UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE RESEARCH

"THE MANAGEMENT OF STUDENTS' BEHAVIOR IN THE CLASSROOM AND ITS IMPACT ON THEIR LEARNING AMONG TEENAGERS AND ADULTS AT CENIUES PROJECT. SAN SALVADOR, 2019."

IN ORDER TO OBTAIN THE DEGREE OF:

"LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA"

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SAN SALVADOR, JUNE 28TH, 2020.

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ABSTRACT

The following paper is product of the research Project "The Management of Students´ Behavior in the Classroom and its Impact on their Learning among Teenagers and Adults at CENIUES Project. San Salvador, 2019." In this research the mixed method was applied. The participants were one group of teenagers and one group of adults students from the Basic English Level at CENIUES Project. There were two teachers of the Basic English interviewed. The instruments were observation, interview, and survey. At the end of the researcher it was concluded that it does not matter if the teacher stabishes rules from the first day of classes, but if the students do not have values they will break all of them. Also, since education starts at home, and some students have problems with their family they will reflex those problems in the classroom. And finally, for professors it is difficult to deal with students who have emotional disorders because they do not have training in this area.

Keywords:

Class strategies, disruptive behavior, emotional desorders, classroom management, insntrumental management, people management, behavior management, classroom discipline and effective classroom management.

ACKNOWLEGMENTS

First of all, I want to thank God, for giving me the opportunity to finish my major, and gave me health, wisdom and strength to reach my goal.

To my family:

I wish to acknowledge the support and great love of my family, my mother, Rosa; my father, Manuel; and my uncles, Jorge and Ricardo. They kept me going on and this work it would not have been possible without their support. They are the reason why I have to keep improving myself every day.

To my advisor:

I wish to express my sincere appreciation to my advisor; José Matthew Alvarado Morales, he convincingly guided and encouraged us to be professionals and to do the right thing even when the road got tough. Also, for sharing his great knowledge with us, for every time he gave us feedback, for his patience and consistency, because without his persistent help, the goal of this project would not have been realized.

To my colleague:

I want to express deep gratitude to my friend Griselda, for being an excellent teammate and friend, for her patience, for always motivating me not to give up and for giving me much friendly advice during this process. Also because, without her help, this project would not have been realized.

To my boyfriend:

I would also like to thank my boyfriend William, for always motivating me to be a better person, for being there for me and for his great love.

Gabriela Stefany Rodríguez Díaz

First, I want to express my gratefulness to God for giving me the opportunity to be a professional and for giving me the strength to overcome the difficulties and get a major.

To my mother:

I am really grateful to my wonderful mother because gave me the support during all of these years being studying. She was there every time that I fell down to give me the motivation I needed. I really admire my mother because she has been my mother and father at the same time. It was not easy for her to get the big responsibility to grow me up and to work really hard for giving me all the necessary things. So, this academic achievement is hers.

To my sisters:

I want to say thanks to my three sisters: Sofia, Saira and Flor for giving me all their love, support and help. They were my motor during all of this journey. Without them, I would not achieve this dream. I want to express an especial appreciation to my sister Flor because she was the ones that gave me the support to study at this university.

To my advisor:

I am totally grateful with our advisor Lic. José Matthew Alvarado Morales because he shared his knowledge's with us. He had a big patience to check each of the parts of this work. Also, he gave us his valuable time. And he believed that we could achieve this goal. Thank you so much.

To my colleague:

My classmate and my friend, Gabriel Rodríguez. The person that worked hard during all of this process with me. The ones that was pushing me to do my best for reaching this goal. She was strong and never give up. She taught me to be a better person and friend. Thank you so much my dear friend for choosing me to be the ones that will share this dream with you.

Guadalupe Griselda Cruz Rivas

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INTRODUCTION

¨Great classrooms are characterized by positive, open relationships, mutual respect and a shared responsibility for the learning process. ¨ (Robert John Meehan.) A great teacher has to have a good classroom management to get students´ attention and to control students´ behaviors in the classroom.

According to Future School (2020.) Classroom management is a process that allows teachers to control the learning and direction of their classroom. Teachers use classroom management to keep students focused on learning while preventing disruption from slowing the learning process. Since classroom management keeps classes on track and prevent disruptions from slowing down the learning process, it's one of the most fundamental aspects of high quality education. This means that if a teacher wants to manage the students´ behavior in the classroom he or she has to implement some classroom management strategies.

In most of the classrooms, teachers will face with students that show disruptive and emotional disorders. Lannie and McCurdy (2007) establish that disruptive behavior is a behavior on the part of a learner that obstructs learning in an adult and teenager's education setting. There are three degrees of behavior: inattentive, acting- out, and threatening/ harmful/ violent. In the other hand, the emotional behavior disorders consist of serious, persistent problems that involve relationships, aggression, depression, fears associated with personal or school matters, and other inappropriate socioemotional characteristics (National Center for Education Statistics, 2003.)

The purpose of this research work is to gain a more detailed understanding of how teachers manage the students' behavior during the class and what teachers do to deal with emotional disorders and disruptive behavior. Because the main objective of this research is to describe how teachers manage the students' behavior in the classroom among teenagers and adults at CENIUES Project.

CHAPTER I

1.1 Research Topic

"The Management of Students' Behavior in the Classroom and its Impact on their Learning among Teenagers and Adults at CENIUES Project. San Salvador, 2019."

1.2 Statement of the Problem

At present, the teachers of teenagers and adults from CENIUES Project face two problems when teaching their students, the English language. One of them is the disruptive behavior and the other one is the emotional disorder. Some of the disruptive behavior problems that teachers find in the classrooms are: late comers, noisy students, lazy students, talkative students, and some students disrespect the teachers. Moreover, there are the emotional disorders: Some students are forced to learn English. Their parents are not involved in the learning process. There are as well students who avoid working in association with their mates. Due to this fact, the researchers will try to find out how teachers manage the students' behavior in the classroom.

1.3 Research Questions

Main Question

➢ How do teachers manage the students' behavior in the classroom among teenagers and adults at CENIUES Project?

Subsidiary Questions

➢ What do teachers do to deal with disruptive behavior in the classroom?

➢ What do teachers do to deal with emotional disorders in the classroom?

1.4 <u>Objectives</u>

General Objective:

➢ To describe how teachers manage the students' behavior in the classroom among teenagers and adults at CENIUES Project.

Specific Objectives:

➢ To explain the strategies teachers use to deal with disruptive behavior in the classroom at CENIUES Project.

➢ To analyze the strategies teachers use to deal with emotional disorders in the classroom at CENIUES Project.

1.5 <u>Justification</u>

Nowadays, it is known that one of the most important aspects of teaching is classroom management. In other words, teachers have to pay close attention, from the first day of classes, to how students behave in the classroom, in order to identify disruptive behaviors.

Classroom disruption is a major challenge faced by teachers (Simon & Alonso-Tapia, 2016). Teachers direct a great deal of energy toward classroom disruption while trying to reach their instructional goals (Brouwers & Tomic,2000.) For this reason, it is very important for teachers to know how to manage the classroom by applying some techniques to control the students' behavior, with the purpose of achieving the goals of the class and student learning.

