASS DIFFICULT**

In another point of view, three participants claimed that when students have some of these attitudes in class, it is difficult to develop the class.

For example, participants 2, 3 and 4 said:

2. *“Yes, these affect a lot because the students don’t pay attention. So, they don’t understand the class.”*
3. *“Yes, they don’t understand instructions and can generate big problems in the development of the class.”*
4. *“The time we have is limited (50 min), each of these shorter the time and generally makes explaining instructions longer than it should be.”*

*Now, based on participants’ comments, they relate misbehavior to understanding class, understanding instructions, and time spent in class.*

**Table 4.2.1**

***Categories of how misbehaviors affect students' English learning.***

<b>How misbehaviors affect English learning</b>	<b>Participants</b>	<b>Total</b>
Distraction	1, 5, 6	3
Making the class difficult	2, 3, 4	3

Table 4.1.2 summarizes the number of participants supporting the impact of misbehavior towards English learning; three regarding distraction and other three related to making class difficult. Now, we turn to misbehavior and academic performance.

**4.2.2. MISBEHAVIORS AND ACADEMIC PERFORMANCE**

*In the following section, how the attitudes that the participants consider misbehavior affect students’ academic performance are presented. Three subcategories are*

included: students do not know what to do, misbehaviors block the class, and misbehavior comes out because of the class.

#### **4.2.2.1 STUDENTS DO NOT KNOW WHAT TO DO**

From the six participants that were interviewed, three stated that the way these misbehaviors affect their academic performance is that students do not know what to do in class because they are distracted all the time.

For example, participants 1, 3 and 5 said:

1. *“Yes, they don’t pay attention to how the classwork is, they don’t know what to do, and don’t do the task.”*
3. *“Yes, they do. Because the students do not pay attention and do not do the work in class.”*
- 5 *“Yes, they do. Students don’t pay attention to instructions in the right way. They misunderstand what is said.”*

As seen above, three participants state that misbehavior distracts some students and as a consequence they do not carry out the activities asked by the teacher.

#### **4.2.2.2 MISBEHAVIORS BLOCK THE CLASS**

When participants are asked if misbehavior affected other *students’ academic* behavior, they state that it is blocked or disturbed, or even they fall behind with their class activities. Participants 2 and 4 said:

2. *“Yes, because the students with misbehavior block, obstruct the learning of their classmates since the teacher spends a lot of time and energy managing the classroom.”*

4. *“In some cases it does, because they wind up behind on their work because of the distractions they cause.”*

Notice here that participant 2 refers to how misbehavior affects other students' work in class. However, participant 4 makes reference to how misbehavior affects the *misbehaved student's work*.

#### **4.2.2.3 MISBEHAVIORS COME OUT BECAUSE OF THE CLASS**

An interesting perspective is the one given by participant 6. She stated that academic performance is not only affected by misbehavior, but also because of the class presentation by the teacher.

6. *“If the activity isn't interesting they don't feel motivated to learn so I think that these misbehaviors are consequence of a bad class”.*

In the extract above, it can be seen that participant 6 not only related misbehavior to academic performance, but also she mentioned that misbehavior might be caused by a boring class.

**Table 4.2.2**

#### ***Categories of how misbehaviors affect students' academic performance***

<b>How misbehaviors affect students' academic performance.</b>	<b>Participants</b>	<b>Total</b>
Students do not know what to do	1, 3, 5	3
Misbehavior block the class	2, 4	2

Because of the class	6	1
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Table 4.2.2 presents what the participants had found in their classrooms. It shows three main aspects as a result of how misbehavior affects academic performance. Three referred to *students do not know what to do*; two participants said that *misbehavior blocks the class*; and one more pointed to *because of the class*. The next section is about *misbehavior and interpersonal relationships*.

