Classroom Strategies that Impact Disruptive Behavior on Primary Students

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Resumen

El propósito del presente estudio es implementar y eventualmente analizar el impacto de un grupo de estrategias de manejo del comportamiento para prevenir, reducir y actuar hacia el comportamiento disruptivo en clase. Por lo tanto, este proyecto busca poner a prueba varias estrategias de manejo de comportamiento que podrían contribuir a un ambiente de aprendizaje y enseñanza controlado y exitoso.

Esta investigación cualitativa se llevó a cabo con 28 estudiantes de quinto grado de una escuela pública colombiana en la ciudad de Pereira implementando entrevistas, diarios de maestro y observaciones de clase como métodos de recolección de datos con el fin de recolectar evidencia relevante para cada estrategia implementada. Este estudio es importante ya que involucra un problema que los profesores tratan diariamente en el aula especialmente los principiantes quienes basados en su poca experiencia de enseñanza, necesitan crear conscientes de tales estrategias. El análisis de los datos obtenidos muestra que la efectividad de las estrategias usadas tuvieron diferentes resultados en relación con reducir o prevenir el comportamiento problemático lo cual involucró diferentes duraciones en términos de efectividad llevando al investigador a implementar algunas estrategias más a menudo que otras con el fin de mantener el control sobre la atención de los estudiantes.

Como resultado, el efectivo manejo de clase en no solo potencia las condiciones de enseñanza pero mejora el aprendizaje de L2 y mucho más cuando este proceso es acompañado con el uso de estrategias de comportamiento efectivas.
ABSTRACT

The purpose of the current study is to implement and eventually analyze the impact of a set of behavior management strategies to prevent, reduce and react towards disruptive behavior in the classroom. Therefore this research project seeks to test several behavior management strategies that may contribute to a controlled and successful learning and teaching environment.

This qualitative research was carried out with 28 fifth graders from a Colombian elementary public school in the city of Pereira applying interviews, teacher journal, and observations as data collection methods in order to gather strong evidence for each strategy implemented. This study is relevant as it addresses a problem that teachers face daily in the classroom specially novice teacher who based on their possible lack of teaching experience need to become aware of such strategies.

In conclusion, the analysis of the data obtained shows that the effectiveness of the strategies used had different results in terms of reducing or preventing problematic behavior which involved different lengths of effectiveness leading the researcher to implement some strategies more often than others in order to maintain the control on students’ attention. As a result, effective classroom management does not only enhance teaching conditions, but improves learning outcomes regarding L2 and even more when this process is aided by the use of effective behavior management strategies.
INTRODUCTION

This study addresses the relationship between second language learning and behavior in classrooms. It seeks answers that may decrease and manage problem behavior in second language teaching scenarios and in general. Even though there are several studies about teaching and language learning, there is little research about behavior in the classroom. Therefore, the current study seeks to provide the teacher with effective behavior management strategies so all the aspects related to the L2 teaching and learning may develop in a proper environment. This qualitative research project is carried out in a fifth grade from a Colombian elementary public school by two researchers. A number of eight classes were implemented incorporating three strategies per class. The main methods for data collation are interviews, observations and teacher’s journals. The analysis of the collected data indicates that there are different levels of impact from the set of behavior management strategies implemented which involve length of effectiveness, immediate reaction, among others.

Finally, the teacher’s role as the class manager is highly significant when controlling students’ behavior. For this reason, this research project aims to be a guide for novice teachers who need to become aware of such behavior management strategies as they may have a lack of experience which leads them to have difficulties when attempting to control students’ misbehavior; as a result, students do not show relevant learning outcomes.
STATEMENT OF THE PROBLEM

Nowadays, it is well known that certain classroom conditions influence negatively students’ behavior. The number of research studies focused on behavioral problems have been increasing in the last decades that can be confirmed through the several studies published in educational journals; such, Profile, Ikala, Colombian Applied Linguistics Journal, etc. Research on classroom management has proved the implementation of strategies for controlling disruptive behavior effective in the learning scenario. For this reason, this is the mainstream of the present study.

As a matter of fact, the main cause for indiscipline is disruptive behavior, which according to College (1995) is “Any behavior that significantly and/or persistently interferes with the learning process and/or the rights, safety and security of those in the teaching-learning environment” (p. 4), in other words, an evident negative behavior that affects the learning process, which is also known as misbehavior and indiscipline.

When a student is disruptive in the classroom, his/her behavior may lead other students to perform poorly, as well as, provoke other students to become agitated, emotionally distraught, insecure in the safety of their classroom and this may become a major learning inhibitor which is supported by Amada when claims that; “Disruptive behavior may include but is not limited to yelling, being overly argumentative, and using inappropriate language. Such behavior may persistently or grossly interfere with the academic learning environment, thereby making it difficult for other students to learn and instructors to teach” (p. 8). The above is an affirmation that Amada (2007) made about the negative impact disrupt students have on classmates and on the learning environment.
In other words, the ability teachers have to organize their classrooms and manage the behavior of their students is critical for achieving both positive educational outcomes for students and the teachers’ professional growth. Moreover, Richmond (as cited in Rogers, 2002) points out that teachers’ acknowledgements of the elements that concern the effective management of a classroom are important in several ways. As an example, Lewis & Sugai (1999) suggest that focusing on preventing rather than reacting to behavior procedures establish a positive classroom environment in which the teacher focuses on students who behave appropriately.

Moreover, in the Colombian context classroom behavior management has been one of the main concerns for all teachers throughout generations especially for novice teachers; language teaching is part of this discussion as well, therefore, teachers should be prepared to face and address successfully behavioral problems in the classroom and mainly in the L2 class as students are more likely to misbehave due to the possible lack of understanding in L2 (Ramirez, 2004; Duarte & Jurado, 2008; Sánchez, 2011).

On the other hand, the inappropriate preparation and the lack of classroom strategies can increase the students’ misbehavior, and this behavioral problem may arise as a result of the teacher’s inability to meet the diverse needs of all students. In connection with this, Simpson and Ure (1994) argue that being responsive to the needs of each learner can be reached through the use of strategies, if teachers do not identify students’ needs, strategies may not have significant results. In other words, well-managed classrooms in which teachers consider the use of strategies based on the students’ needs promote learning, the class progresses systematic and effectively, the teacher seems to be taking little effort to manage the class and the students’ behavior appears to be under control.
Conversely, a deficient managed classroom can cause a chaotic environment in which the learners are inattentive and disruptive, but also the teacher is exhausted, and little learning is taking place. Research shows that effective teachers organize their classrooms and design learning and engaging activities, so that most management problems are prevented rather than stopped once they occur.

Fredricks, Blumenfeld, and Paris (2004) suggest “Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure” (p.5) In conclusion, this suggests that creating an engaging and supportive learning environment aided by likeable activities, and empathy from students towards the teacher has a positive effect on classroom management reducing behavioral problems.

This research study intended to evaluate the effectiveness of a set of behavior management strategies in a challenging classroom in Colombia and describe the impact of those strategies in an EFL setting; given the fact that, research on this field does not report a remarkable attention nor much progress; as a result, seeking for similar studies becomes difficult, and even more contextualized in our region. The lack of discipline or management of disruptive behaviors has been identified by the public as the most persistent and possibly the most troublesome issue facing schools (Cotton, 2001; Elam, Rose, & Gallop, 1998; Fitzsimmons, 1998; Killion, 1998). Consequently, this study seeks to contribute, report and examine strategies being used in one primary school class to prevent, control and reduce the disruptive
behavior of students. It will reveal what aspects of certain strategies/practices are viewed as helpful as well as areas needing improvement, it will also give an insight into whether the selected strategies are effective in terms of changing inappropriate behavior in one Public primary school in Pereira.

A common Colombian classroom has an average of 40 students, lessons last 50 minutes, and sometimes extended up to 90 minutes, students stay in the same classroom the whole school day with the same teacher in the elementary level that. Novice teacher usually struggle to balance their academic and disciplinary decisions in the classroom due to amount of attention demanded from all students leading them to identify and eventually apply behavior management strategies to at least be able to cope this situation.

The research question that guided this study is as follows:

- **What effect does the use of behavior management strategies have on students’ disruptive behavior?**
THEORETICAL FRAMEWORK

This present study is focused on students’ behavior and the implementation of strategies to reduce and prevent disruptive behavior in students; therefore, for the development of this project it is important to highlight the importance that classroom management has when dealing with behavioral problems as it is evident that disruptive behavior is a common issue that teachers have to deal with because of their lack of experience or awareness regarding the use of strategies in the management of their classes.

Language teachers usually have different roles in the foreign language classrooms such as monitor, guide, prompter, participant, tutor, etc. But surely one of the most significant ones is that of classroom manager. This means that effective teaching and learning cannot occur in a poorly managed classroom where learning is hindered by the lack of control teachers have over students’ behavior which clearly affects students’ achievement throughout any course. Therefore, this conceptual framework will guide this research study as research needs to be articulated with the appropriate underlying theory in order to be developed into an enhanced context.

The following concepts will guide the present study: Disruptive behavior, classroom management, and classroom behavioral strategies.
Classroom Management

One of the most important elements of teaching is classroom management. This concept includes some other aspects of teaching that make it an umbrella term and especially if it refers to the teaching of a second language. The following definition confirms the importance of classroom management when dealing with disruptive behavior.

Unal (2012) points out that “Classroom management is the full range of teacher efforts to oversee classroom activities, including learning, social interaction, and student behavior (Unal & Unal, 2012, p. 41). In this order of ideas Brophy (1986) complements the idea of the teacher as a manager when reporting that classroom management refers to the teacher’s efforts to establish and maintain the classroom as an effective environment for teaching and learning. For this reason, the teacher is considered to be responsible for creating tools to maintain the class going without any class disruption to achieve the class goals successfully.

