

CLASSROOM MANAGEMENT STRATEGIES TO COPE WITH THE STUDENTS
MISBEHAVIOUR IN A PUBLIC SCHOOL IN PEREIRA

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PEREIRA

2015

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Trabajo de grado presentado como requisito parcial para obtener el título de Licenciado en
Lengua Inglesa

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Acknowledgements

To God

We thank god for giving us the wisdom to carry out this research project because even though the problems, which have arisen throughout the whole process the goal was achieved successfully. Thank god for giving us the key which led us to an excellent conclusion of our research project and the career.

To our advisor and main researcher of the project: Dolly Ramos Gallego

Thank you for your guidance, support and encouragement throughout the process, inasmuch as your excellent level of proficiency in the topic made a significant contribution that helped in the development of the thesis. Thank you for your feedback and for the time you invested because thanks to you this process was concluded successfully.

To Our families

Not only for the financial support, but also for the love, the strength, and the motivation throughout the process, because thanks to these, we conclude this thesis project and the career in a good way.

To each other

Thanks to each other for the support, the effort and the time invested in research and study, because the teamwork achieved this victory in a successful way.

1. Resumen

La presente investigación acción tuvo como principal objetivo determinar las estrategias de manejo de clase que los practicantes para mantener la fluidez de la clase y hacer frente a la conducta disruptiva en el aula. Tanto las observaciones como el diario de campo se enfocaron en detallar las reacciones de los estudiantes de primer grado en relación al uso de las estrategias usadas por la investigadora para tratar la conducta disruptiva. Como consecuencia dos objetivos específicos emergieron como respuesta a las necesidades particulares de tal contexto, las cuales fueron: la indagación sobre el impacto de las estrategias de manejo de clase en la conducta de estudiantes de primero y conocer cuáles eran las percepciones de los profesores hacia la implementación de estrategias de manejo de clase para enfrentar las conductas disruptivas en el aula.

Los resultados de la investigación mostraron que el grado de efectividad de las estrategias usadas varía dependiendo su uso, el contexto particular y la situación en la que se implementó, ya que muchos factores de carácter cotidiano influyeron en dichas variaciones.

En conclusión, es importante mencionar que esta investigación recolectó la información necesaria para que los practicantes docentes del programa de Licenciatura en Lengua Inglesa de la Universidad Tecnológica de Pereira puedan implementar estrategias efectivas en el manejo de clase para enfrentar la indisciplina en sus aulas.

1.1 Abstract

This action research project had as a main objective to determine the classroom management strategies used by the pre service teachers of the Bachelor's Degree in Lengua Inglesa of the Universidad Tecnológica de Pereira to maintain the development of the class and face the disruptive behavior in the classroom. Whereby, both observations and the field diary were focused on detailing the reactions of students of first grade according to the strategies used by the researcher to deal with misbehavior; Consequently, two specific objectives emerged in response to the particular needs of that context; which were: to inquire into the impact of classroom management strategies in the behavior of first graders and to know what were the perceptions of teachers towards the implementation of classroom management strategies to face the disruptive behavior in the classroom.

The findings showed that the degree of the effectiveness of the strategies used to face the misbehavior varies depending on their use, the specific context and the situation in which they were implemented inasmuch as many factors of daily life influenced those changes.

To conclude, it is important to mention that this research collected the necessary information for pre service teachers of the Bachelor's Degree in Lengua Inglesa of the Universidad Tecnológica de Pereira, in order to implement effective classroom management strategies to face the indiscipline in their classrooms.