### 4.2.3 MISBEHAVIORS AND INTERPERSONAL RELATIONSHIPS

*In this section, participants' beliefs about how misbehaviors, which teachers chose above, affect students' interpersonal relationships are presented: students react against their classmates and students prefer working individually.*

#### 4.2.3.1 STUDENTS REACT AGAINST THEIR CLASSMATES

When participants are asked *if misbehavior affects students' interpersonal relationships*, they state that some students react against their classmates. For example, participants 2, 3 and 4 said:

2. *"Yes, the students with misbehavior react with verbal abuse and make bullying to their classmates and affect the relationship."*
3. *"Yes, they do. Because the misbehavior of some students generates discomfort among classmates."*
4. *"Yes, when students are in teams and the team is disturbed they lose a point for bad behavior; then, the rest of the team is upset"*.

The extracts above show two types of reactions when referring to misbehaviors acted by students. The first one (seen in participant 1) has to do with bullying from the part of the misbehaved students. The second one deals with reaction from the part of the students who reprimand the ones who misbehave.

#### 4.2.3.2 STUDENTS PREFER WORKING INDIVIDUALLY

Participant number six gave an example when students are working in teams and one or more of them do not want to do their task. Then, the rest of the team gets angry with the people that do not want to work. Participant 6 said:

6 *“If they don’t feel comfortable, it is unlikely they can interact with others. Mostly, when these kinds of things happen they prefer to work with themselves.”*

The table below summarizes what was described in this section.

**Table 4.2.3**

***Categories of how misbehaviors affect students’ interpersonal relationships***

<b>How misbehaviors affect interpersonal relationships</b>	<b>Participants</b>	<b>Total</b>
Students react against classmates	2, 3, 4	3
Students prefer working individually	6	1

Table 4.2.3 bears the categories out that participants found as affectations in *students’ interpersonal relationships*. They inform students' reactions against other classmates when it refers to misbehavior. In addition, some students prefer working individually when some other classmates do not want to do what they have to in teamwork. Now, we move to misbehavior and classroom management.

#### **4.2.4 MISBEHAVIORS AND CLASSROOM MANAGEMENT**

In this section, it will be explained what participants stated about how the misbehaviors mentioned affect classroom management. The following categories are described below: affecting the group control, students distracting or interrupting the class, and adapting classroom management. It is very important to mention that, for them to answer if misbehavior affects the classroom management, they refer to options they chose earlier in 4.1.

##### **4.2.4.1 AFFECTING THE GROUP CONTROL**

Two participants expressed that when students make one of the misbehaviors they selected, they affect classroom management mainly in controlling the group.

For example, participants 1 and 2 said:

1. *“Yes, it’s more complicated to control the group. Waste time to control the group.”*
2. *“If the teacher does not have the authority and doesn’t control the group. These misbehaviors affect the classroom management.”*

It can be seen that, in addition to controlling the class, participant 1 refers to as a waste of time having to control the group because of misbehavior. Participant 2 mentions that having the authority helps manage this situation.

##### **4.2.4.2 STUDENTS DISTRACTING AND INTERRUPTING THE CLASS**

Participants 3 and 5 gave examples regarding the types of misbehavior they chose. Then, they expressed that students interrupt or distract other students, which could make some management aspects difficult.

They stated that:

3. *“Yes, they do. Because the misbehavior of some students generates discomfort among classmates, and sometimes it is necessary to repeat instructions.*

5. *“Yes, they do. If someone turns on the cell phone, students and the teacher are distracted from what they must do.”*

#### **4.2.4.3 ADAPTING CLASSROOM MANAGEMENT**

Participant number 6 stated that the teachers must adapt their management to what *students are doing when the class is interrupted by students’ misbehavior. Notice here that the teacher has in mind different aspects regarding arrangement since she uses “etc” when she refers to classroom management.*

6. *“When the flow of the class is interrupted, you must adapt how you’re managing the classroom that includes classroom arrangement, times, etc.”*

Now the table below summarizes what was found in this category.

**Table 4.2.4**

#### ***How misbehaviors affect the classroom management***



<b>How misbehaviors affect classroom management</b>	<b>Participants</b>	<b>Total</b>
Control of the group	1, 2	2
Students distract or interrupt the class	3, 5	2
Adapting your management	4	1

The *table 4.2.4* recaps the participants' answers about misbehavior and classroom management. Two participants stated that misbehavior affects the control of the group, two more that it distracts or interrupts the class, other answers were adapting management and engaging students. Now, we turned to strategies to improve misbehavior.