Qinglan (2003) states that, “Effective management requires teachers to define their expectations for their students at the beginning of the school year.” Ground rules are the main concern of teachers of young learners. Many teachers find it necessary to establish a list of rules to make their expectations clear and to keep discipline. In relation to this, it is important to establish clear steps in the creation of classroom rules and expectations, this may be done through the use of strategies considering the class as a whole and including individualized or specific cases if it is required.

It can be seen that classroom management covers many important aspects that are
essential to the creation of an effective learning environment in the classroom which cannot be undervalued by teachers so that they raise awareness about the importance of using strategies to decrease disruptive behavior in the classroom and to empower the educator in the sense of class control.

In the current study, it is presented the importance of classroom management for creating and enhancing a meaningful learning scenario, in this sense disruptive behavior is a common barrier in the classroom that teachers need to face. Disruptive behavior apparently emerges based on the lack of appropriate strategies related to classroom management such as: not keeping students` attention focused while the teacher is busy, not establishing ground rules, presenting topics or material not appropriate for students` level, etc. For such reason, classroom management is the result of implementing appropriate classroom strategies within the work of an aware teacher in order to reduce disruptive behavior and gain control teacher has on the group as a whole and on individuals, this is what classroom management involves.

The contributions taken from the authors provide the tools that structure our project and supply the basis this project is going to be developed in. One perspective claims that the educator has the role of monitoring and controlling the class being responsible of all the positive and negative events related to classroom management. In addition, the authors point out that getting to know students may be useful when seeking a good class environment, during this process it is also suitable to establish clear rules to share expectations and to maintain discipline through the use of individual and group strategies.
Therefore, teachers` classroom management skills have a direct impact on students` achievements given the fact that learning does not have good results in a chaotic and poorly controlled classroom environment; however setting ground rules and working on classroom management is a process that has to take place from the beginning of any course or scholar year provided that trying to change behavior patterns becomes more difficult as students get used to them and here this process may take longer and demand more effort from the teacher to solve them.

**Disruptive Behavior**

This study is focused on the causes and effects that disruptive behavior may have in the language classroom since it is an undeniable issue that affects every learning scenario in all contexts. Some theoreticians refer to this issue as problem behavior, indiscipline or misbehavior. The present study will be developed using the term disruptive behavior and the other concepts as synonyms. Algonquin College, (1995) states that “Disruptive behavior is any behavior that significantly and/or persistently interferes with the learning process and/or the rights, safety and security of those in the teaching-learning environment” (p. 4) In other words, disruptive behavior affects the quality of the students` achievements having negative effects not only in the classroom environment, but also on the educational experience as whole.

In this research project, disruptive behavior is one of the issues to be addressed. This issue is evidenced in most classrooms and may occur because of different causes; such as, the lack of strategies to engage students throughout the class, or lack of experience teachers have
which may lead teachers to blame this behavior on themselves, etc. Kuhlenschmidt and Layne, (1999) suggest that teachers tend to take students` behavioral responses as something personal concluding that they were the responsible ones of such behavior. Moreover, some teachers tend to take students` behavioral responses as something personal which may worsens this phenomena by taking sudden reactions without reflecting on them to seek good solutions.

These authors also argue that teachers may feel pressured to deal with behavioral situations immediately, this means teachers take a position or react in some way without ensuring if such actions are adequate for dealing with the student(s); however, the evaluation of behavioral problems needs to be analyzed and reflected on before taking any action in order to arrive to better decisions regarding these sort of class behavioral problems. For this reason, teachers need to increase their critical thinking to promote an appropriate learning atmosphere given the fact that fuzzy, flawed or rushed decisions may lead to obtain undesirable consequences such as misunderstandings towards the teacher`s practice by the students.

When a student or a group of students` present disruptive behavior, their learning process is not the only one that results affected, but others` too, given the fact that the learning environment is impacted negatively. In a class where disruptive behavior is present, the quality of attention paid by students is not the same as they have to deal with their classmates and their interruptions. To broaden this idea the Institution of education sciences (IES), (2008) also adds that “Some teachers have a class in which one or a few students exhibit persistent or significant problem behaviors, those that are disruptive, oppositional, distract-ing, or defiant. Sometimes when a number of students in a classroom demonstrate such behaviors, it can
create a chaotic environment that is a serious impediment to learning for all students” (p.47).

Teachers can claim several causes why disruptive behavior happens: students’ background, lack of classroom management, lack of motivation and teachers’ lack of strategies to prevent and correct disruptive behavior. It is important for educators to create and implement prevention and intervention strategies that promote appropriate classroom behavior. The emphasis of this action research is consolidating a plan in which learning can be improved while preventing and reducing students’ disruptive behavior by the use of certain individual and class wide teaching strategies.

The contributions provided by these authors are relevant to the present study since disruptive behavior in the classroom is often assumed to be caused by teachers who do not use the correct classroom strategies to avoid and prevent this sort of behavior. In addition to this, it is claimed that a student’s reactions may affect the whole class progress; therefore, the implementation of individual teaching strategies is recommended to report good individual and class wide evolutions.

**Behavior management strategies**

Classroom behavior strategies are those actions performed by the teacher in order to achieve the solution of a problematic behavior, intended to result in student learning. It is fundamental to consider strategies in an individual and class wide level, in all cases there must be strategies and useful tools that can reduce disruptive behavior.
According to Strasser (1964) teaching strategies are generalized plans for a lesson or lessons which includes a structure, desired learner behavior, and an outline of the necessary tactics to implement the strategy proposed to address certain situation. In other words, teaching strategies ensure the learning of certain concepts or content and minimize problem behavior while keeping students engaged throughout the class.

Kern and Clemens (2007) in response to academic and behavioral issues that concern to students and teachers state that antecedent strategies, which are approaches that focus on structuring the environment to prevent problems and enhance motivation, have gained attention when intervening and preventing behavior-related problems in the classroom. Barbara & Kern (2005) consider the following concerning to antecedent strategies:

Antecedent intervention strategies hold several distinct advantages over reacting approaches. First, they can prevent problematic behavior from occurring. By removing or modifying the environmental events that precede problem behavior, the likelihood of the problem behavior is reduced or eliminated. This is important not only for creating a safe environment, but also for fashioning an atmosphere in which learning can occur. (Barbara & Kern, 2005 p.65)

Antecedent strategies can be applied at class wide levels which means including the group as a whole, however they can be individualized to cover particular needs of specific individuals that exhibit problem behavior. In the first case, antecedent strategies involving a class wide level try to establish a meaningful, organized, predictable and motivating learning conditions. Some of this strategies in a wide level involve: Increasing
predictability, praising students when they engage in an appropriate behavior, assigning work according to the students’ language level or modifying its complexity, giving them opportunities to respond actively to academic material or requests, delivering effective instructions and commands, etc.

In the second case, individual contexts involve approaches which are needed for those students who are not receptive to class wide strategies. For those cases it is incorporated: students’ interests, opportunities for task choosing, and presenting material that is appropriately matched to their instructional level. Such interventions require some pre-analysis regarding students’ needs, likes, weaknesses, strengths.

Strategies to correct disruptive behavior are not only useful for promoting a safe environment for students and teachers, but for enhancing scenarios where learning can take place. Such strategies should be part of teachers’ classroom management abilities which seek to improve their teaching daily practice and reconsider or adapt their teaching methods in order to solve a problem.

These concepts discussed in the present study and their implications are part of a daily problem teachers deal with in their classrooms hence; it is a shared concern among teachers in any field of knowledge, however this project will be focused on English language teachers working with primary school students. This concepts are closely related given the fact that any failures or attainments regarding classroom management, and classroom strategies can lead to increase or decrease disruptive behavior in students. Therefore, classroom management directly affects teacher performance, academic achievements, students’ and teachers’ behavior. As a result, classroom management is enhanced when effective classroom
behavioral strategies are implemented within the work of a good skilled-teacher in order to decrease disruptive behavior and increase the control teacher has on the group to eventually improve academic success.

LITERATURE REVIEW

Two different studies about students classroom misbehavior: an exploratory study based on teachers perceptions and antecedent strategies to promote appropriate classroom behavior have reported that children’s challenging behaviour in schools is highly relevant in today’s society and is one of the most common causes of stress for teachers which make necessary implement classroom strategies to solve problems of behavior at schools-. Sun and Shek (2012).

Sun and Shek (2012) conducted a research study on students classroom misbehavior; an exploratory study based on teachers perceptions a model of intervention used to describe and measure behavior problems among primary schools students. The purpose of this study was to examine the conceptions of junior secondary schools students misbehavior in classroom and to identify the most common and unacceptable students with problem of behaviors from teachers ‘views. The participants in this study were four teachers who had experience in secondary grades (6,7,8, and 9 grade) from three different schools; some of them were members of counseling or discipline teams. Altogether, they were 12 teachers (5 men and 7 women). Those professionals had an average of experience in a range of 1-22
years; they participated on a voluntary basis, and the principals of the schools signed a written consent; the interviews performed in this study were a priority for the collection data, and also confidentiality was clearly explained to the participants of this research. And the context was performed in three different hong kong schools.

In terms of procedure it is important to mention the steps which were used to carry out this research: A self-constructed semi structured interview guide was used for each interview. In the interview there were some questions to explore the interviewees' perceptions of learners' misbehavior problems and their strategies to manage in the schoolroom and school contexts. The interviewees defined the problem behaviour since their points of view, experience and interpretation; they used some examples of the real life. The average time for an interview was 49 minutes (range = 33–78 minutes). The interviews were carried out by two trained interviewers in Cantonese (the native language of both the interviewers and interviewees). The interviews were audio-taped.