Tabla de contenido

Tabla de contenido

1. Abstract (Spanish).....	4
1.1 Abstract (English)	5
2. Introduction	7
3. Statement of the problem.....	8
4. Theoretical framework	11
4.1 Classroom management	12
4.1.1 Classroom management strategies.....	13
4.2 Disruptive behaviour	14
5. Literature Review	17
6. Methodology	20
6.1 Type of study	20
6.2 Context and setting.....	25
6.3 Participants	25
6.4 Researchers' roles.....	26
6.5 Data collection methods	27
6.5.1 Observations	27
6.5.2 Teachers' journals	28
6.5.3 Questionnaires	28
7. Data Analysis.....	29
8. Ethical considerations	30
9. Findings	31
10. Implications	46
11. Limitations.....	48
12. Conclusions	49
13. Appendices.....	50
14. References.....	59

2. Introduction

This study explores the problem of misbehavior in the Colombian context related to the implementation of classroom management strategies to cope with it. It seeks answers that may decrease and manage problem behavior in English language teaching scenarios. Although the indiscipline is a current concern for pre-service teachers, there are not many studies focused on solving the misbehavior situations in the specific context.

This action research is carried out in a first grade in a public school from Pereira. 4 Four classroom management strategies were implemented to face the disruptive behavior during 8 classes. It is important to highlight that the analysis of the data collection stage suggests that the effectiveness of strategies depends on the context, the strategies implementation, the population and the particular situation where disruptive behavior occurred.

Finally, it is necessary to mention how the chapters are distributed in this paper. Thus, in the chapter 1, the reader will find the abstract which presents a brief summary about the project. The chapter 2 presents the introduction to contextualize the reader. The chapter 3 presents the Statement of the Problem that explains the gap with the reasons which motivated this study and the research questions that emerged throughout the process. The chapter 4 contains the theoretical framework with the theoretical support. The chapter 5 presents the literature review which includes two studies that explore behavioral situations in foreign contexts. The chapter 6 presents the methodology which includes the type of study, context and setting, participants, researchers' roles, the data collection methods, the data analysis, and the ethical considerations. The chapter 7 presents the findings obtained in the research. The chapter 8 presents the implications that contain some suggestions to future investigations. The chapter 9 presents the limitations which were obstacles to develop the project. Chapter 10 contains the main conclusions obtained from the analysis of the datum. The chapter 11 contains the appendices and the chapter 12 contains the references of the theory consulted.

3. STATEMENT OF THE PROBLEM

The management of disruptive behaviors is a problem that teachers have to face in their classrooms. For that reason, it becomes a concern in educational settings. Therefore, a research has been developed at the English Teaching program from la Universidad Tecnológica de Pereira about disruptive behavior and the implementation of different classroom management strategies to cope with it.

In this way, it is important to mention that language teachers face challenges in their classrooms and one of those difficulties is disruptive behavior, which according to Colledge (1995) refers to “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), which means that it is an evident negative behavior that affects the students’ learning environment. In addition the management of discipline has become a challenge among teachers in public educational scenarios. According to Kratochwill, R. et al. (2015) classroom management is the process by which facilitators and schools create and maintain appropriate behavior of students in classroom settings. In this order of ideas, the objective of implementing classroom management strategies is to enhance prosocial behavior and increase learner academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Which means that the effective classroom management and the implementation of effective strategies are required in order to promote the appropriate behaviors and create a learning environment.

Likewise, effective classroom management focuses on preventing rather than reacting to certain behavior and establishes a positive classroom atmosphere in which the facilitator focuses on learners who have appropriate behavior (Lewis & Sugai, 1999). The author intends to highlight the importance of preventing the disruption before it occurs, in order to create a learning atmosphere where the teacher is concentrated on good behave pupils. In this

way, the appropriate implementation of classroom management strategies can contribute to decrease the students' misbehavior and to supply the diverse needs of all students.