Classroom teaching involves different features for the teacher since the first day of classes. These features are: organization and clarity, analytic and synthetic approach, dynamism and enthusiasm, instructor-group interaction and instructor-individual student interaction. In the organization and clarity features there might be mentioned some characteristics like explains clearly, if the teacher is well prepared, if he makes difficult topics easy to understand, if the teacher uses examples, details, analogies, metaphors, and variety in modes of explanation to make material not only understandable but memorable, also if he makes the objectives of the course and each class clear, and if the teacher establishes a context for material. The second feature has to do with analytic and synthetic approach, and there are characteristics, in this approach the teacher gives the student a sense of the field, its past, present, and future directions, the origins of ideas and concepts, then he presents facts and concepts from related fields, and he discusses viewpoints other than his own. As a third one it is mention dynamism and enthusiasm, in this features we will find an energetic and dynamic teacher, a teacher that enjoys teaching, and a teacher with self-confidence in the classroom. And the last one is the instructor-group interaction and instructor-individual student interaction. In this one we can see a stimulate teacher with interaction in the class, a teacher that encourages independent thought and accepts criticism, also if he uses wit and humor effectively in the classroom, and if he is a good public speaker. If a teacher follows these features he will have a good classroom management and well behaved students.

The present research will help to identify the students' behavior affecting their learning and what teachers do to control them. Also it will demonstrate if these techniques or strategies work out at the time of exerting discipline in the classroom. As earlier explained, this research will be carried out on students of CENIUES Project attending the module IV-2019 of the English class.

The purpose of this research work is to gain a more detailed understanding of how teachers manage the students' behavior during the class and what teachers do to deal with emotional disorders and disruptive behavior. In addition, this study will provide information about how the different strategies or techniques applied by teachers help them to control students' behavior. Finally, the results of this research will show how these strategies and techniques applied impact on the students´ learning.

1.6 Delimitation of the Problem

At the beginning, this study was intended to be done, in all of the basic levels of the program for teenagers and adults at CENIUES Project. However, the population was large and it was decided to take a sample randomly. It was chosen one teacher of teenagers and one of adults   from the basic English level, the researcher team had to observe the classes of the two teachers during a complete month to get some details about students´ behavior in the classroom.

CHAPTER II

2.1 Historical Background

Ever since, teachers have had to face with two big problems in the classrooms: disruptive behavior and emotional disorders. These two problems surely have negative effects in the teaching process and also in the student`s learning. Some researchers have dedicated time to study why students show misbehavior, and also the strategies that work best to deal with these problems. In this research a brief description will be given of some findings related with the strategies that teachers use to deal with disruptive behavior and emotional disorders.

The first study was carried out on Preventing Disruptive Behavior in the Urban Classroom: Effects of the Good Behavior Game on Students and Teacher behavior was conducted by L. Lannie and L. McCurdy (2007). The study took place in a general education first-grade classroom of an elementary school in large urban area in the North-eastern U.S. The school was comprised of 462 students in grades K to 5 with approximately 92% of the students receiving free or reduced price lunch. Most recent school achievement data indicate that 16% of the students are proficient in reading and math. The classroom in which the study was conducted was comprised of 22 students, 11 males and 11 females. The intervention agent was a female teacher who was identified by administration as experiencing difficulty with classroom management. Finally, the results of the study suggest that the Game was effective and increased students on-task behavior and reducing disruptive behavior.

A second research was developed by Dobmeier and Moran (2008.) It was about Dealing with Disruptive Behavior of Adults Learners. In this study the findings were synthesized for understanding the types and causes and disruptive behavior, which fall into the categories of inattention, action-out, and threatening/ harmful/ violent. The research was carried out in New York City with a sample of adult education graduate students, many of whom had already taught in adult education settings, where they were surveyed. Among the 75 survey respondents, 38 (51%) were between the ages of 22 and 39, and 37(49%) were 40 years or older. They had a substantial range and depth of experience with more than one-

third having worked in adult education for five or more years. They were a culturally diverse group: 15 (20%) African American, 2 (3%) Asian Americans, 2 (3%) Hispanics, and 56 (75%) Caucasians. There were 64 (85%) women and 11 (15%) men.

A third study was made by Johansen, G. Little and Akin-Little (2011.) It was about an Examination of New Zealand Teachers´ Attributions and Perceptions of Behavior, Classroom Management, and the Level of Formal Teacher Training Received in Behavior Management. The participants were 42 teachers from five primary schools in the Hawke´s Bay are of New Zealand. The sample consisted of 81% woman and 19% men while 16.7% identified themselves as Maori and 83.3% European. Thirty-one percent of the participants taught years three and four students, and 26.2% of the participants taught year five and six students. Teaching experience of participants ranged from 6 months to 42 years with a mean teaching experience of 14.7 years. Responses indicated the participants believed that behavior served a purpose for students. All participants who responded recorded behavior "sometimes" (36%), "very often" (36%) and "always" (21%).

The final research was made by Lopez and Oliveira (2017). It was about the Classroom Discipline: Theory and Practice. In this research consequences for students` classroom behavior was examined, also more effective and less effective methods of dealing with classroom discipline were explored and discussed. The research was developed in Portugal with 3,900 teachers from 1st through 12th grade. The study found that 60% of the participants did not receive a continued professional development training of the topic of classroom discipline or classroom management, and that only 12% received more than 25 hours of any training of this topic. Taking into account that approximately 50% of the sample had more than 20 years of professional experience, it becomes evident that classroom discipline or classroom management are not priorities for continuous professional development training.

The purpose of the current study was to examine teachers´ perceptions of the cause of the school behavioral problems, and the effectiveness of positive behavioral interventions. It also examined the level of training which participants have received in behavior management. Results suggest that New Zealand teachers tend to attribute the cause of the school behavior problems primarily to external factors such as home circumstances and parents.

2.2 Literature review

Classroom management is an important term that every teacher must know in order to avoid disruptive behavior and emotional disorders in the classroom. According to Martin, Nancy, Shoho and Alan (1999) classroom management is a broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interactions and student behaviors. Also, they say that classroom management includes three broad dimensions: instructional management, people management and behavior management.

Dimension one: instructional management, includes monitoring seatwork, structuring daily routines, and allocating materials. Dimension two: people management, it refers to what teachers believe about students as persons and what teachers do to enable them to develop. Weinstein (1996) explains, ¨… teachers are good when they take the time to learn who their students are and what they are like… when they laugh with their students… and when they are both a friend and a responsible adult¨. And the last dimension: behavior management, it is the discipline that focuses on planned means of preventing misbehavior rather than the teachers' reaction to it. Specifically, this facet includes setting rules, establishing a reward structure, and providing opportunities for student input.

Classroom management includes elements of classroom discipline, but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and

respectful for both the teacher and the students. (Classroom Management Resource Guide, 2014, Prevention First.) There are some strategies to keep in mind when talking about classroom management. One of them is the proactive classroom management strategy, it focuses on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom and how to make the classroom as structured and predictable as possible to avoid disruptive behaviors.

2.2.1 Class Strategies

- ➢ **Create a classroom management plan -** Although creating a classroom management plan is a short activity it is crucial in establishing how the classroom will function**.**

- ➢ **Understand the power of day 1 –** Day 1 is the first day you are in the classroom with the students. Day 1 is the most important day you will spend with students because you set the tone for the classroom and the rules and class norms are established. Work to create a classroom that is warm, inviting, and inclusive. Show enthusiasm for the lessons you are teaching and show students you are excited about being able to spend time with them.

- ➢ **Greet students as they enter the classroom –** Even in the beginning when you are not certain of student's names, it is important for students to feel a sense of belonging and to know you are excited about being at school and are happy they are a part of the class. Simple phrases like, "I am glad you are here today" or "welcome to class" can help students feel connected and engaged.

- ➢ **Create an agenda for each day –** Start each lesson on time and quickly review what is listed on the agenda for the lesson. Check off agenda items, as they are completed to build on a sense of accomplishment and to help students know what is coming up next.

- ➢ **Circulate the room** – Facilitators should circulate the room as a way to keep students engaged and attentive. Not only do students have to pay attention and follow where you are, but it allows you the opportunity to check to make sure students are on-task.