### **4.3 STRATEGIES TO OVERCOME MISBEHAVIOR**

*All the participants from 1 to 6 answered "Yes" when they were asked if they used strategies to change the situations where misbehavior occurred. In the following paragraphs, the strategies that were mentioned are presented such as rules, teamwork, lesson plan, setting arrangement, among others.*

### **4.4 TEACHER STRATEGIES TO DEAL WITH MISBEHAVIOR**

This part could be considered one of the most important since teachers expressed the strategies they used to deal with misbehavior in the classroom. They expressed the strategies that are useful for them. It is important to mention that participants stated more than one strategy.

**Table 4.4**

*Strategies used to improve the misbehavior*

STRATEGY	PARTICIPANTS	TOTAL
Rules	1,2,3,6	4
Team work	1,4,6	3
Lesson plan	2,3	2
Setting arrangement	5	1
Other Strategies mentioned.	1, 3, 4, 6	4

Table 4.4 shows the main strategies that teachers used in order to get better classroom management. The main strategy used is setting rules chosen by 4 participants. Then, we have team work, lesson plans, and setting arrangements. At the end, we got an extra option to make teachers give more strategies; some of those strategies were monitoring, supervision, participation system, ludic activities, among others. We start with a strategy named *rules*.

#### 4.4.1 RULES

Four out of six participants mentioned that a good strategy to improve misbehaviors in the classroom is setting rules. This was the most selected strategy by participants 1, 2, 3 and 6. Regarding rules and misbehavior, Moles (1989) claims that rules exist with the purpose of regulating conducts that are likely to disrupt activities, cause injury, or damage school property. Going back to the participants, the number 2 mentions that rules are established from the beginning to avoid misbehavior. The participant 3 expressed setting limits as part of using rules to manage misbehavior.

2 *“First, since the beginning of the class, I have explained the rules in the classroom.”*

3 *“Set limits to make students know what they could do or not.”*

#### **4.4.2 TEAM WORK**

The second strategy most mentioned by participants was *teamwork*. Two of the six participants mentioned that making collaborative work, such as with parents or with *classmates, is useful to overcome students’ misbehavior*.

*For example, participant 4 literally indicated: “Team work with group leaders to make the rest of the students work”.*

For this participant, for her to have good teamwork, she has also to identify leaders to help control any eventual misbehavior. So the role of students as leaders play an important role in keeping the team working.

#### **4.4.3 LESSON PLAN**

Two participants, 2 and 3, stated that it is necessary that teachers should use/have a lesson plan with different activities that could keep students active and engage them in the class.

*Participant 2 exactly indicated: “applying activities in the lesson plan that can help the students to stay active”.*

This participant implicitly argues that students need to be busy so that they have, at least, less free time. Probably, having free time encourages students to misbehave.

#### **4.4.4 SETTING ARRANGEMENT**

Participant *number 5* as an example of the strategy said “sometimes I move him/her to another place, most of the time near to me.” What the participant said is that he/she tries to find another seat for the student. The participant uses the setting arrangement strategy. Related to this strategy, Tahir (2015) states that the way students are arranged in a classroom is an important aspect because this could make them feel comfortable in their learning environment.

#### **4.4.5 OTHER STRATEGIES MENTIONED**

Participant 1 stated two more strategies that she uses: supervision and monitoring. Participant 3 mentioned cognitive flexibility. Participant 4 mentioned point system participations. Finally, participant 6 also stated ludic activities as a strategy to improve misbehaviors.

As can be seen, participants 4 and 6 refer to having students active, similar to participant 2 mentioned above in the Lesson Plan category. So, it involves activities in which students keep focus on what they are doing, leaving them less free time in which it might be that students have a chance to misbehave.