The data analysis was related with the next questions:

1. “In the classroom, what student problem behaviors are there? Please list out as many as possible and describe.
2. Among these problem behaviors, which are the most common?
3. Among these problem behaviors, which are the most disruptive to teaching and learning?
4. Among these problem behaviors, which are the most unacceptable? Please illustrate.”

According to the findings in Sun and Shek (2012) study, it was found that among a
variety of students with problem of behaviors such as talking out of turn, interfering others and idleness were commonly reported by secondary school teachers are the most prevalent and annoying disruptive behavior in the united kingdom and Australia. The findings also revealed that teachers observed students problem behaviors as those kind of behaviors which involves rule breaking, abusing the implicit norms, expectations and instructions that becoming inappropriate in the learning environment disturbing teaching and learning items. it was also reported that in three provinces such as Hong Kong, the west and mainly china the problems of talking out of turn, lack of attention, slowness and forgetfulness were the most frequently problems of classroom misbehavior evidenced in elementary schools teachers. According to these findings, it was clear analyzed that students misbehaviors have ranked a highly popular and disturbing classroom problems across time and culture and in different grades levels of students.

In a different study on antecedent strategies to promote appropriate classroom behavior, Kern and Clemens (2007) explored the issues of antecedent intervention approaches focus on structuring the environment to prevent problems and enhance motivation. The implementation of these approaches or strategies have the purpose of creating a structured and orderly environment to which most students are responsive.

The participants and the context were students of seventh grade of a given class within schools setting at both the class-wide level and individual levels. According to the procedure, it pretends provide an overview of empirically derived applications of antecedent intervention strategies in classroom settings. This overview includes
intervention at both the class-wide level and the individual-student level.

In addition, it is offered some practical considerations for implementing antecedent strategies. First, those antecedent interventions are focused to represent only one component of comprehensive support for students with behavior problems. Such students also require skill instruction, consequences for problem behavior, and maybe lifestyle changes to complement antecedent interventions. Then, it is started with a summary of class-wide interventions because they require less effort than individualized approaches.

Fortunately, most students in a given classroom are sensible to class-wide efforts. After that, the individualized approaches needed for those students who are not sensible to class-wide strategies, are described. And finally, the issues to consider when implementing antecedent interventions in applied settings, are discussed by these two theoreticians.

Based on the findings in Kern and Clemens’ (2007) study, antecedent strategies implemented at the class-wide level seek to establish a classroom environment that is positive, orderly, predictable, and motivating. These interventions increased students academic engagement promoting appropriate behavior. They also argue that class-wide strategies are the most efficient first step to manage student behavior. The feasibility of implementation is enhanced when there are interventions of target groups of students sharing strong support to carried out antecedent strategies in the classroom.

Antecedent strategies represent a powerful class of intervention approaches that can prevent problem behaviors, often in a rapid manner. In addition, such interventions can
improve the general learning environment by enhancing appropriate and effective instruction and creating an orderly environment for learning to occur. When they are implemented in a comprehensive manner, they can promote appropriate behavior among all students in a positive and proactive way. Kern and Clemens (2007).

In a different study the management of classroom behaviour problems in secondary schools by Zondi (1997) explored the issues of how secondary school teachers manage classroom behaviour problems. This study gives teachers a theoretical foundation behind the management of classroom behavior problems. It focuses on enabling teachers to apply the strategies and principles that are recommended in the study. In overall, it is a way for teachers to identify effective classroom management procedures and use them in order to minimize disruptive behaviour problems in the classrooms.

The purpose of this study was to determine how secondary school teachers manage classroom behavior problems. The study intended to look into:
1. The teachers' general understanding of classroom management;
2. Principles of behaviour management;
3. Techniques or strategies that teachers employ to deal with behaviour problems;
4. Preventive measures that teachers’ use when they deal with behaviour problems.

The participants in this study belonged to two different secondary schools. Two teachers were observed at Sickhawini and three teachers were observed at KwaDlangezwa. Data was collected through classroom observations and teachers’ interviews. The researcher
chose these methods because the research involved observing classroom behaviour problems as they normally occurred in classrooms, observing how teachers handled classroom behaviour problems, and finally the teachers' perceptions regarding these behavioral problems. The researcher conducted interviews with the teachers involved in the study because the researcher could not only amass all the information needed solely from classroom observations. It was therefore important to the researcher that the teachers' perceptions of classroom management and classroom behaviour management problems to be investigated in this light. The researcher decided upon the two research procedures because the researcher wanted to observe classroom behaviour problems as they naturally occurred in their settings. The researcher also wanted to see how teachers deal with such behaviour problems in the classroom situation.

In analyzing the data the researcher read through all the observation and interview transcripts. The researcher jotted down the ideas of topics which emerged and clustered similar topics together and unique topics separately. This analysis procedure resulted in a pattern emerging as the researcher went through the transcripts. The researcher then coded the topics in transcripts that had similar trends and those that were unique to a particular event. The most suitable descriptive words chosen for the topics culminated in themes and these were eventually placed into categories labeled common and unique classroom behaviour problems.

The findings of the study revealed that there were classroom behaviour problems that were common to most teachers and there were those classroom behaviour problems that were unique to individual teachers. The findings also revealed that most teachers were
inadequately, if not at all, trained in handling classroom behaviour problems. This eventually made them to rely more on their intuition than on strategies and techniques that may have been identified as being helpful in minimizing classroom disruptions. The teachers were aware of their inadequacies, but lacked proper guidance. The researcher concluded the study by making recommendations such as introducing classroom management in teacher education curriculum, in-service training for teachers, further research on managing classroom behaviour problems in the South African context, workshops to be organized for teachers by experts, and the department of education to formulate a working document that will form a framework on how teachers can deal with classroom management problems.
Methodology

The following section aims to describe to the reader all the information related to how the study was conducted, stating the reasons for choosing those particular methods, and also supporting those reasons with suitable authors in this field. The type of study, the context, and setting, and participants involved in this study are described as well in this section. Furthermore, we explore aspects such as the researches roles, the methods used to collect the data, and how it was analyzed.

Type of study

The present study is a qualitative research, which aimed to gain insight of the process that marks language learning in scenarios where behavioral problems take place as an issue that affects classrooms. According to Denzin (2005), qualitative researchers aim to gather a completely understanding of people behavior and the reasons that rule such behavior. The current study took into account: study design, context, setting, participants, data collection methods, researcher’s role, and a diagnostic analysis. The author also claims that “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them” (p.3) In other words, the researchers analyzed and interpreted the data in order to understand the events that took place during class implementation.

This study is focused on behavior and the use of behavioral strategies to primary students. Therefore, the study intended to collect data that can lead to understand the problem, and can guide to find a possible solution on this phenomenon. The purpose was to extend the view in specific, relevant and detail information about how the use of teaching strategies
can be applied to change primary students’ misbehaviors in this particular context.

**Context**

The current research was carried out in a public primary school located in Pereira. Currently, the school has forty teachers and an average of thirty students per classroom, which means that the school has eight hundred students as a whole. In terms of educational didactic resources, the school counts with; interactive rooms, TV sets, and spacious classrooms.

**Setting**

The institution is located in the outskirts of the city of Pereira, it has two shifts, one in the morning for secondary students and another in the afternoon for elementary students. This school has around 37 teachers, 3 in charge of the EFL area. The school is equipped with audio-visual labs, 2 playgrounds, 1 library, restaurant, 1 gym, and a conference hall. Its facilities are spacious.

The classroom was spacious so it provided opportunities to interact with students through physical activities. Secondly, the classroom included a TV set and two whiteboards one of them designed to stick pedagogical material on it while the other was used to write on, and there were more chairs in comparison with the amount of students. In terms of illumination, It was a well-illuminated setting since the classroom had four big windows which allowed fresh air to circulate. Finally, the classroom was surrounded by handicrafts made by the students and posters on the walls regarding different subjects such as: mathematics, natural sciences, social sciences, etc. Some of these posters included vocabulary in English so it could be assumed that there was a sort of mainstream between content subjects and English language.
Participants

This section aims to explain specific characteristic for the implicated participants, the population involved in this study belonged to a group of 5th graders which had an amount of 26 students whose ages ranged from 9-11 years old who came from different socio-economic backgrounds, and from single or no-parent families. As a matter of fact, this population included different races such as: afro-Colombian, native, mestizo, and also white. 60% of the students were female while 40% were male.

Data collection Methods

This study took into account three main methods for data collection; observations, interviews, questionnaires, and teachers` journals.
Observations
Observations provided relevant data since two points of view were contrasted to analyze the functionality of the strategies implemented; one view belonging to the observer-researcher, and the other belonging to the participant-researcher. According to Kidder (1981) “Observations in research is a tool when it serves a formulated research purpose, (this instrument) is planned deliberately, is recorded systematically, and is subjected to checks and controls on validity and reliability.” The observations took two hours per week, one each class in a minimum of eight classes. Time was estimated so that students were exposed to the target language while the classroom strategies were implemented and tested. These observations were focused on the perceptions and reactions regarding the implementation of the classroom management strategies and their impact on students’ behavior. (See Appendix 1)

Interviews
Two different populations were interviewed in this study; teachers and students. According to McNamara (1999) “Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information about the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, eg, to further investigate their responses”. Therefore, in the current study there was an initial interview for the in-service teacher, and for students there were two interviews; one at the beginning, and one at the end of the data collection stage in order to know their insights about the implementation of the strategies. (See Appendix 2)

Teachers’ Journals
This study included a teacher journal. In other words, one of the researchers specifically
the participant-researcher developed a journal in which all the information related to the implementation of classroom strategies and their impact on students’ behavior was written down to be eventually analyzed. Thomas, (1995) suggests that researcher’s journals are a useful mechanism for keeping experiences systematically that might be relevant eventually while engaging researchers throughout the research process. Thus, teacher’s journals become a source of managing possible relevant information as the research process goes on which supports it with accurate and precise information saved systematically. (See Appendix 3)

**Questionnaires**

For questionnaires implemented, it was designed beforehand a diagnostic questionnaire in order to identify the most common disruptive behaviors and the strategies pre-service teachers used to handle them. Based on Taylor (1998) “A questionnaire provides a tool for eliciting information which you can tabulate and discuss. Questionnaires can help you obtain information about what people do, what they have, what they think, know, feel, or want” (p.2) (See Appendix 4)

**Data Analysis**

This study developed a grounded theory method, as Allan, (2003) states the first step is data collection, through a variety of methods. From the data collected, the key points are marked with a series of *codes*, which are extracted from the text. The codes are grouped into similar *concepts* in order to make them more workable. From these concepts, *categories* are formed, which are the basis for the creation of a *theory*, or a reverse
engineered hypothesis. For this, data collected was analyzed and eventually sorted in order to find common patterns in each strategy applied by the use of colors; labeling signs of each strategy used with different colors in the observations, and teacher’s journal, and interviews; for example, the use of L1 was labeled using yellow color, monitoring was labeled using brown color, etc.