- ➢ **Be effective when giving instructions** – It is important when giving instructions to provide information in a way that is clear and concise. Once we have gained the student's attention it is important to:
  1. Wait until students are seated and not moving around the room.
  2. Give one instruction at a time.
  3. Use a clear firm voice and repeat each instruction.
  4. Wait for student compliance.
  5. Provide an opportunity for students to acknowledge understanding of the instruction given.

Effective classroom management

According to Llywodraeth Cymru Welsh Government (2012) effective behavior management is based on the teacher 's ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of children with different needs, behaviors and attention spans can be challenging. However, when a positive learning culture is created, the children will learn better because they will know what is expected of them.

Well-managed classrooms

- ➢ Begin the year with a set of rules and routines which are understood by all students.
- ➢ Have a greed rewards and positive reinforcements.
- ➢ Have set sanctions for misbehavior.
- ➢ Have a selection of options for dealing with disciplinary problems.

➢ Make use of their physical space.

➢ Have well-planned lessons.

➢ Encourage respect and develop positive relationships.

2.2.2 Disruptive behavior

According to Lannie and McCurdy (2007) student disruptive behavior is defined as any behavior that is not included in the on-task category such as academically unrelated verbal (e.g., call outs, talk to other students) or motoric (e.g., out- of- seat, throwing objects.) Disruptive behavior is behavior on the part of a learner that obstructs learning in an adult and teenager's education setting. There are three degrees of behavior: inattentive, acting- out, and threatening / harmful/ violent.

Inattention. Inattention refers to behavior that interferes with learning due to lack of focus on the learning task at hand. There is no intent to disrupt learning or to offend anyone. The outcome, nevertheless, is that learning is obstructed for the disruptive learner, and often for other learners. It can also obstruct or undermine the instructional objectives of the teacher. Examples are gazing out the window, sleeping, side conversations with peers, and leaving the classroom. Inattentive behavior is fairly common in adult education settings.

Inattentiveness. May be associated with a deficit in behavioral inhibition or self-regulation (Barkley, 1997; Flory, Milich, Lyman, Leukefeld, & Clayton, 2003; Weiss & Murray, 2003; Young, Gudjonsson, Ball, & Lam, 2003). Preoccupation with day to day demands such as child care, financial problems, and work schedule can detract from the learner's readiness to focus on the learning task at hand (Blaxter, 1999.)

Acting-out. Acting-out behavior refers to breaking rules and offending others. It takes its name from the sense that the person is expressing negative feelings, such as frustration or anger, through an overt action. Examples are expressing anger at being forced to attend training by arriving late, taking cell phone calls, pretending to yawn while answering a question, refusing to participate, and stating that the learning activities are ineffective. Acting out behavior is intended to disrupt the teaching-learning process for the teacher, for peers,

and for the disruptive learner. Blaxter (1999) included among these intentional behaviors designed to express negative feelings missing classes and dropping out of a course or program. Other common forms of acting-out are reading a newspaper, using a classroom to speak about one's favorite subjects, talking when the teacher is talking, walking in and out of the room, making sarcastic comments, and frequently disputing the instructor's statements.

Another definition of disruptive behavior is given by (Lansing Community College, 2018) it defines disruptive behavior as the disruption or obstructions of teaching, research, administration, disciplinary proceedings, and other college activities. Moreover, Holladay, Reed, and Rookstool (2007-2010) provide some examples of disruptive behavior:

- ✓ Arriving late and leaving early
- ✓ Engaging in sideline conversations
- ✓ Laptop use unrelated to class
- ✓ Doing other coursework
- ✓ Sleeping
- ✓ Text messaging
- ✓ Ringing cell phones and/or taking calls during class
- ✓ Monopolizing classroom discussions
- ✓ Ridiculing the instructor
- ✓ Being argumentative and/or confrontational
- ✓ Submitting assignments late and requesting frivolous deadline extensions
- ✓ Wearing distracting attire.

Merriam-Webster's online dictionary ("Disruptive and Behavior", 2017) defines the word disruption within three contexts: "to break apart, to throw into disorder and to interrupt the normal course or unity of" whilst it gives three ideas of the word behavior: "the manner of conducting oneself, the way in which someone behaves and the way in which something functions or operates."

Additionally, the University of Houston Student Handbook (2017, p. 68) defines disruption as "obstructing or interfering with university functions or any university activity. Disturbing the peace and good order of the university by, among other things, fighting, quarreling, disruptive behavior or excessive noise, including but not limited to, a disruption by use of pagers, cell phones, and/or communication devices.

In accordance with this, (College of San Mateo, 2013, appendix O) states that disruptive and inappropriate behaviors are "actions that interfere with the instructional, administrative or service functions of the College. Assessing disruptive behavior can be a highly subjective process. For example, some behavior patterns, such as students talking in class, can be experienced as disruptive in some situations or simply irritating and frustrating in others". In addition, Charles (2004, p. 2) defines misbehavior as "behavior that is considered inappropriate for the setting or situation in which it occurs". In context of classroom climate, students' misbehavior can be defined as any action or activities that are perceived by teachers as disruptive to learning environment (Cruickshank, Jenkins, & Metcalf, 2009).

2.2.3 Types and examples of disruptive behavior in language classroom

According to Richards and Renandya (2002) there are three types of disruptive behavior commonly occurring in language class: 1) the back-row distractor: the student who always sits at the back and distracts others; 2) the nonparticipants: some students who are not taking part in the assigned class activities; and 3) the over exuberant student: the students who are smart but very dominant and monopolize all activities in classroom.

Other statements on the examples of disruptive behaviors are the ones from an article of *Tomorrow's Teaching and Learning* (2017), Ann Daniels (2013) and Richards and Farrel (2011) in which the followings are noted: arrivals and departures (late arrivers and early

leavers), noisy students (talking and other disruptive noises), and other behaviors such as passing notes, sleeping, eating, overt inattentiveness, domineering students, distressed students, challenges to teachers' authority, disruptive students online, and even cheating.

2.2.4 Causes of disruptive problems in language classroom

Disruptive behaviors of students can be caused by several reasons. Teachers themselves can be a major factor affecting the behavior of students together with the students and institutions (Harmer, 1991). For example, unprepared teachers can easily be detected by students, which soon leads to cause problems in classroom.

Even if teachers are well prepared, teachers may still get trouble because of the students and institutions. Khajloo (2013) claims that if students become motivated by their love for their English teachers, they will be more interested in learning English; although this fact may scientifically be unacceptable.

Moreover, based on the finding of their research, Ghazi, Shahzada, Tariq, & Khan (2013) list a number of factors that can cause inappropriate behaviors such as inconsistent parenting, uncaring parents, over-protective parents, poverty, poor quality teaching, teachers' negative attitude, lack of motivation from teacher, load shedding and lack of alternative, bad influences of a local community, students' psych-problems, and classroom poor conditions. Similar to Harmer (1991), they note that teachers and students are the factors causing misbehavior. However, they add other factors such as parents, learning facilities, and environment as supportive factors due to the occurrence of the problems.

2.2.5 Preventing disruptive behavior in language classroom

Preventing disruptive behavior in the classroom can be done by establishing or creating a positive classroom climate. Brown (2001) suggests teachers to build up rapport, to balance praise and criticism, and to generate energy. Rapport is a relationship or connection

between teachers and students that produces a positive energy in the language classroom. Rapport is developed by showing interest in each student as a person, openly soliciting their ideas and feelings, valuing and respecting what they think and say, and developing genuine sense of vicarious joy when they learn something or when they succeed.

Additionally, teachers should give feedback on students' progress in English, work with them as a team and not against them and to relax, and teachers laugh with them and not at them. Alternatively, teachers should balance in praising and criticizing students to make them become effective.