Taking into consideration the need to have an overview of disruptive situations in relation to classroom management strategies to face them, a diagnostic analysis was carried out prior to this research through a questionnaire (*Appendix 1*) about the effectiveness of the implementation of classroom management strategies to control students' misbehavior in the English classroom. The purpose was to gather responses from pre-service teachers about the strategies they use to deal with disruptive behavior in their practicum; the participants were 12 pre-service teachers in their ninth and tenth semester of the English teaching program at Universidad Tecnológica de Pereira, they were selected randomly, with ages among 23 and 28 years old. The procedure consisted of answering 9 nine yes-no questions and argumentative questions via email about the kind of disruptive behaviors the pre-service teachers had to face in their classes and the strategies they used to deal with them. The analysis of the pre-services' teachers answers indicated that they faced distracting disruptive behaviors in their classrooms, such as: drowsiness, distraction, inattention and excessive noise. Thus, the pre-service teachers used different classroom management strategies to cope with it, such as: eye contact, verbal warnings use of L1 and body language.

Furthermore, a second overview is provided by a study carried out in primary and secondary schools in Izmir in which participated 869 teachers: 518 (59.6%) female and 351 (40.4%) male called "Teachers' strategies to cope with student misbehavior" by Özben (2010). It confirmed that disruptive behavior is a main problem in the educational scenarios and the level of students' misbehaviors depend on the implementation of classroom management strategies related to the years of teaching experience. It shows that the 100 % of the teachers were affected by misbehavior in their classes, in higher levels with teachers with 1-5 years of teaching experience and lower levels with teachers between 16-20 years of teaching experience.

As the general aim, this research study intends to implement different classroom management strategies that contribute to decrease disruptive behavior in a public school in Pereira, named Instituto Tecnológico Santa Maria (its real name is not mentioned in order to protect the identity of the institution and the participants involved in the research) and to establish useful strategies that help with prevention and management of disruptive behavior in public schools. Consequently, this study seeks to implement, report, and examine strategies being used in the primary school class to control and reduce the different disruptive behaviors that students present, such as those known as distracting behaviors which according to Kyle & Rogien (2004) are those that divert the attention of students from learning; in order to know what aspects of certain strategies/ practices are viewed as helpful as well as areas needing improvement in terms of changing inappropriate behavior. Thus, this study will contribute to the understanding of how the implementation of classroom management strategies may decrease or eliminate disruptive behavior in the English language classroom in Colombian context.

3.1 The research questions that guided this study are as follows:

- What effect does the use of classroom management strategies have on primary students' disruptive behavior?
- What are teachers' perceptions about the implementation of classroom management strategies on primary students?

4. THEORETICAL FRAMEWORK

This study is focused on the implementation of different classroom management strategies to face the students' disruptive behavior; therefore, it is evident that misbehavior is a common issue that pre service teachers have to deal with, because of their lack of experience or awareness regarding the use of strategies in the management of their classes; Thus, this study is developed under two main constructs which are: Classroom Management which includes Classroom Management Strategies and Disruptive Behavior in order to look for effective classroom management strategies that may help novice English teachers to face different disruptions during the classes.

It is well known that teachers have to assume the role of classroom managers in order to face the indiscipline situations: that is why it is necessary to underline the importance of classroom management to create a good learning environment. According to Zerín (2009) normally classroom management is related to a process in which a facilitator organizes and controls students' movement, behavior and interaction pattern during a lesson. The facilitator's most important job in the schoolroom is to create the conditions so that effective learning can take place. In other words, the teacher has to be a good classroom manager in order to control what happens in the classroom in an organized way to establish a good atmosphere to facilitate the learning process and to control the student's misbehavior. Hence this conceptual framework will guide our action research to be articulated with the appropriate underlying theory in order to be developed into an enhanced context.

4.1 Classroom Management

One of the most important elements of teaching is classroom management in order to establish the conditions for an adequate learning environment that contributes with the learning process. 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 facilitators' efforts to monitor classroom activities, including learning, social interaction, and learners behavior. Which means that classroom management are the actions performed by the teachers to observe the classroom exercises focusing on the students learning process, how they interact and the students' conduct. In the same line, 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. In this order of ideas, classroom management is considered as the range of facilitators efforts to create an appropriate environment for teaching and learning.

In this sense, classroom management is the term we will use to highlight all of those positive behaviors and decisions facilitators make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003). In other words, classroom management is a term use to refer to right behaviors and the appropriate activities to determine an organized classroom.