**Researcher’s Role**

Two researchers will develop the study; one of the two researchers will conduct the English class and will implement the classroom strategies when necessary during the class while the other researcher will observe the class and will take field notes regarding situations that happen during the implementation of such strategies.

Observations will be carried out by two researchers. However, one of the researchers will have the role of complete observer while the other will be a participant observer. According to Adler, (cited by Merriam, S. 1998) “participant as observer is called as an active membership role in which researchers are involved in the setting’s central activities assuming responsibilities that advance the group, but without fully committing themselves to members’ values and goals.” In this investigation researchers will use field notes. Interviews will be audio and video recorded and then transcribed for analysis. Teachers’ journals will be documents produced by the researchers in which they record their feelings and reflections.
Findings and Discussions

In this section six findings categorized into 5 sections aimed at developing and answering the main research question are presented. Each finding will be described and supported with evidence and data which provided the researchers with insights to explore the classroom behavior management strategies implementation in a public school in Pereira.

1. L1 as a teacher’s tool for classroom management in the EFL scenario.

   The use of L1 (Spanish) by English language teachers is evidenced in the EFL classroom as a result of the need to redirect students’ behavior and clarify or explain items in relation to the development of the class when needed so that students’ attention is focused on the class itself. Thus, the current finding is to be explored into two categories.

   The first category deals with L1 as a means to modify students’ behavior and call their attention when a problematic behavior arises. The second category explores the fact of using L1 as a tool to clarify, and explain procedures and items related to the progress of the class in order to prevent possible disruptive behavioral patterns due to misunderstanding, or complexity of instruction.

1.1 The use of L1 to redirect and call students’ attention

   According to the data collected on the research project, it demonstrated that the teacher’s use of L1 occurs when a problematic behavior arises or when students somehow sabotage the progress of the class when the use of L2 fails to accomplish its communicative purpose.
The following excerpts are taken from observation and the teacher’s journal which indicate that the teacher uses L1 to redirect students’ behavior and call their attention.

TJ1: “At least two students who I used the strategy of redirecting with, did not pay much attention and continued laughing and talking about other issues not connected to the class; based on that lack of respect, I used L1 to call their attention, and it seemed to work since their interruptions were reduced”

In the previous excerpt, it was seen that only after the teacher used L1 to get students’ attention, there was an overall improvement in terms of class progress and students’ behavior. A similar piece of data shows how a problematic situation was overcome by the use of L1.

O1: “When the teacher sees that two students are not paying attention and talking about other subjects even after he called their attention in L2 with no response, he approaches them and says “Señoritas, estamos en la clase de inglés”

In these pieces of data, it is clear that the mother tongue was used as a tool to control students’ behavior, as L2 was not useful for such purpose. In these specific contexts, the teacher’s intention was to assure that students were focused on the English class and not on other issues instead.

This suggests that even though students are supposed to be exposed all the time to the target language so they can learn it, the use of L1 is required in order to handle certain situations related to problematic behaviors, given the fact that some tasks are accomplished more quickly and easily by the use of the students’ mother tongue instead of L2.
According to the analyzed data, L1 may be used as a strategy for language teachers to control students’ disruptive behavior and call their attention so that class progress is not affected negatively; for instance, by distracting other students, or doing different activities from the ones assigned.

This fact is supported by Cameron (2001) who claims that “L1 is justified to be used particularly when the teacher and pupils need to compromise or negotiate disciplinary and other management circumstances” which is exemplified in the above pieces of data where the teacher used L1 to call the attention and redirect the negative behaviors which had a positive effect with an immediate reaction by students by quitting their disruptive behavior and eventually focusing on the class as a whole. Whereas, there have been some advocates of the L2-only position which discourage the use of L1 in a foreign language classroom. These advocates support the fact that learners must be exposed to enough input in relation to L2 to develop a good proficiency.

However, the use of L1 does not necessarily mean something harmful to be used as it may be a disciplinary tool for teachers when dealing with misbehavior. In relation to this, in a study carried out by Franklin (1990) regarding the use of L1 in L2 classrooms, it was reported that 45% of teachers in his study favored the L1 for controlling discipline for two reasons: For efficiency of comprehension and to empower warnings.

As reported by the previous authors and supported by evidence in the present study, the mother tongue is an important and facilitating tool in terms of managing disruptive behavior, and classroom management in the foreign language classroom whether it is allowed or forbidden in class, it cannot be avoided. Given the fact that L1 usage in EFL
context helps the teacher address problematic behavior easier and faster based on data and mentioned authors, thus, class progress is not affected seriously or for long periods.

1.2 L1 as a means for clarifying instructions to prevent disruptive behavior

L1 was employed in EFL classrooms by teachers as a tool for explaining or clarifying instructions. So it is the students’ need to understand activities, and classroom instructions that requires the use of L1 (Spanish) from the teacher. Otherwise, misunderstandings or unclear instructions may lead to increase misbehavior in the classroom since students’ attention tends to deviate, and also they may simply stop paying attention to the teacher and engage on different activities such as; talking, drawing, walking around, etc due to the frustration of not understanding.

In other words, L1 emerged as a result of the students’ lack of understanding regarding instructions when these are likely to be complex according to the students’ level, and given in L2. In order to support this, the following data shows how L1 is used in order to cover such purposes when the teacher realizes that there is demanding level for students in relation to instructions relevant for the development of the class preventing any eventual misbehavior by students.

In this study, in relation to the use of L1, it was seen that the teacher observed decided to use the students’ mother tongue as a classroom strategy to prevent problematic behaviors as the lack of understanding regarding instructions began to create indiscipline among students as their attention started to disperse because they did not longer understand what was being said by the teacher.
As exemplified in the following excerpt taken from the teacher’s journal, the students were having trouble understanding the instructions regarding a homework pass in relation to a reward system implemented given the fact that some students were not assimilating the concept correctly while others who did not comprehend anything at all started bothering others, or keeping classmates busy by asking them to explain what the teacher was saying which led these students lose the flow of the class. This fact is illustrated in the following excerpt taken from the teacher’s journal in which a rewarding system had to be clarified in L1 as using L2 was not useful for such purpose.

_TJ5_ “Nevertheless, it seemed they were not understanding what I was explaining since the explanation regarding rewards was a little complex for them, because some of students were asking others what I was talking about not paying attention to me anymore, and eventually bothering classmates or engaging in other disruptive behaviors such as being noisy, walking around, etc. So I had to switch to Spanish to make the idea clearer. As soon as I did so, and students understood, they were excited about this idea which demonstrates that they did not understand much of what I said about rewards in English”

The previous piece of data illustrates how the teacher has decided to use L1 for learners to have a better understanding of instructions to follow in order to obtain a reward that the teacher was trying to implement. After using L1 there was an immediate positive result due to the fact that most of students stopped asking questions about what the reward was about, and eventually behaved according to what was required to obtain such homework pass which confirms that the instructions were understood and followed.
The previous situation analyzed based on the teacher journal highlights how using L1 helps clarifying instructions in an efficient and quick way which in this case was implemented in order to prevent and possibly reduce disruptive behavior in students, demonstrating that its use in an EFL classroom is coherent and helpful.

In a different activity in which students seem to be confused on what they have to do, students express the lack of understanding by saying: “teacher, esto está muy duro, no entiendo” some other instead of asking the teacher, they approach some classmates, this promoting disruptions and deviating the attention when engaging in conversations or activities different from the ones assigned. Once the teacher becomes aware of this, proceeds by explaining instructions in Spanish as it occurred in the following piece of data taken from the observations.

\[O5: \text{“Recuerden que down es vertical y across is horizontal. Tienen que mirar muy bien los números y mirar cual es la palabra que encaja en los espacios”}\]

Once the instructions were given again, but in the students’ mother tongue L1; they immediately refocus their attention on the activity and proceed working without any relevant disruption. Instructions in L1 as reported above were effective in order to explain instructions and so reduce while preventing indiscipline.

According to the analyzed data and some theoreticians, the use of L1 in the EFL classroom is justified, but none of these authors support its unlimited use, it is to say that L1 must be used with a specific and coherent purpose in the EFL context. In other words; the use of L1 is only supported when having a clear purpose, in this context Spanish was used to clarify and explain instructions in order to enhance and promote the bilingual environment.
In order to support this fact, Atkinson (1987) recommends L1 to be used purposefully in the EFL context guided by the following situations: Eliciting language, checking understanding, giving instructions, talking about language, comparing L1 and the L2, translating and for saving time. Hence, the author’s ideas support the use given to L1 in the EFL classroom for the present study as it was used for the purpose of clarifying instructions when students needed it.