To create a conducive and good learning atmosphere is necessary, Charles (2004) and Marsh (2008) stress that teachers emphasize good human relations skills to gain good relationship and interaction in their classroom. First, general relation skills that includes friendliness, keep smiling and speaking gently even with trouble-makers, positive attitude, trying to solve the problem not to dwell on them, ability to listen, respecting other opinions, and ability to compliment genuinely. Second, relation skills with students including giving regular attention, talking to students frequently but briefly, giving reinforcement, motivating and encouraging students, showing willingness to help, and being a model for desired behaviors and manners. Third, relationship with parents that covers regular communication using notes, phone calls, and letters, setting a clear verbal and written communication, explaining a clear expectation, and focusing on students succeed not on their failure.

Another way to hinder students' misbehavior is by making an agreement or a code of conduct. It is a kind of learning contract created on the first day of English class that can be a written form that, if needed, is spelled out, or just unspoken rearrangement. Harmer (1991) promotes that a code of conduct involves teachers and students to design what behaviors are allowed and which are not permitted in classroom. This prevent students to behave badly such as arriving late, interrupting classmates when they are speaking, leaving homework at home, eating or drinking, and paying less attention to their teachers or less class participation.

Finally, some other experts believe that the problems caused by students' misbehaviors can be prevented and solved by planning lesson thoroughly, developing

positive interaction with students, and conducting lesson effectively (Barry & King, 1998, Hansen & Childs, 1998, Hendrick, 2001.)

2.2.6 Emotional Disorders

Emotion is the most important element and is the aspect of development in humanity. Through emotion, individuals can feel themselves and express their feelings in a positive and negative way (Faupel, Herrick & Sharp, 2011). Emotion is the feeling experienced as a result of a stimulus that includes changes in the behavioral change (Chaplin, 1986). According to Albin (1986), emotions are feelings experienced by an individual. Bruno (1984) defines emotions as a condition that can interfere with the fluid cycle in the body.

Students who experience emotional disturbances will also point to attitudes such as wild, violent, rebellious, impatient, often raging and tendering to show behavior that violates normal situations.

Western studies such as Allcin (1975), Ghuman and Sarles (1998), Weiner (1970) and Adelson (1980) demonstrate that students with emotional disturbances will have an impact on academic achievement. Lee (2005) suggest that teachers need to address conflicts faced by the students so that these things do not cause other students to fall into the problem, because the relative students are easily affected especially on the negative.

According to John W. Santrock in the book Educational Psychology fifth edition (2011) he says that emotional disorders are serious, persistent problems that involve relationships, aggression, depression, fears associated with personal or school matters, and other inappropriate socioemotional characteristics. Approximately 7 percent of children who have a disability and require an individualized education plan fall into this classification. Boys are three times as likely as girls to have these disorders (National Center for Education Statistics, 2003.)

Various terms have been used to describe emotional and behavioral disorders, including *emotional disturbances, behavior disorders,* and *maladjusted children.* The term

emotional disturbance(ED) recently has been used to describe children with these types of problems for whom it has been necessary to create individualized learning plans. However, critics argue that this category has not been clearly defined (Council for Exceptional Children, 1998.)

Aggressive, Out-of-Control Behaviors Some children classified as having a serious emotional disturbance engage in disruptive, aggressive, defiant, or dangerous behaviors and are removed from the classroom. These children are much more likely to be boys than girls and more likely to come from low-income than from middle- or high-income families (Dodge, Coie, & Lynam, 2006.)

2.2.7 Factors Affecting Emotional Disorders among Students

There are various factors that contribute to a person suffering from a disease of depression. One of them is genetic or hereditary. Individuals with family members who have had a depressive disease, have a higher risk of developing this disease than others. Additionally, individuals with anxiety or not cheerful personality are more likely to get a depressive illness. In addition, those who have experienced life-threatening events in childhood are also at risk, for example, those with psychological trauma, or drug abuse including smokers (Amer Siddiq, 2014.)

In addition, parents become the domain factors that cause emotional disorders among students. Family is the most memorable behavior and personality of children. According to Ismail and Subki (2013), parents or families are the biggest influence in shaping the behavior of children since birth. Parent sensitivity makes children lose guidance and mistakenly in life.

Negative relationships between parents and children can cause conflict and pressure them. According to Adnan al-Sharif (1987) and Fariza (2005), stress is not only affected by mental and emotional disturbances but also stress can happen when people feel inadequate mental or souls who are in anxiety, complacency, and fear.

2.2.8 Characteristics of Emotional Disorders

A child/youth with an emotional/behavioral disorder will exhibit one or more of the following characteristics:

- ✓ Disrupts classroom activities.
- ✓ Impulsive behavior.
- ✓ Inattentive and distractible.
- ✓ Resistant to change and transitions in routine.
- ✓ Does not follow or appear to care about rules.
- ✓ Often speaks out with irrelevant information with no turn taking.
- ✓ Preoccupied.
- ✓ Poor concentration.
- ✓ Demonstrates aggression.
- ✓ Regularly absent from school.
- ✓ Intimidates and bullies others.
- ✓ Low self-esteem.
- ✓ Cannot apply social rules to often is manipulative in situations others' personal space/belongings.
- ✓ Experiences difficulty working in groups.
- ✓ Consistently blames others for their dishonesty.
- ✓ Frequently demonstrates self- injurious behavior.

2.2.9 Strategies for teaching students with emotional disorders

Working with youth with emotional/behavioral disorders does not have to be difficult or time consuming. The following easily implemented strategies can make a big difference in the youth's behavior:

- ✓ Teach and support social and emotional competencies.
- ✓ Create a system that encourages youth engagement, safety, and a positive climate.

- ✓ Foster engaging, useful and positive learning opportunities.

- ✓ Collaborate with families as to the strengths and needs of the youth.

- ✓ Provide immediate encouragement and feedback.

- ✓ Build upon the youth's interests.

- ✓ Allow the youth to make choices.

- ✓ Set rules and expectations and the consequences associated with not complying with the rules and expectations.

- ✓ Promote self-esteem and confidence every change you get. Catch the child doing something great and praise him/her.

- ✓ Provide the youth with opportunities to become responsible.

- ✓ Always be objective and understanding – do not lose your patience, as many times that is what the youth wants.

- ✓ Promote cooperation. Encourage positive interactions among youth.

Another aspect to take into account when talking about disruptive behavior and emotional disorders is classroom discipline. According to (Buzzelli and Johnston,2011; Pane, Rocco, Miller, and Salmon, 2014.) Classroom discipline is a complex issue that cannot be reduced to a technical and specific problem. Classroom discipline encompasses complex interaction among teacher variables, student variables, school variables and societal variables (e.g., general attitudes and values towards schooling.)

Classroom discipline refers to a set of teacher actions order (routines, norms, procedures, etc.) Discipline, in turn, refers to the actions that the teacher undertakes to end discipline and to restore order. It must be stressed, however, that although students are by far the most frequent source of indiscipline (Kulinna, Cothran, and Regualos, 2006.)

As a last point, to control disruptive behavior and emotional disorders in the classroom teachers need to apply three broad dimensions to establish order in the classroom: instructional management, people management and behavior management; these terms are important because they help teachers to monitor seatwork, to structure daily routines, to allocate materials, to set rules, to establish a reward structure, and to provide opportunities for student input. Also teachers need to apply some strategies like: create a classroom

management plan, understand the power of day 1, and greet students as they enter the classroom, create an agenda for each day, circulate the room, and be effective when giving instructions.

After studying the disruptive behaviors, the emotional disorders, observing the classes, and addressing the interview to the professors Sanabria and López, it is found that the student's misbehavior in the classroom has an impact in their learning. For example, when talking about teenagers and adult's disruptive behaviors they show some problems like late comers, looking out the window, noisy and sleeping students, students asking for permission, the use of cellphones, and some students disrespect the teachers. All of these misbehaviors make students lose the attention and the objective of the class, get bad grades, and do not get the enough knowledges for speaking English. Then, about emotional disorders, it can be mention that some students are forced to learn English, some others feel sad, preoccupied, and this causes that students are not attentive to the teacher and they miss some knowledges. The researcher team, could no observe in a deep way the emotional disorders in teenagers and adult's education setting due to the lack of time.