Other authors confirm the relevance of the implementation of effective classroom management strategies as a part of classroom management to face with indiscipline. Kyle & Rogien (2004) state that classroom management needs an instrumentation of effective

teaching and corrective strategies such as body language, appropriate touch and signals and gestures which help the facilitators to motivate students through active involvement in their own learning and discipline processes, which mean that classroom management requires a repertoire of strategies and techniques used by the facilitators in order to engage the students with their learning process and to control the indiscipline. That is why the application of appropriate classroom management strategies become essential as tools to have a successful classroom management and to cope with disruptions in the learning scenario.

4.1.1 Classroom management strategies:

Taking into consideration the importance of classroom management to face the disruptions in the classroom, it is also necessary to highlight the relevance of the effective classroom management strategies, some theoreticians (Kyle & Rogien (2004), Linsin (2011), Cameron (2001)) proposed a range of strategies that will be taken into consideration in this present study in order to cope with different misbehaviors in the educational context.

In this order of ideas. Kyle & Rogien (2004) proposed a set of correcting strategies to cope with misbehavior at the moment in which it occurs, According to them, these strategies are a good option to correct the distracting behaviors, which are common in all educational settings in the most of the cases. Which are:

- The active body language, which consists of using signals, gestures and teaching pause to face the misbehavior when it emerges.
- Grandma's rule: A verbal attention-focusing option that the teacher will use with incentives. They will be delivered as "When ... then ..." statements. It is used to mention the misbehavior or the expected behavior and explain their consequences (Positive or negative). For instance, when you speak louder, then your partners cannot be concentrated.

Another strategy proposed by Linsin (2011) is considered relevant for being applied in this research related to the specific context in such situations to reward the good behavior.

- Rewarding students, which is focused on praising the good behaviors in the classroom. For instance by using incentives such as grades and giving stickers.

Finally the last strategy is the use of L1 to manage disciplinary issues not only to prevent indiscipline, but also to control it. In that order of ideas it is necessary to underline when it can be used in the educational context. According to Cameron (2001). L1 is justified to be used especially when the facilitator and students need to compromise or negotiate disciplinary and other management circumstances.

These strategies are relevant to be applied due to the fact that they could be useful to solve the problem of misbehavior during the pre-service teacher's practicum in the educational setting. According to Kyle & Rogien (2004) these strategies are a good option to correct the distracting behaviors, which are common in all educational settings in the most of the cases. With these range of classroom management strategies, this study will obtain all the data necessary to check the impact of those strategies on the students' behaviors and to know their functionality to make comfortable classrooms decreasing the disruptions.

4.2 Disruptive Behavior

The previous classroom management strategies will give English teachers some techniques to cope with disruptive behavior in the classroom. 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. 11). In other words, disruptive behavior affects the quality of the students' achievements having negative effects not only on the classroom environment, but also on the educational experience as a whole.

Disruptive behavior is one of the most relevant concepts to be addressed in this project due to the fact that this is the main problem found by teachers. This issue is evidenced in most classrooms and may occur for different causes, such as the lack of effective classroom management strategies to engage students throughout the class or lack of experience that teachers have which may lead teachers to blame this behavior on themselves. Kyle & Rogien (2004) claim that there are different levels of misbehaviors, which are: distracting behaviors that are those that divert the learners' attention from the learning, controlling behaviors which belong to those students who do not accept the authority and impose their own character over all, and Anger/violent behaviors defined as the highest level of seriousness of disruptive behavior. These are the behaviors that trigger the strongest reaction in facilitators.

When a student or a group of students present disruptive behavior, the whole group is affected given the fact that the learning environment is impacted negatively. In a class where disruptive behavior is presented, the quality of attention paid by students is not the same because persistent interruptions occur. To broaden this idea the researchers of the Institution of Education Sciences (IES) in 2008 also adds that "some teachers have a class in which one or few students exhibit persistent or significant problem behaviors, those that are disruptive, oppositional, distracting, 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). It means that when some students present disruptions in the classroom not only the whole participants in the educational setting are affected, but it also creates a disastrous atmosphere.