As it was illustrated according to the data gathered, L1 had a clear purpose when trying to clarify complex language instructions in order to save time and proceed correctly in terms of the activities proposed in the lesson while keeping students away from falling into negative behaviors and eventual indiscipline.

On the other hand, there are some theoreticians as Harmer (2001) who claims that using students’ mother tongue slows down the learning purpose of ESL and EFL classrooms since according to their theories L1 interferes negatively having an uncommunicative, boring and pointless purpose in this bilingual scenarios. In a similar mainstream, Ellis (1984) states that L1 has no essential role in the EFL classroom and that its excessive use may deprive students from being exposed to enough L2 input. Nevertheless, according to the results of the present study, L1 is relevant in the EFL scenarios since it eases classroom management issues and the development of the lesson when implemented coherently and purposefully not in an excessive way.

Conversely in relation to Ellis and Harmer’s theories, Hardbord (1992) compliments the study results regarding the positive benefits of using L1 in the EFL context when stating that L1 as a crucial tool in language classrooms by stating that, “Many EFL teachers have
tried to create English-only classrooms, but have found that they have failed to get the meaning across, leading to student incomprehension, and resentment” which shows that L1 has a relevant and crucial role in the foreign language learning with clear purposes.

As a conclusion, based on the previous theories supporting this study in terms of the effective and helpful use of the mother tongue in the classroom, it can be said that L1 cannot be overused since it does not fulfill the L2 learning aims or purposes; however, its use is almost required by teachers in such way that without this feature in the EFL or ESL context, the learning process will face many challenges until the extent of failure.

However, it does not mean that all instructions have to be given in L1, it depends on students’ level and complexity of what is intended to say leading to successful classrooms in terms of learning and behavior as having students focused and working keeps them away from any disruptive behavior or indiscipline in the classroom.
2. Rewards as an effective strategy to prevent disruptive behavior

One of the useful, implemented, and tested strategy to prevent disruptive behavioral patterns in the EFL classroom was giving rewards to students, and which results are to be shown and explored in this study. Positive, and negative academic results emerged from the implementation of different rewarding systems as motivation was enhanced increasing students’ willingness to participate in class while may be promoting a possible bad habit in students.

As evidenced in the following excerpts of data, rewards such as grades, homework passes, and opportunities to help the teacher (monitors) were used as a means to foster appropriate behavior given the fact that students felt motivated to obtain the reward socialized previously by the teacher at the beginning of the classes where rewards were implemented. Rewards were used and socialized with students as a means to enhance classroom management by the teacher allowing the researcher to proceed easily with the aims of the class as disruptive behavior decreased.

Some excerpts are to be depicted and explored in which rewarding systems were seen to have a positive impact in terms of promoting appropriate behavior.

O6: the teacher keeps reminding the students about the homework pass when they start to be a little talkative, throughout the class the students ask questions such as: “Teacher, me voy ganando el pase” or “Teacher, me estoy portando bien” in order to know if they are getting the pass.
After the implementation of this strategy in the previous situation, there was an evident change in the students’ behavior. Students did not longer exhibit any bad attitude towards the class, they all participated, and seemed to be engaged as they paid more attention to the teacher and worked on the activities proposed without causing any disruption. Students’ attention was focused on completing all activities proposed as they were the means for them to get the rewarding which led them to understand and think about the activity itself and what it involves promoting learning.

The following piece of data supports the idea of rewards as promoters of appropriate behavior when the teacher first introduces the idea to the class.

*TJ5: “I noticed that the idea of having rewards (specifically homework passes for this session) was exciting for them because they did not stop asking questions about what the rewards were going to be and what their behavior should be like in the class in order to get them”*

In the above data, the rewarding system used alters their behavior positively so new habits were being assimilated as the eventual goal of rewarding a student is to help him/her manifest positive behaviors as every time rewards were used in class, students performed differently in comparison with sessions in which these were not incorporated. It is important to highlight that the rewarding systems used did not involve any material incentives, instead non-material rewardings such as; grades, social recognition, and privileges were used in this study.

This is due to the fact that tangible rewards may weaken intrinsic motivation in students towards learning and the class objectives. Henderlong & Lepper (2002) states that “tangible
rewards undermine intrinsic motivation and task interest”. For this reason, non-material rewards were selected for this study as with material incentives students may basically lose interest in what they do in relation to the learning purpose of the lesson, but they rather focus on the object they will obtain in exchange.

The use of rewards in educational settings have been immersed in some controversy due to the perceived negative effect on students’ intrinsic motivation as Kohn (2001) supports when claiming that: “the effect is opposite; it does not develop continued performance of a rewarded behavior or help one develop a continued interest in a particular activity” contrasted by the gathered data and Grossman (2004) when he states that students are more willing to do things they will be rewarded for, rather than doing things when they know they will be punished if they do not do it.

Grossman (2004) suggests rewarding certain behaviors is likely to be more effective when the teacher meets certain conditions:

1: Reward students for behavior you think deserve to be rewarded.

2: Students need to be aware of the specific behavior that is being rewarded.

In addition, Grossman (2004) suggest that rewards must take place under the previous criteria otherwise, it would not fulfill its purpose correctly and the desired behavior would not be assimilated and taken as a habit. Although, the use of rewards in the classroom has many advocators as the one mentioned previously. However, Kohn (1993) claims that students who always expect to obtain a reward for working in class, and behaving appropriately, do not behave as well as those who work without expecting anything from teachers. Moreover, this author also suggests that using rewarding systems make students
become dependent on the benefits leading to make them feel unwilling in performing appropriately when these are not included.

This situations can be illustrated when it is noticeable the students’ need to be reminded about the rewards since they tend to behave badly once they forget about it.

O5: “After the implementation of this strategy, there was an evident improvement of the students’ behavior as students who were usually disruptive in class did not exhibit disruptive behaviors as usual, however, this day the teacher had to remind students about the reward proposed several times as students seemed to forget them and misbehave, but one they are reminded their behavior changes”

The previous excerpt shows how the reward becomes and spontaneous motivation to behave appropriately. Nevertheless, this effect fails to work for long periods when forgotten keeping the teacher aware of being persistently reminding students about it.

Based on the results in the present study, it can be assumed that the use of rewards in the classroom plays an important role when attempting to solve problematic situations in terms of behavior. In other words, disruptive behavior needs actions to address it, and the implementation of rewards was proved to be an effective strategy when modifying students’ behavior making them likely to be more responsive to the class with an eventual overall progress in academic terms plus the improvement regarding classroom management.

However, based on the result of the study, If it is considered that rewarding systems call students’ attention, it has also to be taken into account that using such strategy might become a demanding strategy in terms of expectations from students towards the rewards as such expectations are constantly changing demanding more from the teacher even in
economic ways when supplying such materialistic interests as students get bored of the same rewards easily, and want new items to be introduced or means to be rewarded. Students exhibit an almost immediate positive modification regarding behavior when using such strategy, but its consecutive use may cause dependence in students towards any kind of reward to perform appropriately leading students to become materialistic. In order to maintain the effectiveness of using rewards, the teacher is supposed to constantly modify the rewards and its frequency to adjust to students’ increasing expectations and demands; otherwise students may get bored and start behaving poorly eventually.

3. Monitoring students as a strategy to prevent disruptive behavior.

The current finding deals with the implementation of the strategy of monitoring learners, which involves walking around the classroom while checking the students’ engagement as they develop the activities proposed by the pre-service teacher as a means to prevent disruptive behavior, and also to foster motivation by praising student. The teachers’ task is to detect and being aware of the warning signs the students exhibit before indiscipline occurs. These signals involve lack of understanding, lack of interest, confusion, persistent speaking without permission, side conversations, engaging in activities not related to the class among others.

In other words, these signals may warn the teacher so he can react based on such signals and take action towards a possible disruptive student promoting a steady classroom in terms
of appropriate behavior. Also, another important aspect of monitoring students is that it allows students to perceive a sense of attention by the teacher throughout the lesson. As a result, the students become aware of his/her performance and how it affects the class progress.

Confusion defined as a situation in which students are uncertain about what to do or are unable to understand something clearly is one of the signals of possible eventual disruption by students has been a common reason to intervene when preventing any indiscipline, in the following piece of data collected by the teacher journal, it shows how being aware of such warning signals on time becomes a strategy to react and prevent any possible disruption from the student so they feel monitored leading them to avoid going beyond into any disruptive behavior since the teacher is attentive, and observing the student in relation to what she/he does in class.

_TJ1_“I continued walking around as a means to avoid disruptive behavior while guiding students because some of them seemed to be confused. Since when I do not do this, they get distracted, and start focusing on something different not connected to the topics or development of the class.”

When the teacher clarifies a question or doubt that students have based on their lack of understanding regarding an activity or anything being developed by the teacher for the class, the students feel more confident in terms of the required knowledge for a certain activity or task, and proceed working on the activity proposed as they now understand.
Approaching students when they start interacting more than necessary with others becoming talkative is another warning signal for the teacher to act as seen on the following excerpt taken from the observations.

O1 “The teacher walks around monitoring the students during the activities proposed, especially monitoring those students who seemed confused due to their facial expressions, and comments among themselves in relation to the activity or topic. The teacher approaches the students and asks if they have any doubt or question regarding the activity, he also reminds them that if they need any help all they have to do is raise their hands. When the teacher monitors the class there is an immediate change on the students behavior and they start to focus again in what they should be doing as they are aware that teacher’s attention in on them.”

During this particular case it was evident that when the teacher was approaching the students they immediately modified their behavior and attitude and focused their attention on the activities. The teacher’s monitoring suggests that it is helpful as the students knew that the teacher was there to help them and serve as a facilitator and was carefully observing everything they did as a means to express his/her interest towards the students’ performance, also allowing the teacher to motivate those students who work actively. Therefore; the students were aware of the teachers’ attention so that if they needed any help they did not have to talk loudly or to ask others about what they had to do, they just
had to raise their hands in order to obtain help which in turn prevented problems such as talking, walking around the classroom, etc.