#### **4.5 TEACHERS’ STRATEGIES AND CLASSROOM IMPROVEMENT**

In this section, participants share the application of the strategies they mentioned above that contributed positively in their classroom. Specifically, they were asked how these strategies impacted *academic performance, interpersonal relationships, and classroom management*. In addition, some tables are provided to help the reader summarize this part of the findings.

##### **4.5.1 STRATEGIES AND ACADEMIC PERFORMANCE**

*The categories found in the participants' answers referring to how strategies helped to improve students' academic performance are shown and described in the following paragraphs such as students learn in an easy way, they engage in the class, and students' attention. We start writing about the students learn in an easy way.*

#### **4.5.1.1 STUDENTS LEARN IN AN EASY WAY**

*Two participants mentioned that the way those strategies helped in students' academic performance was that students learn in an easy way or they pay more attention to the class. For example, participants 5 and 6 said:*

5. *"If he or she can't talk with a classmate, he or she can pay attention to the class."*

6. *"When they feel in a respectful environment, they learn in an easy way."*

What can be assumed from these extracts is that participants promote an organized and respectful environment so that this positively impacts the students' learning.

#### **4.5.1.2 THEY ENGAGE IN THE CLASS**

Another participant mentioned that her strategies contributed to push students to engage in the class. She specifically said regarding her strategies: *"They feel more committed with classwork", participant 1. Even though only participant 1 indicated such a benefit, ultimately, this is also a positive effect whose origin is the strategies she applied in class to deal with students' misbehavior. Now we move on to the students' attention category.*

### 4.5.1.3 STUDENTS' ATTENTION AND ORGANIZATION

Regarding this section, participant 2 mentioned that if you get good activities in the lesson plan, it helps teachers have a better lesson because students pay more attention to the class. Similarly, participant number 3 stated that based on what you have on your lesson plan, that is to say, having prepared your class, you can obtain order in the classroom since you have your students focus on the activities and resources deliberately assigned for your lesson. They specifically said:

2. *"It is good to implement playful activities to catch the attention of the students."*

3. *"With the lesson plan you get: order and monitoring, use of available educational resources and time management."*

The following table summarizes the information regarding strategies and academic performance.

**Table 4.5.1**

#### ***How strategies improve students' academic performance***

<b>How strategies improve academic performance</b>	<b>Participants</b>	<b>Total</b>
Students learn in an easy way	5,6	2
Students engage in the class	1	1
<i>Students' attention and organization</i>	2,3	2

Table 4.5.1 presents how participants perceived that teachers' strategies impacted students' academic performance. Two participants stated that students learn in an easy way, two more said that these (strategies) help in improving students' attention, and one more stated that strategies help to engage students' in class. The next area is strategies and interpersonal relationships.

#### **4.5.2 STRATEGIES AND INTERPERSONAL RELATIONSHIPS**

In this part, two categories found regarding strategies and interpersonal relationships are presented, specifically, *students respect each other* and *interaction among students*.

##### **4.5.2.1 STUDENTS RESPECT EACH OTHER**

Related to this category, three participants mentioned that the strategies mentioned are useful to encourage the respect among students. For example, participants 1, 5 and 6 said:

1. *"Because respect is encouraged."*
- 5 *"Good discipline can help to improve interpersonal relationships."*
- 6 *"They learn to work with respect, they feel comfortable and motivated."*

As can be seen, finding and using strategies to foster beneficial interpersonal relationships in the classroom can be favorable just as Ozben (2010 p.589) states, *"the ability to establish and maintain positive relationships with students, marked by caring, understanding and trust has consistently been shown to foster students' motivation and engagement."*

#### 4.5.2.2 COMMUNICATION AMONG STUDENTS

In this section, as part of the category *Improving interpersonal relationships*, participants express that the strategies they used contribute to students' interaction so that they interchange opinions and that changes their mind. Even, after some teamwork, and having had communication among them, their relationship becomes a better one. For example:

2. *"Because they interact with each other."*

3. *"Cognitive flexibility; it allows us to change our mind and think of something in more than one way."*

4. *"At least with teamwork they organize their work according to their strengths and when they get a good grade they get along better."*

As can be seen, the extracts above showed how those strategies improved the students' relationship through interacting: giving, listening and accepting ideas. The table below summarizes the category just described in these paragraphs.