There are many factors which can affect the students' behavior which must be considered for educators to create and implement corrective strategies proposed by Kyle & Rogien (2004) to face the disruptions at the moment in which they occur. This research pretends to implement effective strategies for reducing students' disruptive behavior in order to facilitate the learning process.

To conclude, this study is guided by two significant constructs which are classroom management that includes the strategies to be implemented and the disruptive behavior which is the current problem to face. Thus, this theory is considered relevant to be applied in the particular Colombian context inasmuch as there are not enough researches that focus on solve misbehavior in the learning scenario in this context.

5. LITERATURE REVIEW

Some research studies has been explored in order to see what literature says about the misbehavior and different strategies for dealing with it. Studies conducted from different parts of the world describe and measure behavioral problems among primary and bachelor students, illustrating that different strategies are effective to cope with misbehavior situations and they are related to the amount of teaching experience. The studies will be described in the following paragraphs.

Sun and Shek (2012) conducted an exploratory study based on teachers perceptions as a model of intervention used to describe and measure behavioral problems among primary school students. The objectives of this study were to examine the conceptions of students' misbehavior in junior secondary schools and to identify the most common and unacceptable students with problem of behaviors from teachers' views. The participants in this study were four teachers from three different schools who had experience in secondary grades, some of whom were members of counseling or discipline teams. They were 12 teachers (5 men and 7 women) those professionals had an overage of experience in a range among 1-22 years; they participated in a volunteer way. The study was conducted in three different Hong Kong schools.

In terms of procedure, it is important to highlight that in this research study questionnaires and interviews were used. An interview guide was used for each meeting. In which there were some questions to explore the interviewees' perceptions of learners' misbehavior problems and their strategies to management in the school room and school contexts. The average time for an interview was 49 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 questions about the misbehaviors, the most common disruptions, the most unacceptable and disruptive to teaching and learning presented in the classroom.

In this study it was found that 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 as the most prevalent and annoying disruptive behavior in the United Kingdom and Australia. These results also revealed that teachers also observed behaviors involving rule breaking, abusing the implicit norms, expectations and instructions that become 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 in China, the problems of talking out of turn, lack of attention, slowness and forgetfulness were the most frequent problems of classroom misbehavior evidenced in elementary schools teachers. Relating to these findings, it was clearly reported that students' misbehaviors have ranked highly popular and disturbing classroom problems across time and culture and in different grades levels.

In a different study carried out by Özben (2010) called "Teachers' strategies to cope with student misbehavior" two different research questions arose related to the purpose of the study, which were:

1. "Are there any statistically significant differences among student behaviors in terms of the teachers' genders and their teaching years?"
2. "Are there any statistically significant differences between the teachers' coping strategies and misbehaviors in relation to their gender and teaching years of the teachers?"

The purpose of the study was to find out pupils' misbehaviors in the schoolroom, study the strategies of the facilitators to cope with them and suggest some insights. The participants were facilitators of primary and secondary schools in Izmir and the population involved 869 facilitators: 518 women and 351 male participants who worked at primary and secondary schools in Izmir during the academic term of 2008-2009.

The procedure used to collect the relevant data for this study was a questionnaire, which was carried out with the objective to learn the genders, the teaching experience and fields of

study of the facilitators and to explore which misbehaviors they find in the classes and which strategies they use to cope with such behaviors.