As it was shown by these two pieces of data, when the teacher approaches and monitors all students, especially those who exhibit probable disengagement, frustration or confusion and addresses them by reminding instructions or ensuring about their understanding, students proceed working almost immediately. Otherwise, the teacher provides instructions again or clarifies any doubt they may have so they can start working on whatever assigned displaying appropriate behavior.

Based on the previous analysis of the data it is evident that walking around the classroom as part of monitoring students' behavior impacts the class disciplinarily in a positive way by preventing, and reducing disruptive behaviors. In accordance to Colvin (1993) who supports monitoring as a strategy to prevent disruptive behavioral patterns from happening when stating that “monitoring student behavior allows the teacher to acknowledge students who are engaging in appropriate behavior and prevent misbehavior from escalating”. Which is a different perspective for using monitoring not only to redirect students’ attention or behavior, but also to praise, and motivate those students who behave appropriately.

This author also suggests some steps when monitoring students that are relevant when implementing such strategy in order to enhance its effectiveness such as; walking around constantly, visiting problem areas often, make students notice one’s presence, and move
unpredictable. Based on this suggestion, it can be said that monitoring in the classroom is not a simple procedure; the teacher needs to go beyond and seek to use it appropriately knowing where, when and on whom to act.

Although monitoring is an effective strategy based on its immediate results, it is not used by all teachers, or it is not used appropriately. The following excerpt confirms how the inexistence of monitoring as a behavior strategy in the classroom may lead teachers to face unexpected situations regarding disruptive behavior.

O8: “In one activity in which the teacher does not monitor, the students start to become disruptive by being noisy, talkative and moving around the classroom to go to the teacher in order to receive feedback or for clarifying doubts, but most of the times they engage in different activities such as chatting, playing, etc. During this activity the students’ behavior is opposite to when the teacher does in fact monitor throughout the class”.

As shown in the previous excerpt, when the strategy of monitoring is not used there is an evident increase of indiscipline in students; given the fact that teacher’s attention is on something different promoting misbehavior in students as they do not feel teacher’s attention on them, or there is no any guidance to clarify their doubts in general.

In accordance to the analysis of the data, Darn (2006) argues that monitoring is not always well implemented since it may be seen as a simple or vague looking and listening exercise when in fact the physical response is crucial for this strategy, that is why walking
around the classroom becomes a vital part of it; due to the fact that proximity increases positive responses by students to the teacher since attention becomes more realistic, and closer. Thus, monitoring becomes a physical approach as walking around within proximity towards the student are included in this strategy to reinforce its effectiveness. In a similar stream Brophy (1993) complements by adding that monitoring the classroom activities and stationing where students can be observed all the time is important as the students perceive that the teacher is aware of their behavior and that he can detect easily inappropriate behavior.

As reported by the previous authors and the evidence found throughout this study, it can be concluded that monitoring used appropriately and consistently has been useful in order to prevent disruptive behavior in classrooms since in comparison with classes in which this strategy is not implemented, the results in terms of classroom management are different due to the role and immediate effectiveness of such for classroom management and discipline.

4. Incorporating students’ interests and preferred activities to avoid disruptive behavior.

The implementation of students’ interest and preferred activities is a powerful strategy regarding classroom management due to the fact that working with students’ likes enhances motivation and increases concentration in relation to the class; consequently, leading to engage students into appropriate behavior, and unlikely to behave disruptively.
According to the data collected on the present study based on interviews, teacher’s journal, and observations, the teacher’s strategy of using students’ interests and preferred activities was used as a strategy to obtain and maintain learners’ attention, and eventually prevent any disruptive behavior from students with effective results according to the data from this research in comparison with classes where activities or games were selected without students’ involvement, and so these students tended to behave disruptively more often.

As shown in the following pieces of data taken from the teacher’s journal, and the interviews, the students finished a word search activity sooner than expected adding details that were not required by the teacher like coloring it, and pasting it on their notebooks.

Word search was implemented as according to the interviews carried out by the researchers, it was one of the students favorite activities, as the following excerpt taken from one of the interviews illustrates.

IS2: ¿Cuáles son las actividades que más te gustarían hacer en la clase de Inglés?

-Canciones -Juegos -Sopas de letras
-Crucigramas -trabalenguas -Historias - Adivinanzas

Taking into account that 8 out of 10 interviewed students expressed word search as preferred activity, it was included in order to increase engagement and as a result prevent students misbehavior.
Then, I delivered a word search related to family members which according to the interview carried out with them at the beginning of the year, it is something many students like in the classroom. Surprisingly it did not take long for them to finish it; they worked engaged on the word search which kept them in silence all the time and sitting.

The previous data collected on the teacher’s journal shows how the implementation of the students’ preferred activities helps preventing any disruption from students by keeping the learners engaged and focused on an activity they find interesting. The effectiveness of using students’ likes is also supported in the following excerpt taken from the observations, and interviews where the teacher designed a handout regarding family members using “The Simpsons” as main characters based on the most popular TV show for students according to the interviews carried out.

The teacher gives the students a worksheet with images of the Simpsons in which they have to create sentences such as: Bart is Lisa’s brother in order to describe relation between relatives. The students are engaged in the activity as they all participate and show knowledge regarding the characters of this animated cartoon.

This suggests that the inclusion of the students’ interests significantly prevented the students’ misbehavior. The knowledge the students have regarding the sitcom characters appears to make them participate more actively when the teacher asks questions related to
it. Additionally, some students who usually do not work in class completed the activities in less time than expected which shows their engagement in the class.

Also since the activities proposed matched the students English level they could completed it and feel a sense of accomplishment throughout this class which is confirmed when the students say “Teacher ponganos otro ejercicio, ponganos otro” which shows their engagement and willingness to participate actively.

If compared, students’ comments regarding English class at the beginning of the study with what they expressed in the final interview, a positive change is evident in terms of students’ behavior and their interests for the class since they had different point of views regarding the English class. The following comments taken from the interviews show this positive change, these excerpts belong to the same student in two different periods providing a before and after behavioral patterns.

Initial Interview:

IS7 ¿Cómo es el comportamiento de tus compañeros en la clase de inglés?

¿Bueno, regular, malo y porque?

IS7 ”Regular, porque son groseros con el profesor, se paran del puesto, no le hacen caso al profesor y juegan en clase porque no les gusta la clase”

It is shown in the previous excerpt taken from the initial interview that the student apparently does not behave appropriately in class neither do her classmates according to the
students providing relevant information about how weak classroom management seems to be in the English class.

The next excerpt involves the same student after the study was carried out in the classroom who has a different point of view regarding classroom management and attitude towards the English lesson:

Final interview:

IS6: ¿Cómo es el comportamiento de tus compañeros en la clase de inglés últimamente? ¿por qué?

IS6: Bueno, porque ya no interrumpen tanto al profesor y no le gritan.

Regarding her new point of view in relation to the English class after the study was implemented she says:

IS6: ¿qué piensas sobre la materia de inglés?

IS6: Pienso que es buena por los trabajos y actividades.

So, according to the analyzed data, incorporating students’ interests and preferred activities may be used as an effective behavior management strategy so that the progress of the class is not affected in a negative way; for instance, when students do not find an activity or game interested they may disrupt the class leading other to follow such disruptive behaviors.
Students’ interests, likes, and preferred activities are recommended to be implemented into the lesson design as Clarke et al (1995) states when claiming that when curriculum is modified so that students’ interests are involved, there is a reduction in terms of inappropriate behaviors increasing at the same time the amount of time students spend on tasks or activities. As it could be observed during activities that included such likes in the present study promoting an active, but controlled learning environment. This also promotes a change in students’ attitude towards the subject since they feel engaged which eases teacher’s work environment.

When classroom management is impacted positively by the implementation of students’ likes, there is not only positive results regarding students’ behavior, but also on students’ academic achievements since they are engaged while learning as Heller (2003) claims “The extent to which students’ interests are incorporated is significantly related to their academic achievement”(Heller et al., 2003, p. 12). This relation between engagement and learning achievement can be observed in the above final interview where the student’s point of view regarding the language class had change positively.

Based on the previous data and supported by the previously mentioned authors it can be concluded that the teacher’s ability to incorporate the students’ interests in the classroom either through activities or games should not be underestimated as this strategy can potentially modify the learning environment and make it appear more appealing to students which as a result may turn into a controlled and active learning scenario in which
students behave appropriately while also increasing the learners achievements and attitudes towards the EFL class.

By implementing students’ likes and preferences, behavior is not only controlled and improved, but students are more focused on the class itself, and thus the teacher’s labor is eased providing a better service in terms of teaching quality as he has more time and attention to track students’ progress each time in a more customized way.

5. **Reinforcing classroom rules as a strategy to prevent, and react towards disruptive behavior.**

   According to the present research study and the data collected, establishing classroom rules or procedures for students is an important part in teaching as teachers share their expectation towards their students’ behavior so that students become aware and assimilate these rules leading to improve the learning and teaching process.

   Although this strategy may have an immediate effect on modifying the students’ behavior, it does not always have a long-lasting effect which requires from the teacher a constant review regarding classroom rules. The classroom rules socialized and eventually presented visually to students were; *listen to others, raise your hands before speaking, respect others, do not walk around the classroom and not eating in class* to help the teacher make students realize in a quick and direct way about their misbehavior.

   Regarding the duration of the effect of the strategy on students, the following piece of data shows that there is a constant need from students to be reminded about the rules
mainly during the first classes as they tend to forget the rules easily leading students to misbehave.