CHAPTER III

3.1 Research Methodology

Research design

In this study the mixed method research design was applied because it means adopting a research strategy employing more than one type of research method. The methods may be a mix or qualitative and quantitative methods, a mix of quantitative methods or a mix of qualitative methods (Brannen, 2005.) Mixed methods research also means working with different types of data (Bryman,2001.)

The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone (Creswell,2007.) The research team used the mixed method because was collected quantitative and qualitative data, using questionnaires, surveys and interviews.

The researchers of this study focused on one group of teenager students from the Basic English Level at CENIUES project and a second group of adult students from the Basic English Level. The researchers wanted to explain what strategies teachers use to deal with disruptive behavior in the classroom. Second, they wanted to analyze what strategies teachers use to deal with emotional disorders in the classroom and as a last point, they wanted to identify the strategies that teachers at CENIUES Project use to control both the disruptive behavior and the emotional disorders in the classroom.

Type of Study

The descriptive approach was used in this project because it has the purpose of observing, recording, and describing the behavior. The researchers wanted to observe the disruptive behavior and the emotional disorders of two groups of class at CENIUES Project and then, to explain what teachers do to deal with these two behaviors in the classroom. A second definition of descriptive study is given by Stake, 2010 who says that, descriptive

research cannot prove what causes some phenomenon, but it can reveal important information about people's behavior and attitudes. That is what the researchers want to find out with this research.

3.2 <u>Population and Sample</u>

The population of this study were the teachers from CENIUES Project. The sample was one teacher of adults of the intensive English course at noon, and a second teacher from teenagers in the schedule of Saturday morning at CENIUES project from the module IV, 2019. The sample was selected using the convenience technique because the topic is addressed to the categories of teenagers and adults from the basic levels.

3.3 Techniques and instruments for data collection

In order to collect data, the following techniques and instruments were used:

<u>Observation</u>

Since the main objective of this research is to describe how teachers manage the students' behavior in the classroom among teenagers and adults at CENIUES Project, the observation was carried out over the sample gotten out of both teenagers and adults with the purpose of identifying how teachers manage the students' behavior during the class.

To do this, a letter asking for permission was addressed to the professors and the head of the CENIUES Project M.E.U. Guadalupe Martinez to the team was allowed to be in classes doing the observation and the rest of the process.

The research team attended the classrooms where classes took place during 4 weeks with the purpose of observing the class and the teacher. In this part of the research, the researchers observed one group of adults of the intensive English course at noon, and the second group was of teens in the schedule of Saturday morning. An observation guide was done for identifying some aspects like the behavior of students in the class, students' attention towards the class activities, developed by the teacher to control students' behavior and the

interaction of the students and the student-teacher.

Interview

After having observed the classes, the professors in charge of the two groups were interviewed in order to get more information about the activities, reactions, or some aspects in which clarification is needed. The interview followed a semi-structured approach.

The overall purpose of using semi structured interviews for data collection is to gather information from key informants who have personal experiences, attitudes, perceptions and beliefs related to the topic of interest. Researchers can use semi structured interviews to collect new, exploratory data related to a research topic, triangulate other data sources or validate findings through member checking (respondent feedback about research results). If using a mixed methods approach, semi structured interviews can also be used in a qualitative phase to explore new concepts (DeJonckheere and Vaughn,2019.)

Survey

A survey is defined as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest (Baht,2019.) In this case, this design was implemented with a questionnaire to gather information from CENIUES Project students about some aspects related to their behavior in the classroom and their language learning.

After having observed the classes a couple of times, students were asked to answer a questionnaire with the purpose of collecting data about their behavior and attitude towards the class and also for providing information about the strategies that their teachers apply for the students to behave well in the classroom.

4. Data analysis

In this work, the researchers used the Excel program to tabulate the data collected from the sample. The team group used this program because it allows them to show the data in graphs. And at the same time, the team interpreted the data making conclusion of the percentages provided by the graphs, in order to get specific information that concerns the research study.
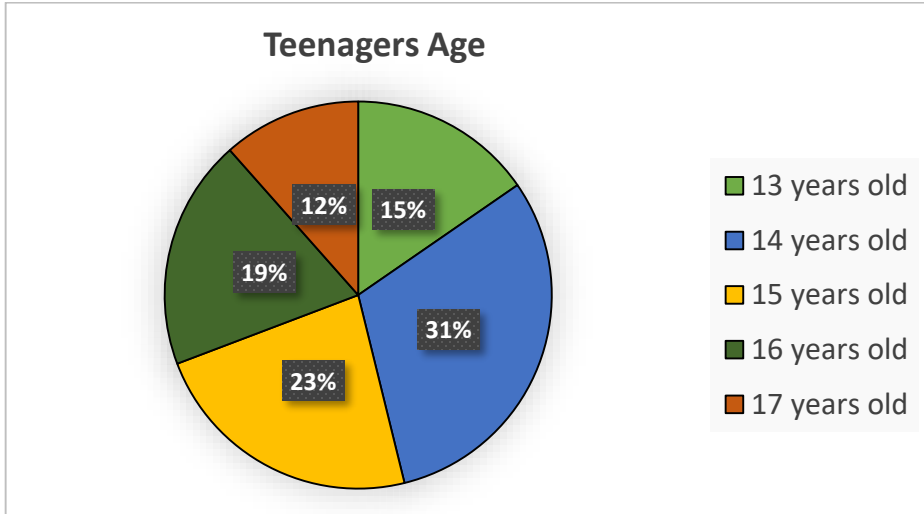
4.1 Instrumental Analysis

(Graph 1)
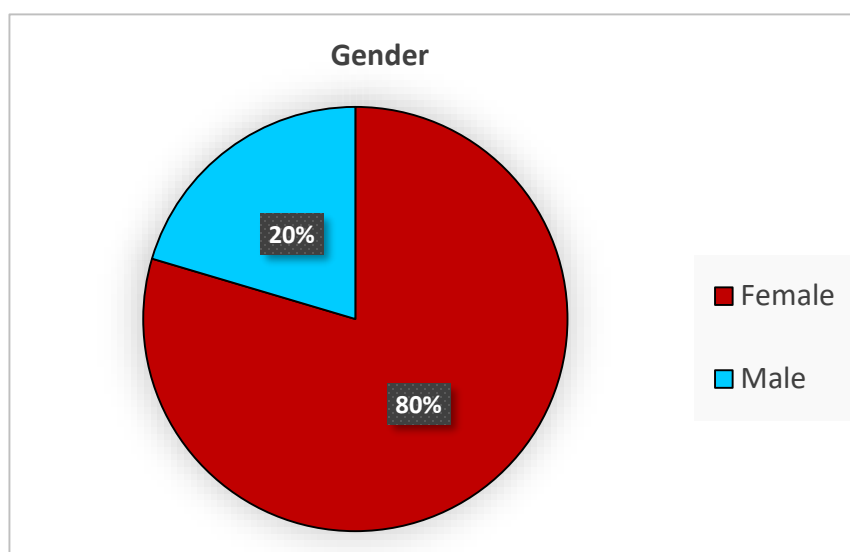
This graph shows the gender of the students from the two groups of the Basic English Level at CENIUES Project. There were 49 students interviewed, 20% of them were male and 80% were female.