**Table 4.5.2**

##### ***How strategies improve students' interpersonal relationships***

<b>How strategies help to improve interpersonal relationships</b>	<b>Participants</b>	<b>Total</b>
They respect each other	1, 5, 6	3
Communication among students	2, 3, 4	3

Table 4.5.2 shows teachers' perceptions of how strategies improve students' interpersonal relationships. Three participants stated that students respect each other when teachers



apply some of the strategies mentioned above. In addition, three more referred to impact on *students' interaction*. *The following area is strategies to improve classroom management.*

### **4.5.3 STRATEGIES AND CLASSROOM MANAGEMENT IMPROVEMENT**

This is the last, but not least, section of this research findings where it will be described the thoughts of the participants about how they consider the strategies helped improve classroom management. We start discipline.

#### **4.5.3.1 DISCIPLINE**

Two participants stated that one important aspect in how classroom management got better using the strategies that they mentioned was discipline. Participants 1 and 5 said:

1. "They are more interested in class, they are quiet, and the misbehavior is less."

5. "Discipline is one of the most important points to be considered in a classroom to improve the classroom management. There is not learning without discipline".

Regarding this, Hickey and Schafer (2006) see *discipline as "preventing and addressing behavior problems"*. So, the extracts above confirm the bright side of the strategies mentioned by participants.

#### **4.5.3.2 STUDENTS' PARTICIPATION AND WORK IN CLASS**

Participants also mentioned that other impacts through applying their strategies were that students participate easily, they had a better group work, and they feel comfortable when they participate in class. For example, the participants 3, 4, and 6 stated:

3. "In a systematic way taking them to practice in each class."
4. "Once their grades are at stake, they tend to try to work better and make their team members work".
- 6 "They feel comfortable and safe. So, they participate".

As seen above, the excerpts showed the way the participants perceive how their *strategies improve (positively) their students' work and participation*. The following table shows a summary of the category *strategies and classroom management*.

**Table 4.5.3**

***How strategies improve classroom management***

<b>How strategies improve classroom management</b>	<b>Participants</b>	<b>Total</b>
Discipline	1, 5	3
<i>Students' participation and work in class</i>	3,4,6	3

*Table 4.5.3 summarizes participants' answers about strategies and classroom management*. Regarding discipline, three of them stated that strategies improve it. In addition, three of them asserted that their students participated and worked better in class.

After describing the findings in this research, it is time to turn to its conclusions which will be presented in the following, and last, chapter.

## **CHAPTER V**

### **5.0 INTRODUCTION**

In this chapter of the research, the summary or the most important part of the findings is presented. In addition, a personal reflection is shared and, finally, the limitations of the study and suggestions for further research are also described.

## 5.1 FINDINGS

This section focuses on presenting the most significant of the findings described in detail in chapter four. Basically, the answers of the research questions set out from the outset of the research are presented here: According to participants, what types of misbehaviors exist in a junior high-school ELT classroom, and how those affect *the students' English learning context? And what strategies do teachers use to overcome those misbehaviors?*

Based on the data gathered, we could see that the misbehaviors that participants reported in their junior high-school classroom are in the first place, with more mentions by participants, talking loudly, making noise. In the second place, students talking with their friends and interrupting the teacher. In third place, with two mentions each, cheating and students that are standing. It is important to mention that the first part of the first research question is answered here. The table below shows concretely the findings described so far.

**Table 5.1: Types of misbehavior.**

<b>TYPE OF MISBEHAVIOR</b>	<b>NUMBER OF PARTICIPANTS</b>
Talking loudly	<b>6</b>
Making noise	<b>6</b>

Students talking with their friends	<b>4</b>
Interrupting the teacher	<b>4</b>
Cheating	<b>2</b>
Students that are standing	<b>2</b>

Having the types of misbehavior mentioned above in mind, participants were asked how they impacted the ELT context, specifically, in their classroom. They mentioned four big categories regarding the impact: English learning, academic performance, interpersonal relationships, and classroom management.