O1 When the students are not following any of the classroom rules, the teacher points at the image on the wall which represents the rule which is being violated in this case the rule of listening to others as the teacher was explaining something and the students were shouting. Most of the students immediately react to this strategy as they start to become quieter and raise their hands in order to participate. However, after around fifteen minutes the students seem to forget the rules and start behaving as they were before.

As it has been evidence, there was not a lasting effect of the implementation of this strategy as students still exhibit disruptive behavioral patterns which may be due to the fact that students had not created a habit or routine in terms of the classroom rules and procedures. That is why reviewing becomes key during the first classes for students to internalize the rules, in this context; researchers developed this habit by constant repetition and implementation of the five rules modeling themselves what was expected from students in each situation of class. It could be also observed in the data collected that another important factor that led students to violate the rules and eventually misbehave was the over-excitement that took place during certain classroom activities.

Regarding the previous issues, an excerpt taken from the teacher’s journal illustrates the relation between over-excitement and forgetfulness in relation to classroom rules.
T4 Sometimes, due to the excessive noise produced by students’ excitement, I had to remind them about the ground rules, specially to raise their hand when wanting to speak because most of them were suggesting things for the drawing at the same time creating a chaotic environment, but it was easily overcome by reminding them about the ground rules.

As it can be seen based on the previous pieces of data, there is a need for the teacher to be reviewing the rules so that students start internalizing the rules and creating positive habits in the classroom given the fact that its effectiveness does not have a lengthy duration specially when the students are too excited or involved in an activity; however, it was seen that by the end of the implementation stage the students did not have to be reminded about the rules that often as they were starting to behave more positively and also it was seen how in some cases it was the students who reminded other classmates about the rules which is represented in the following piece of data taken from the observations.

O3 There are some students who are participating orderly correcting their classmates behavior by saying things such as “Que levante la mano” o “Hagan silencio” when they observe that they are not following the classroom rules.

The previous excerpt can be compared with another piece of data taken from the last class given in the implementation stage of the study providing positive result in relation to reviewing or reminding classroom rules or procedures which shows how the habit has apparently been internalized by most of students in the course with a few problematic cases.
During this class, the students are behaving quite well and participating, there are just 2 or 3 students who have to be reminded of being quiet and not being disruptive, but once the teacher tells them how they should behave, their behavior changes immediately”

If compared, the previous pieces of data show the strength of the habit fostered in students in terms of the classroom rules as they seem to not need to be reminded about these so often only with a few cases. In order words, this process evolves resulting in an enhanced classroom management by the teacher based on the habit of following rules and procedures in the classroom.

According to the analyzed data, reviewing or reminding classroom rules or procedures is important for classroom management as those rules become the framework for appropriate behavior, sometimes with immediate, but short-term effects as seen in the explored data. It has to be considered the fact that teaching such classroom rules is recommended to take place during the first week of classes or first lessons. This fact is supported by Qinglan (2003) who states that, “Effective management requires teachers to define their expectations for their students at the beginning of the school year.” This early procedure is necessary as it sets in advance what the teacher is expecting from his/her students in terms of behavior in the classroom in order to maintain an organized, and effective classroom interactions to enhance teaching, and eventually learning. In relation to Qinglan (2003), Dr Mishra (1992) also supports defining expectations or rules at the outset of the course or class as crucial regarding classroom management as they define acceptable classroom behavior; although, this author also suggest that reinforcing such rules is key in order to
make them meaningful, and applicable, due to the fact that some students tend to forget rules easily.

The results of the present study indicate and coincide with the previously mentioned authors that socialized classroom rules have an immediate impact when disruptions take place in the classroom, given the fact that an effective teacher uses them to set the expectations regarding students’ appropriate behavior in class while raising awareness about their performance in terms of misbehavior so that students stop performing in such disruptive way allowing the teacher to proceed normally by retrieving classroom management. Nevertheless, it was found that this strategy does not have a long-term effect which leads the teacher to constantly reinforce rules by reminding students about the expected behavior and procedures in class when such rules are violated.

**Research and Pedagogical Implications**

This study tests some relevant disruptive behavior strategies in the area of classroom management. After carrying out this research study, it can be said that the implementation of adequate strategies is necessary to promote a positive language learning and teaching environment in terms of behavior in a public school in Pereira since the strategies usually used in the EFL classroom may not address learners’ needs and preferences. The need to be familiarized with different types of behavior management strategies to control students’ disruptive behavior such as side discussions, aggressiveness, sleepiness, noise, among others.
Pedagogical implications

The foundations of this study have number of important pedagogical implications for future practice. EFL teachers should consider students’ preferences and interests as including these features enhance the students’ engagement towards the activities and materials proposed for class. For this, it is relevant to consider the level, age, and backgrounds of the population being taught.

Another relevant practical implication in EFL scenarios is the use of L1 and its impact on learning the target language. Using L2 throughout the class may lead to frustrate students. Bearing this in mind, L2 has to be used according to students’ level to avoid any possible misunderstanding that may lead students to perform poorly while exhibiting disruptive behavioral patterns affecting their own learning process negatively, classmates around them, and eventually the whole class progress. Nevertheless, L1 can not be over used; for this reason, the use of L1 needs to have a specific purpose such as giving instructions, controlling students’ behavior and explaining items when necessary.

Another implication is that disruptive behavior takes places in almost every public or private school; it is not determined by students’ social and economic background, etc. It is a common problem in school and even universities. On the other hand, this study showed that with the appropriate implementation of behavior management strategies, disruptive behavior can be reduced efficiently, students’ are part of this process, however, this is a change process guided and elaborated by the teacher.
Research Implications
The results of this study indicate that for further studies researchers should consider creating a diagnostic method as a questionnaire just to mention one so that the different features relevant to the study such as type of population, setting, among others have good basis to be eventually used to develop the study. Also, it is relevant to consider the time expected to develop, test and reflect on the different disruptive behavior strategies has to be enough according to the amount and what each of them requires in terms of material, design, relation to lesson planning and implementation stages.

For further research, researchers should be aware of the data collection methods used for such purpose as qualitative research demands detailed descriptions. Therefore, it is recommended to use electronic devices such as cameras, video recorders, cell phones, recorders, etc to have more details when analyzing data given the fact that in the present research some data was lost throughout the process since sometimes we tried to remember some unexpected aspects, interventions, etc, that happened in the data collection stage leading to forget relevant details from them for not using reliable means to keep data. Future research should also include how important the physical environment is for students in terms of disruptive behavior. For instance, classroom arrangement may have some impact on how students behave, trying different layouts according to the number of students and the design of the classroom could be key when working to reduce, and prevent disruptive behavior. Thus, modifying the classroom in such sense could ease classroom management.
Limitations

This study presents relevant limitations that need to be considered and taken into account for future research as these limitations may impede the development of the project. Some of these limitations involved the issues regarding the unexpected changes on pre-arranged schedules by the institution; lack of relevant information obtained from interviews, and finally the vague knowledge from students in relation to the target language L2 which made the process more demanding will be presented in this section.

One of the limitations was that even though the schedule of the classes was established from the very beginning of the project, the implementation of the classes for the collection of the data was altered several times; this was due to some of the school’s policies as rescheduling class hours, programming events and holidays, among others. Therefore, these classes had to be rescheduled at a different time, thus the students had to take the English classes in different hours and atmosphere. This situation led students to have more opportunities to misbehave as the teacher had to react towards the decisions made by the school by taking the students to other settings such as the school playground which affected the reliability of the implementation of the strategies as the teacher had less control over the external factors since the setting was changed unexpectedly.

Although the purpose of this investigation was to evaluate the effectiveness of a set of behavior strategies, the use of English language was a challenging feature of this study. Thus, student’s limited English language understanding was an issue the researchers had to deal with. Therefore, the explanations and instructions were eased by building habits, working on
repetitions drills to practice commands for instance or sometimes using visual aids which helped make English language use more common and frequent in class.

Another limitation to highlight in this study was the lack of information provided by students during the interviews as the questions were not well-designed eventually leading students to answer the interview in a general sense which deviated the sort of answers expected by researchers from students. As a result this did not provide the researchers with strong evidence to support the findings in the study.

On the other hand, the teacher who carried out the implementation had already had some teaching experiences at different educational institutions. However, the type of population selected for this study was a challenge for the researcher since the context and amount of students had not been explored in his previous teaching experiences mainly due to the students’ behavioral issues.

**CONCLUSIONS**

This study aimed to seek answers that might contribute to the English language teaching in a Colombian context in regard to the effects that the implementation of certain classroom strategies have in the students’ attitude and misbehavior. Teachers need to be aware of the different external and internal factors that may affect the teaching and learning process. As a result, teachers should consider classroom strategies to create a positive environment which might decrease the possibility of students from behaving disruptively and also when
it is necessary to be able to react accurately and so maintain control on students and on the class as a whole.

Hence, it is suitable that pre-service teachers develop a rich repertoire of strategies in advance to handle situations that may alter plans of action as well as to consider all kinds of factors involved in the teaching process such as: behavior strategies, classroom management, motivation, and social background, among others. It was seen that when working with students’ interest and preferences, the strategies that involved them had a more effective impact on students’ behavior as it could also be seen with rewards. Even though, most strategies had a short term effect which may be due to the period provided to implement them in the research project, such strategies involving their likes seemed to have the better results. While the use of L1 had a direct, immediate and spontaneous response, it did not have lasting effect on them.

To sum up, researchers implemented a set of behavior strategies to analyze their impact on the misbehavior performed by students; it was found that each strategy had a different range of effectiveness as not all the strategies implemented lasted the same amount of time if compared with each other.

Moreover, the different strategies implemented decreased the disruptive behavioral patterns, but in different levels suggesting that some of them are more suitable to be used based on the effect and its immediate response from students while modifying the environment to avoid any indiscipline to occur in the classroom or managing it when prevention was not efficient enough.