(Graph 2)

Teenagers Age

- 13 years old — 15%
- 14 years old — 31%
- 15 years old — 23%
- 16 years old — 19%
- 17 years old — 12%

This graph represents the teenagers age. There were 15% of the students that were 13 years old. 31% of the students were 14 years old. 23% of them were 15 years old. Also, 19 % of the students were in the age of 16 years old. Finally, 12% of them were 17 years old.

(Graph 3)

Adults Age
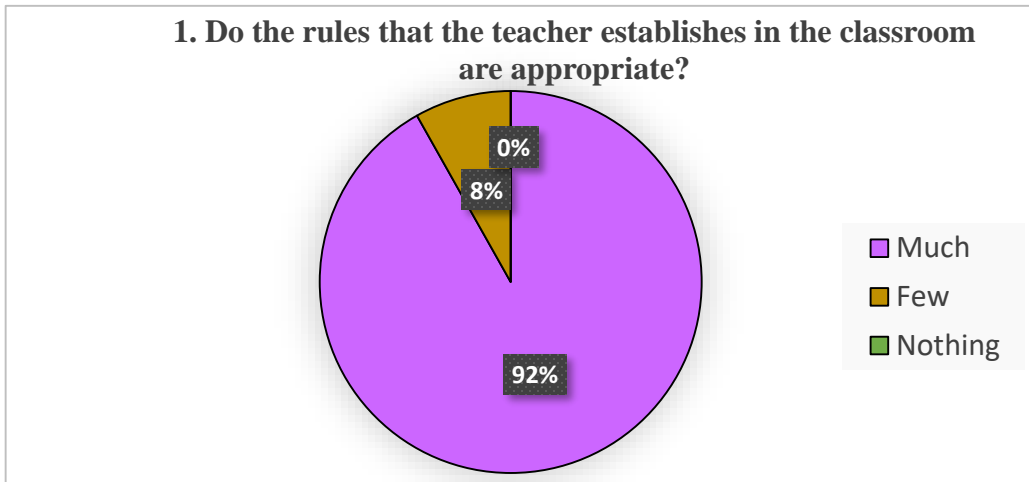
- 18- 20 years old — 26%
- 21-25 years old — 48%

(22%, 4%)
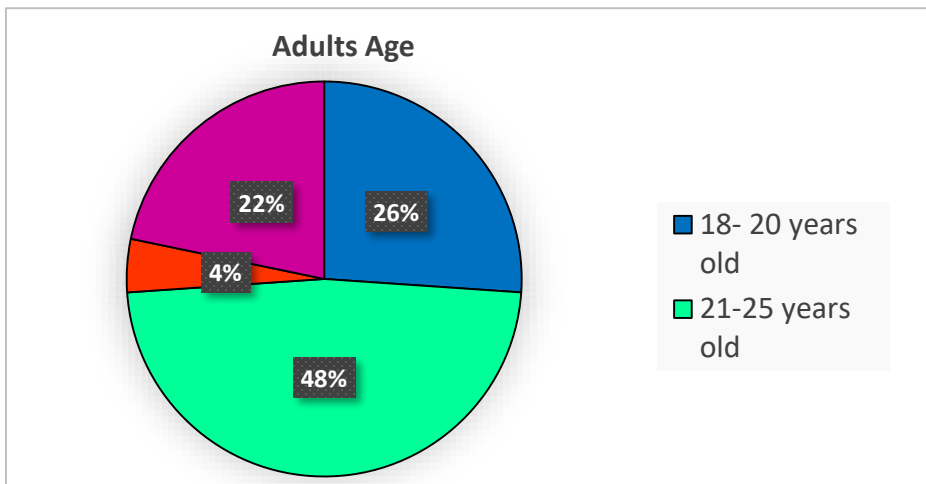
This graph illustrates the adults age. There were 26% of the students in the range of 18-20 years old. Also there were 48% of them in the range of 21-25 years old. Moreover, there were 4% of the students in the rage of 26-30 years old. Finally, the 22% of the students were more than 30 years old.

Question 1

(Graph 4)

1. Do the rules that the teacher establishes in the classroom are appropriate?

0%

8%

☐ Much
■ Few
■ Nothing

92%

In order to know the rules that the teacher establishes in the classroom, the students were asked if the rules were appropriate for the environment of the class. The results were that 92% of the students answer that they were much appropriate for the class and the other 8% of them answer that the rules were less appropriate.

Question 2

(Graph 5)

2. Do you consider that the teacher has a good manage about students´ behavior?

4%

0%

■ Much
■ Few
☐ Nothing

96%
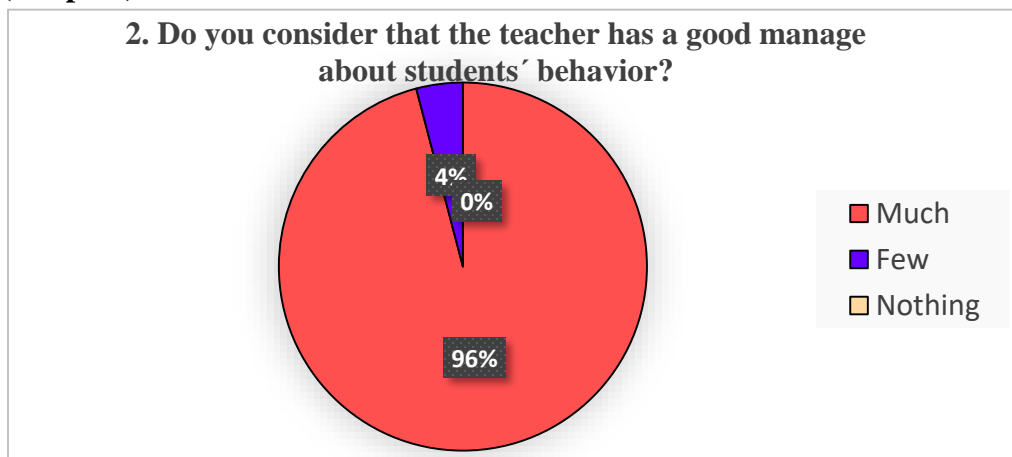
This graph represents the management that the teacher has in the classroom. The 96% of the students answered that the teacher has a good management, in the other hand the 4% answered that the teacher shows a deficient management of the class.

Question 3

(Graph 6)
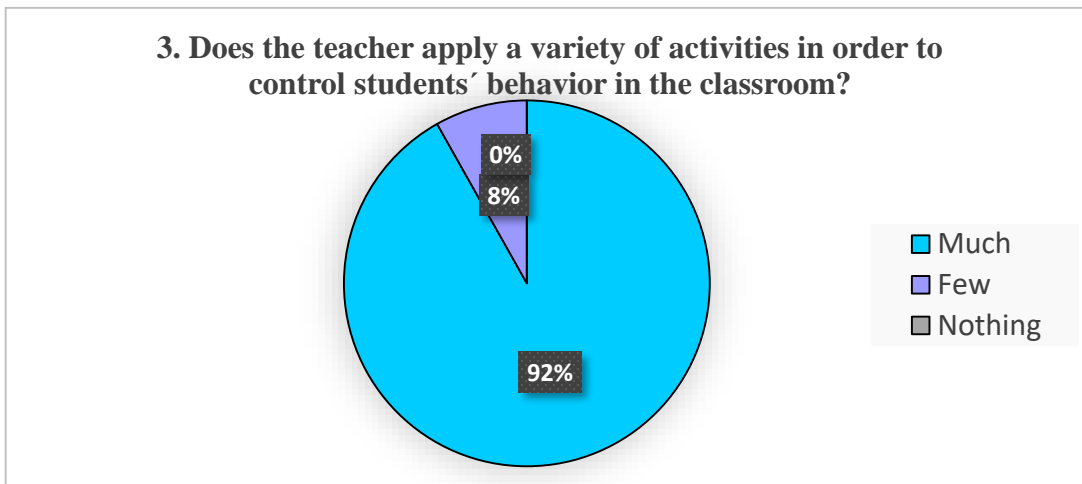
3. Does the teacher apply a variety of activities in order to control students´ behavior in the classroom?