Related to English learning, participants linked two particular contexts: distraction and making the class difficult. In reference to the former, they mainly state that some misbehaviors make others not pay attention to the class; as a consequence, work in class is affected. Concerning making the class difficult, they basically express that students do not understand instructions because of the fact of some of those misbehaviors.

Regarding the second big category, academic performance, three subcategories were found: students do not know what to do, misbehaviors block the class, misbehavior comes out because of the class. About the first one, participants basically state that their students do not carry out the class activities because of the distraction provoked by the misbehaviors mentioned. Concerning the second one, it is *similar to the previous in the sense that misbehaviors affect the kids' work during class*, but importantly also, those misbehaviors make teachers spend time controlling the group. The last subcategory deals with the idea that misbehaviors not only affect

the academic performance directly, but it has to do with the idea that misbehaviors *are provoked by a “bad” teachers’ teaching and, as a consequence, the class work* is affected. In other words, in this subcategory, boring teaching (or negative teaching in general) is the origin of the affection on students' academic performance.

Concerning the third big category, interpersonal relationship, two subcategories were visualized: students react against their classmates and students prefer working individually. Related to the former, two types of reactions were found. The first one refers to bullying (from the part of the misbehaved kids), and the second one deals with reaction from the part of the students who reprimand the ones who misbehave. Regarding the latter, what misbehaviors provoke is that some students prefer working alone because the misbehaved ones do not do (or do not want to do) what they have to do when working in teams.

The four big categories, classroom management, came with three subcategories: affecting the group control, students distracting or interrupting the class, and *adapting classroom management. The first one deals with, particularly, participants’* feeling that classroom management becomes more complicated when students misbehave. The second one confirms some ideas mentioned before, misbehaviors distract not only students but also teachers; as a consequence, classroom management turns complicated because students do not do what they have to and teachers sometimes need to repeat instructions. Regarding the last subcategory, it refers to the assumption that the misbehaviors by students affect classroom management, but interestingly, it also refers to the idea that teachers should find the best action, or strategy, to deal with this issue. Strategies is the topic summarized in

the following paragraphs, but before that, it is crucial to emphasize that the second part of the first research question is answered with the information given so far: And, *how those (misbehaviors) affect the students' English learning context?* Finally, the following table shows concretely the findings so far.

**Table 5.1.2**

***How misbehaviors impact students' English learning***

<b>Misbehaviors impact</b>	
<b>Main category</b>	<b>Subcategories</b>
Misbehaviors and English learning	Distraction
	Making the class difficult
Misbehaviors and academic performance	Students do not know what to do
	Misbehaviors block the class
	Misbehaviors come out because of the class
Misbehaviors and interpersonal relationships	Students react against their classmates
	Students prefer working individually
Misbehaviors and classroom management	Affecting the group control
	Students distracting or interrupting the class

	Adapting classroom management
--	-------------------------------

We now move to the findings regarding strategies to overcome misbehaviors. To start with, participants were given a list of potential strategies and they mainly selected *rules, team group, lesson plan, and setting arrangement*. In addition, they had space to share other strategies and they mainly included *monitoring, supervision, participation, and ludic activities*. Having in mind the strategies they selected and the ones they added, participants were asked how they impacted positively regarding three of the big categories mentioned above: academic performance, interpersonal relationships, and classroom management.

In the first big category called strategies and academic performance, three points were identified: *students learn in an easy way, students engage in the class, and students' attention and organization*. In the second big category, strategies and interpersonal relationships, two concerns were found: *they respect each other and communication among students*. In the last category, strategies and classroom management, also two points were distinguished: *discipline and students' participation and work in class*. It is essential to take notice that all these concerns, in each category, were built while participants made reference to the strategies they applied to overcome the misbehaviors mentioned above. Thus, these findings answer the second research question: what strategies do teachers use to overcome those misbehaviors? Finally, the following table summarizes this part of the research.