The conclusions indicate the need for teachers to acquire classroom management skills in order to deal with classroom behavioral patterns. It is evident that disciplinary problems
are difficult to be completely solved; that is the reality of most public schools in our Colombian context and it is one of the most common complaints public school teachers have face. Therefore, it is definitely crucial that teaching educational programs prepare the new teachers to be able to identify, manage and overcome classroom challenges with strategies and interpersonal skills that meet the expectations of the students in order not to affect the learning process.
Appendix 1

### OBSERVATION FORMAT

<table>
<thead>
<tr>
<th>Observation : #</th>
<th>Observer:</th>
<th>Time:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy Implemented</td>
<td>Description</td>
<td>Students’ reaction</td>
<td>Interpretation</td>
</tr>
</tbody>
</table>

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Appendix 2
Students’ interview

Initial students’ Interview

¿Cuáles son las actividades que más te gustan de la clase de inglés?
- Canciones
- Juegos
- Sopas de letras
- Crucigramas
- Trabalenguas
- Historias
- Adivinanzas

¿Menciona otras actividades que te gustarían hacer que no estén en la lista anterior?

¿Cuál es tu programa de televisión favorito?

¿Qué tipo de premiación te dan tus profesores y que te gustan por tu buen comportamiento?

¿Cómo es el comportamiento de tus compañeros en la clase de inglés?

¿Cuándo tus compañeros se portan mal qué hace tu profesora?
- Los omite
- Los regaña
- Los saca del salón
- Los ubica en otros lugares
- Les pone una mala nota
- Los avergüenza
- Les da consejos

¿Te da oportunidad tu profesora para que escojas los temas?

¿Cómo son las clases de inglés?

¿Generalmente como trabajan en la clase de inglés individualmente, en parejas o en grupos?
Final Students Interviews

¿Cuáles son las actividades que más te han gustado de la clase de inglés?
- Canciones
- Juegos
- Sopas de letras
- Crucigramas
- Trabalenguas
- Historias
- Adivinanzas

¿Qué tipo de premiación te dio tu profesor por tu buena participación y comportamiento?

¿Qué opinas sobre esas premiaciones ayudan a que te portes bien o no te importan?

¿Estas premiaciones te motivan a seguir comportándote y participando activamente en clases?

¿Cómo es el comportamiento de tus compañeros en la clase de inglés últimamente? ¿Porqué?

¿Cuándo tus compañeros se portan mal qué hace tu profesor de inglés?

- Les recuerda las reglas de clase
- Les recuerda lo que deben estar haciendo
- Les recuerda la premiación
  - les llama la atención en español
- Habla con ellos sobre su comportamiento

¿Qué hace tu profesor de inglés mientras trabajas en clase?

- Se sienta en su escritorio
- Usa su celular
- Provee ejemplos para facilitar el desarrollo de las actividades
- Camina alrededor del salón resolviendo dudas
- Revisa ocasionalmente el progreso de tus compañeros

¿Qué piensas ahora sobre la materia de inglés?
Appendix 3
Teacher Journal

<table>
<thead>
<tr>
<th>Class:</th>
<th>Strategies Implemented:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 13/03/2014</td>
<td>Rewards</td>
</tr>
<tr>
<td></td>
<td>Redirect students' behavior</td>
</tr>
<tr>
<td></td>
<td>Periodically review the rules and procedures of the classroom</td>
</tr>
</tbody>
</table>

Today at 2:35 pm I stood in front of 26 5th graders who at first did not seem to be willing to participate actively in the English class. This is somewhat frustrating to me to begin with, Then as usual I started the class greeting them, then I started guiding them into my first activity regarding greetings, many of them woke up and started paying attention towards what the activity was going to be about, while some other just continued talking and laughing without even realizing that I was there. Based on that, I decided to apply praising as first strategy to use; I praised those students who were participating actively in the activity proposed something that did encourage them in order to continue behaving well: however, this strategy seemed to only work on them but not on the ones who were disrupting the class by making noise, and due to their lack of respect towards me by not paying attention to the class. As the class advanced I evidenced that there were some students who were not participating in the class at all, but they were not disturbing the class nor their classmates so in some cases I approached them and asked what was going on, but they just frowned and made me feel useless and dumb at trying to know why they were feeling bad without response. In a previous class, I had discussed with students the classroom rules or ground rules, I did that by illustrating them with images so they are present all the time above the board, those images became really useful for me because when they were not listening to me but speaking, I just had to point my finger towards the image that illustrated the rule they were violating in order to make them raise awareness about what they do and how it disrupts the class, there are only five classroom rules on the wall so it is easier for them to assimilate them and put them into practice, this strategy helped me a lot, and in
some cases, attention is called among students; however, to me it is remarkable the fact that using this strategy lasted for a short while every time I used it because they started misbehaving again. Some other students participated by lapses through the class, I found that they were drawing in their notebooks or writing information on the board in relation to other subjects, there I applied redirecting students’ behavior strategy on some of them, when I applied it these students seemed to feel ashamed and stopped what they were doing; however, I could tell that these students fell upon this behavior again in a matter of minutes. I proceed then with a physical activity in which students had to throw a ball and who received had to give the name and nationality, I felt good using this activity because students all of them participated although I had to redirect their behavior sometimes because of the excitement they had towards the activity which worked on 3 students to be specific, but at least 2 students who I used the strategy of redirecting with did not pay much attention and continued laughing at themselves talking about other issues not connected to the class; based on this that lack of respect I used L1 to call their attention and it seemed to work since their interruptions were reduced. In another activity in which students had to interact in pairs, I saw how a couple of students pretended to be working, but in fact they were just talking about different issues not involved in the class so I approach them and watched what they were doing and in fact they did not even have idea about what they were supposed to do, so I felt disappointed and separated them from each other, relocating a different student in their seats, when I did It they got mad at me at refused to continue working in the class because of the classmate they were paired with. That situation was complex for me since I did not know how to handle it I just left them in their new places knowing that they were not going to work anymore. Meanwhile, I continued walking around guiding students and in some cases redirecting their behavior as much as possible. I also continued praising their participation no matter if it was accurate or not.
Appendix 4
Diagnostic questionnaire to Pre-service teachers

Universidad Tecnológica de Pereira
Licenciatura en Lengua Inglesa

Maria Alejandra García and Luis Miguel Henao students from ‘Licenciatura en Lengua Inglesa’ from ‘Universidad Tecnológica de Pereira (UTP)’ are currently carrying out the research project as a requirement to graduate. Therefore, we have issued a consultation document concerning the effectiveness of the implementation of behavioral strategies to control students’ misbehavior in the English classroom. This questionnaire seeks to gather responses from pre-service teachers about the strategies they use to deal with disruptive behavior in their practicum.

By completing this form, you will be making an important contribution to this research project which aims to provide teachers with alternatives at the time of implementing classroom management strategies when dealing with disruptive behavior.

Your responses are voluntary and confidential. We hope you answer all the questions as complete as possible. No individual teachers or their schools will be identified in any reports.

Some questions may be answered simply by ticking the appropriate box, and some others may need a justification.

1. Is the phenomenon of disruptive behavior a common issue in your teaching practice?
   Yes       No

2. What is the most common disruptive behavior in your classes?
3. When the problem behavior occurs do you react immediately? If so, what strategy do you use?

Yes No

4. During your teaching practice, do you consider students' interests when planning the class? If so, why, and how?

Yes No

5. Do you establish ground rules in your class? If so, list the most important ones?

Yes No

6. Do your students participate when creating ground rules? If so, how?

Yes No

7. Based on your experience, do activities chosen by students reduce disruptive behavior?

Yes No
8. Why do you think this occurs?

9. Tick from the strategies below the ones you use and that work for you.

<table>
<thead>
<tr>
<th>Classroom Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish clear classroom rules and expectations.</td>
</tr>
<tr>
<td>Increase praise for appropriate behavior, and increase behavior specific praise.</td>
</tr>
<tr>
<td>Present material that is appropriately matched to students` instructional level.</td>
</tr>
<tr>
<td>Arrange classroom seating so that it is appropriate to the instructional activity.</td>
</tr>
<tr>
<td>Use effective instructions and commands.</td>
</tr>
<tr>
<td>Provide opportunities for choice.</td>
</tr>
<tr>
<td>Incorporate students` interests and preferred activities.</td>
</tr>
<tr>
<td>Provide scheduled attention to reduce the need for students to engage in attention-seeking behavior.</td>
</tr>
<tr>
<td>Others:</td>
</tr>
</tbody>
</table>

Thank you for your time and collaboration
Appendix 5

Lesson Plan

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
GENERAL PLANNING INFORMATION

<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>Branch:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF THE PRACTITIONER:</td>
<td></td>
</tr>
<tr>
<td>GRADE &amp; GROUP:</td>
<td>ROOM:</td>
</tr>
<tr>
<td>TIME TABLE:</td>
<td>LEVEL OF LEARNERS (CEF)</td>
</tr>
<tr>
<td>NUMBER OF LEARNERS:</td>
<td>AVERAGE AGE OF LEARNERS:</td>
</tr>
<tr>
<td>GENERAL DESCRIPTION OF THE CLASSROOM:</td>
<td></td>
</tr>
<tr>
<td>PROFILE OF THE LEARNERS:</td>
<td></td>
</tr>
<tr>
<td>GENERAL OBSERVATIONS:</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN

Date of the class:  
Class Number: ___

AIM:

Estándares Básicos de Competencias (MEN)
- Estándar General:
- Estándares Específicos:
- Indicadores de logro:

Assumed Knowledge:

Materials:

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE/TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

REFLECTION SESSION:

What went well?

How do you know that?

What didn’t go that well?

What would you do different next time?
REFERENCES


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