0%

8%

92%

☐ Much
☐ Few
☐ Nothing

This graph illustrates the variety of the activities that the teacher applies in order to control de students' behavior in the classroom. The 92% of them said that the teacher applies a variety of activities; while the 8% of the students answered that, the teacher applies some activities to control students' behavior.

Question 4

(Graph 7)

4. Does the teacher build a good relationship with the students?

0%

8%

92%

☐ Much
☐ Few
☐ Nothing
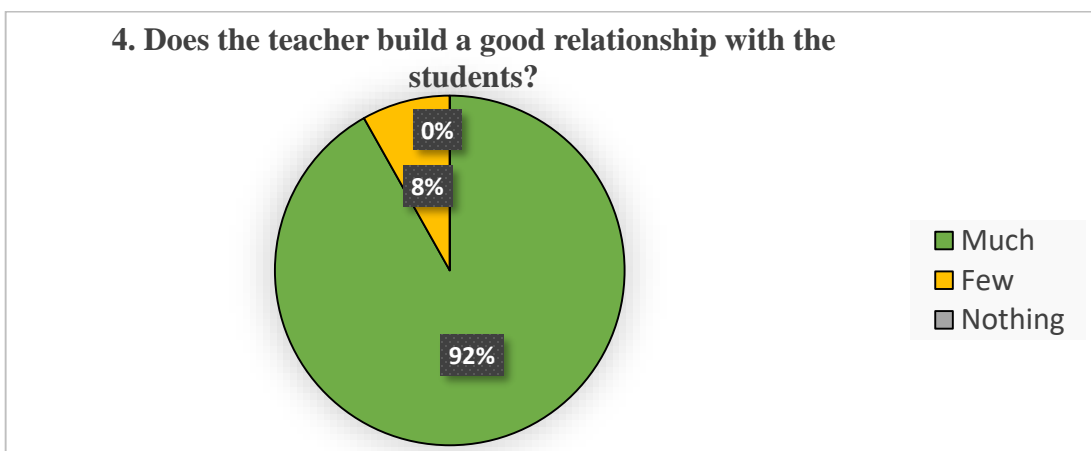
This graph shows the good relationship that the teacher builds with the students in the classroom. The 92% of the students stated that the teacher establishes a good relationship with them, while the other part of the students that conform the 8% said that the teacher does not settle a good relationship with them.

Question 5

(Graph 8)

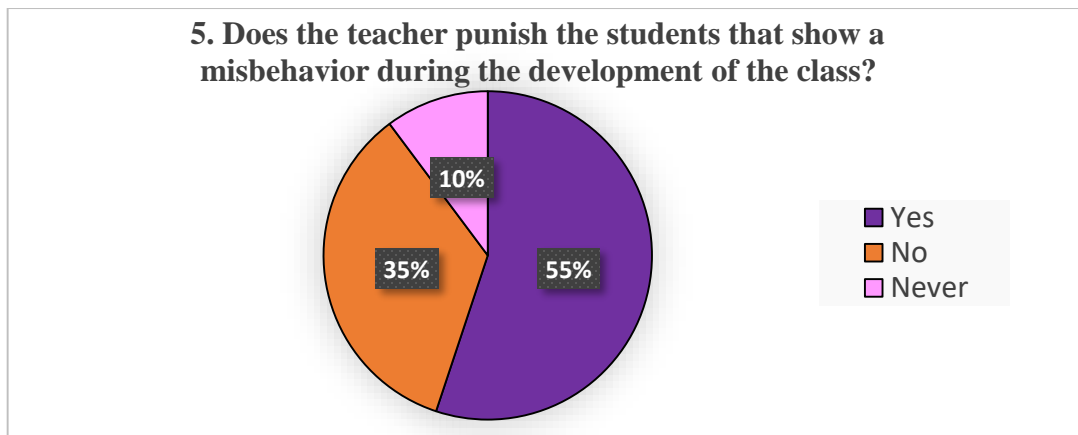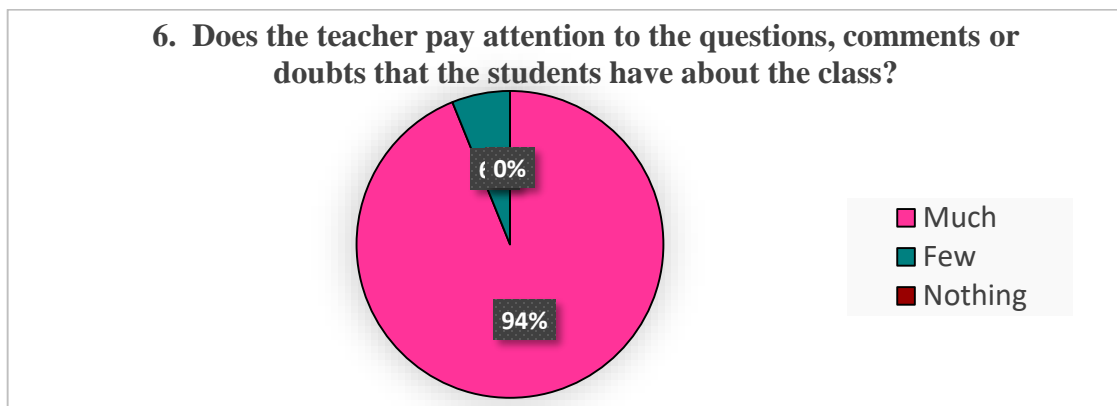**5. Does the teacher punish the students that show a misbehavior during the development of the class?**

- Yes
- No
- Never

55% · 35% · 10%

This graph represents the punishment that the teacher establishes to the students that show a misbehavior during the development of the class. The 55% of the students said that the teacher punishes them when they misbehave in the class. A second part of them, that is the 35% stated that the teacher does not punish them. And the other part that is the 10% said that the teacher never punishes when they misbehave.

Question 6

(Graph 9)

6. Does the teacher pay attention to the questions, comments or doubts that the students have about the class?

- Much
- Few
- Nothing

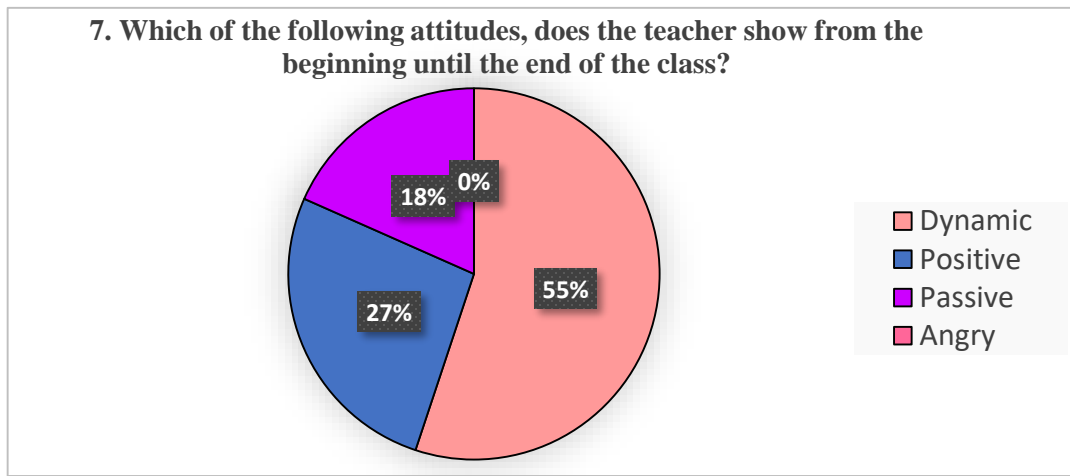6 0% · 94%

This graph shows if the teacher pays attention to the questions, comments or doubts that the students have about the class. The 94% of the students stated that the teacher pays enough attention to the students and their necessities. And the 6% of them said that the teacher sometimes pays attention to their questions, comments and doubts.