**Table 5.1.3**

***Strategies teachers use to deal with misbehaviors***

<b>Strategies to overcome misbehaviors</b>	
<b>Strategies and academic performance</b>	Students learn in an easy way
	Students engage in the class
	<i>Students' attention and organization</i>
<b>Strategies and interpersonal relationships</b>	Students respect each other
	Communication among students
<b>Strategies and classroom management improvement</b>	Discipline
	<i>Students' participation and work in class</i>

**5.2 PERSONAL REFLECTION ON THE RESEARCH EXPERIENCE**

Doing research left people with so much learning not only from the findings in the research, but also from doing the research itself; through the process. Based on the findings in the research, I learned that it is important to pay attention to students' behavior and also in the techniques that as teachers we use to make students feel engaged in the class and make students learn a second language successfully.

In addition, I learned different things while doing the research. First, I could say I improved my writing skill. It was so useful because it was like an exercise of writing with academic purposes. It is different to write a thesis than to do exercises in school,



which used to be simpler. I learned that doing research takes a lot of time, so it was not an easy task, but, in the end, it made me feel more confident about my profession and academic skills. As a researcher, you have to pay attention to the participants, and it becomes a bit difficult when they say not to have much time for you when collecting data. However, it feels great when you finally find the way to manage the collecting data procedure. Finally, I learned that even though you do not get the finding and conclusion as you expected, that does not mean that your research is not worth it; I mean, in the way you can find another and interesting way that leads you to something interesting and useful for you and your community. Doing this research was really a great experience since it made me grow academically and professionally.

### **5.3 LIMITATIONS OF THE STUDY**

While doing research, some limitations can be in the way. In this research, time was one of the constraints since I had to submit the data collection procedure almost by the time the participants told me I could visit them to do so; it was almost at the end of their term.

Another aspect is the number of participants, which were six in this research. Time also influenced the number of participants chosen because some potential participants could not make it before I needed to submit the data. As a consequence, any kind of generalization can be done.

Instruments and data collection techniques are another limitation in this research. As time was short, a questionnaire with close-ended and open-ended questions was

used. However, for us to make deeper analysis, some more techniques could be used.

Finally, it cannot be overemphasized that the pandemic also is considered as a limitation since many services and paperwork were closed in March 2020. Then, some issues came out and it was not easy to continue to work on this project. Now, we move on to the suggestions for further search, which takes into account the limitations mentioned above.

#### **5.4 SUGGESTIONS FOR FURTHER RESEARCH**

*As the participants were only teachers, it would be important to know students' perspectives to triangulate some of the participants' information. In addition, a similar study can be carried out increasing the number of participants. Similarly, using other types of data collection techniques would increase the reliability of this study.*

Last but not least, taking into account the pandemic situation would really increase the importance of this study. For example, analyzing teachers' experience during the pandemic regarding misbehaviors would let us know the differences and similarities between on-site and virtual classes. Similarly, another study could be carried out in *the "new" context after the pandemic so that we could know if new misbehaviors come out as well as new strategies used by teachers.*

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**APPENDIX A: Instrument; questionnaire.**

**BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA**  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**  
**FACULTAD DE LENGUAS**

**PURPOSE:** The main objective for this research is to analyze the main consequences of *students' misbehavior in the classroom*.

**INSTRUCTIONS:** Put a tick ( ) if in all the concepts that you consider necessary and write a clear answer. Please.

**GENDER:** \_\_\_\_\_

**AGE:** \_\_\_\_\_

1. Which of these attitudes do you consider misbehavior?
  - Students talking with their friends \_\_\_
  - Talking loudly \_\_\_
  - Interrupting teacher \_\_\_
  - Cheating \_\_\_
  - Making noise \_\_\_
  - Students that are standing \_\_\_
2. Do these misbehaviors affect *students' English learning? How?*  
\_\_\_\_\_  
\_\_\_\_\_
3. *Do they affect students' academic performance? If so, how? Give some examples, please.*  
\_\_\_\_\_  
\_\_\_\_\_
4. *Do they affect students' interpersonal relationships? If so, how? Give some examples, please.*  
\_\_\_\_\_  
\_\_\_\_\_
5. Do they affect the classroom management? If so, how? Give some examples, please.  
\_\_\_\_\_  
\_\_\_\_\_
6. Do you use strategies to improve these misbehaviors?  
\_\_\_\_\_
7. What strategies, do you use to improve them?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8.** *How do these strategies help improve students' academic performance?* Describe, please.

---

**9.** How do these strategies help improve their interpersonal relationships? Describe, please.

---

**10.** How do these strategies help improve the classroom management? Describe, please.

---



APPENDIX B: Examples of questionnaire applied

4

**BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA**  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**  
**FACULTAD DE LENGUAS**

**PURPOSE:** The main objective for this research is to analyze the main consequences of students' misbehavior in the classroom.

**INSTRUCTIONS:** Put a tick (✓) if in all the concepts that you consider necessary and write a clear answer. Please.

**GENDER:** female      **AGE:** 42 years

- Which of these attitudes do you consider misbehavior?
  - Students talking with their friends
  - Talking loudly ✓
  - Interrupting teacher ✓
  - Cheating
  - Making noise ✓
  - Students that are standing
- Do these misbehaviors affect students' English learning? How?  
The time we have is limited (50 min) each of these shortens the time and generally makes explaining instructions longer than it should be
- Do they affect students' academic performance? If so, how? Give some examples, please.  
In some cases it does because they wind up behind on their work because of the distractions they cause
- Do they affect students' interpersonal relationships? If so, how? Give some examples, please.  
Yes, when students are in teams and the team is deducted a point for bad behavior the rest of the team is upset with them
- Do they affect the classroom management? If so, how? Give some examples, please.  
When the (class) flow of the class is interrupted you must adapt how you're managing the classroom, that includes classroom arrangement, times, etc.
- Do you use strategies to improve these misbehaviors?  
Yes
- What strategies do you use to improve them?  
Point system, participations, team work with group leaders to make the rest of the students work

8. How do these strategies help improve students' academic performance? Describe, please

At the end of the day it is a sort of conditioning

9. How do these strategies help improve their interpersonal relationships? Describe, please

At least with team work they organize their own according to their strengths and when they get a feedback they get along better

10. How do these strategies help improve the classroom management? Describe, please

Once their grades are out, some tend to try to work better and make their team members work,

(5)

BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA  
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
FACULTAD DE LENGUAS

**PURPOSE:** The main objective for this research is to analyze the main consequences of students' misbehavior in the classroom.

**INSTRUCTIONS:** Put a tick (✓) if in all the concepts that you consider necessary and write a clear answer. Please.

**GENDER:** Male

**AGE:** 60 years

1. Which of these attitudes do you consider misbehavior?
  - Students talking with their friends ✓
  - Talking loudly ✓
  - Interrupting teacher \_\_\_
  - Cheating \_\_\_
  - Making noise ✓
  - Students that are standing ✓
2. Do these misbehaviors affect students' English learning? How?  
YES, THEY DO. BECAUSE THEY DISTRACT FROM WHAT OTHERS STUDENTS ARE DOING.
3. Do they affect students' academic performance? If so, how? Give some examples, please.  
YES, THEY DO. - SS DON'T PAY ATTENTION TO INSTRUCTIONS IN A RIGHT WAY. THEY MISUNDERSTAND WHAT IS TOLD
4. Do they affect students' interpersonal relationships? If so, how? Give some examples, please.  
NO, I DON'T THINK SO.
5. Do they affect the classroom management? If so, how? Give some examples, please.  
YES, THEY DO. / IF SOMEONE TURNS ON THE CELL PHONE, NEARBY SS AND THE TEACHER ARE DISTRACTED FROM WHAT THEY MUST DO
6. Do you use strategies to improve these misbehaviors?  
YES, I DO
7. What strategies, do you use to improve them?  
SOMETIMES I MOVE HIM OR HER TO ANOTHER PLACE. MOST OF THE TIME NEAR ME. AT PRESENT, CELL PHONES HAVE TO BE FORBBIDEN IN CLASS.