Question 7

(Graph 10)

7. Which of the following attitudes, does the teacher show from the beginning until the end of the class?

Legend:
- Dynamic
- Positive
- Passive
- Angry

Pie chart values: 0%, 18%, 27%, 55%

This graph illustrates the attitudes that the teacher shows form the beginning until the end of the class. The 55% of the students answered that the teacher is dynamic from the beginning until the end of the class. A second part of them that is 27% establish that the attitude of the teacher is positive, while the 18% of the students stated that the teacher is passive during the development of the class.

4.2 Answer to the research questions

How do teachers manage the students' behavior in the classroom among teenagers and adults at CENIUES Project?

According to the professor (Sanabria, 2019) that teaches adults in the Basic Intensive English, level I at CENIUES Project, he says that to manage the student's behavior in the classroom he stablishes some rules like to be punctual, to be responsible, and do not be noisy. He also, makes use of values and moral activities. In the other hand, the professor (López, 2019) that teacher's teenagers in the Basic English, level I at CENIUES Project. She stablishes that to manage the student's behavior, she asks students be on time for the class and listen to their classmates respectfully. In other words, to manage the student's behavior in the classroom, teachers have to stablish some rules, values and moral activities.

Subsidiary questions

What do teachers do to deal with disruptive behavior in the classroom?

According to the results taken from the interview addressed to the teachers in charge of the Basic English courses at CENIUES Project the strategies or techniques that the professors apply to deal with students that show disruptive behavior in the classroom are the followings: to involve those active students into the most important activities in front of the class and also, be empathic with the students because you do not know the background of them. Finally, the strategies mentioned above are feasible for the teachers to control the student´s disruptive behavior.

What do teachers do to deal with emotional disorders in the classroom?

According to the results of the interview, the researchers found that there are no ways to deal with the emotional disorders that the students show because the professors do not have specific training in the phycology area. But the teacher (Sanabria, 2019) suggests that teachers have to show a positive attitude in the class, and to be confident with the students in order they feel comfortable at the time they take classes.

CHAPTER V

5.1 Conclusions

➢ After all this research, it can be concluded that does not matter if the teacher establishes rules from the first day of classes, but if the students do not have values they will break all of the rules and the teachers will have students with disruptive and emotional behavior in the classroom.

➢ Nowadays, technology has been making a big change in the students' education. Students most of the time use the cellphone in classes and they lose the attention to the teacher and do to this they are affected in their learning process. And from here is when the teacher faces with the students that show misbehavior.

➢ Since education starts at home, and some students have problems with their family, they will reflect those problems in the classroom, because they would show misbehavior like be noisy, be sleepy, be angry or interrupt the class frequently. In addition, for all of this, the lesson of the teacher will be affected and the objective of the class will be lost.

➢ For professors it is difficult to deal with students who have emotional disorders because they are not prepared in this area.

➢ Finally, teenagers misbehave more than adults in the classroom because some of them are forced to take the English classes, while for adults learn a second language is an opportunity for looking for a better job.

5.2 Recommendations

- Teachers have to be disciplined, friendly, organized and responsible at the time to teach the class.

- Teachers have to implement some readings about positivism or about good behaviors in the classroom.

- CENIUES Project has to implement trainings in the area of psychology to increase teachers' knowledge in the management of students´ emotional behaviors.

- Students have to show a positive attitude to get enough knowledge to speak a second language.

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ANNEXES

Instruments

Observation Guide

University of El Salvador

School of Arts and Social Sciences

Foreign Language Department

CENIUES Project -Guided Classroom Observation Form

➢ **Objective:** To analyze how teachers manage the students' behavior in the classroom at CENIUES Project.

Instruction: Check the item(s) that you as observer consider that are applied during the management of students' behavior in the classroom. Write extra information in the empty boxes for further description.

Observer name	
Date	
Time	
English Course Level	
Section	
Number of students	

Aspects to observe	Observed	Not observed	Comments
The teacher establishes the class rules clearly.			
The students are well behaved during class.			
The teacher builds a meaningful relationship with the students.			
The students treated the teacher with respect in the classroom.			
The teacher sends the disruptive students to the office.			

The teacher never raises his- her voice.			
The teacher seems to enjoy teaching the class.			
There is a variety of activities during the Class.			
The teacher ask students to participate actively during the class.			
The teacher and the class work well together.			
The students have the opportunity to work in groups, in pairs and individually.			
The students show interest by asking questions and participating			
The classroom is a place where the students are Comfortable and they can do their best.			
The teacher listens to his-her students' comments.			

Semi-structured Interview

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**

Topic:

"The Management of Students' Behavior in the Classroom and its Impact on their Learning among Teenagers and Adults at CENIUES Project. San Salvador, 2019."

Interview addressed to the teachers in charge of the English courses at CENIUES Project.

Objective: To get data of what the teachers do to deal with disruptive behavior and emotional disorders in the classroom at CENIUES Project.

1. What are the rules that you establish for the students from the very first day of classes?

    _____
    _____
    _____

2. Please, describe the strategies or techniques you use to control the students' behavior in the classroom

    _____
    _____
    _____

3. Do you consider the strategies that you use to control the student's behavior are feasible? Explain.

_____
_____
_____

4. What kind of misbehavior do the students show when they work in pairs or groups? Explain.

_____
_____
_____

5. When do you know you have to stop talking so that students listen to you?

_____
_____
_____

6. Are you satisfied with the behavior that your students have during the class? Explain.

_____
_____
_____

7. Do you consider the students' behavior influences on their learning negatively? Explain.

_____
_____
_____

8. What do you think are the factors   that influence the student's misbehavior in class?

_____
_____
_____

9. Based on your experience, what is the biggest problem of misbehavior that you find in your classes? Explain.

_____
_____
_____

10. Do teenagers show more disruptive and emotional disorders than adults during the class? Explain.

_____
_____
_____

Cuestionario

Encuesta para estudiantes de Idioma Inglés del Proyecto CENIUES

Objetivo: Obtener datos para detectar la opinión de los estudiantes sobre como los maestros manejan el comportamiento de los estudiantes en el salón de clases.

Instrucciones: Lea detenidamente y responda las siguientes preguntas marcando con una X según su caso.

Datos Generales:

Edad:_____   Sexo: Masculino_____Femenino____

1. **¿Las reglas que establece el maestro en el salón de clases son las apropiadas? Marque con un "X".**

   ☐   Mucho   ☐   Poco   ☐   Nada

2. **¿Considera que el maestro tiene buen control sobre sus estudiantes?**

   ☐   Mucho ☐   Poco   ☐   Nada

3. **¿El maestro aplica diferentes actividades para controlar el comportamiento de los estudiantes en el salón de clase?**

   ☐   Mucho   ☐   Poco ☐   Nada

4. ¿Construye el maestro una buena relación con sus estudiantes?

☐ Mucho ☐ Poco ☐ Nada

5. ¿El maestro llama la atención o asigna alguna penitencia a los alumnos que muestran un mal comportamiento durante el desarrollo de la clase?

☐ Si ☐ No ☐ Nunca

6. ¿El maestro presta atención a las preguntas, comentarios e inquietudes que los alumnos tienen sobre la clase?

☐ Mucho ☐ Poco ☐ Nada

7. Marque con una X ¿cuál de las siguientes actitudes, muestra el maestro desde el inicio hasta el final de la clase?

Dinámico ☐

Positivo ☐

Pasivo ☐

Enojado ☐