Regarding the findings, this study had very interesting ones which were illustrated in 6 tables in order to be shown in an orderly way. The results were: There was not meaningful difference between in students' misbehavior related to the gender of the teachers. Table 2 shows that most disruptive behaviors were evidenced in the facilitators with least experience. Table 3 shows that pupils display verbal and physical aggressive acts when they had women teachers; they talked loudly and they walked around the classroom by interrupting their classmates. Table 4 shows the frequency of the pupils indiscipline related to the teaching experience; the pupils showed physical and verbal aggression with the least experienced facilitators compared to the experienced teachers (in terms of cheating, stealing, and disobeying). The most experienced facilitators had the lowest amount of problems and the least experienced facilitators had the largest amount of problems in the instruction. The second research question is tested in the Tables 5-6. Table 5 shows different strategies used by the facilitators depending on their genders, for example men commonly used eye contact, verbal warming, contacting the principal while female teachers commonly used eye contact, talking to students and questioning. Table six shows the effectiveness of different strategies depending on the teaching experience, for example: from 1 to 5 years the most common used strategy was eye contact from 6 to 10 years was used verbal warming and from 16 to 20 years was implemented the strategy of contact the principal.

As a conclusion, it is necessary to underline that these studies are relevant for this present one due to the fact that they showed different strategies with a high level of effectiveness to cope with indiscipline. Besides, these literature provides an overview about the situations related to the disruptions and how to face them.

6. METHODOLOGY

Throughout this section, the reader will be informed about the most relevant steps that will guide this project. The type of study and purpose of the current research, the context and setting in which the research was carried out, the participants involved and the data collection methods which aimed at collecting data information related to the implementation and functionality of the classroom management strategies to cope the disruptive behavior in the pre-service teachers' practicum.

6.1 Type of study

Taking into consideration the elements which were included in this section, it was important to highlight that this is an action research which according to Lingard, L. et al. (2008) it is an iterative process in which researchers and practitioners act together in the context of an identified problem to discover and effect positive change within a mutually acceptable ethical framework. Thus, this action research is a collaborative process between two researchers, who intended to identify the most common problem which affected the class development, well known as misbehavior, then reflecting on the situation, and planning an action to face it, after that, implementing the action which consisted of applying classroom management strategies to deal with disruptions and finally, observing to document all the situations that occurred related to disruptive behavior and the implementation of the strategies in order to reflect again to continue the cycle.

The purpose of this present study is to extend the view in specific, relevant and detail information about how the use of classroom management strategies can be applied to change primary students' misbehaviors in the Colombian context. Thereby, this current study is an action research which aims to reflect on the most common problem that affects the learning environment, then planning about how to solve it by choosing some strategies to cope with disruptive behavior, then act by implementing the strategies and finally, observing the effects

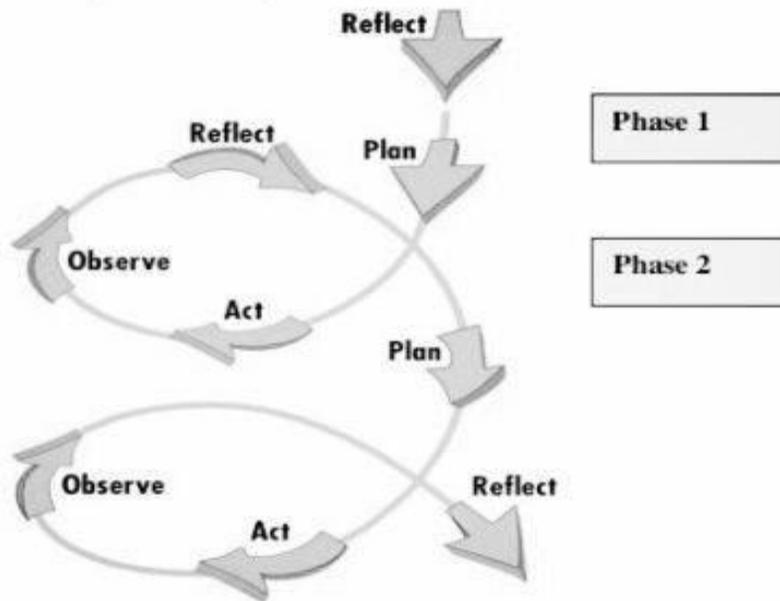
on the implementation in language learning in scenarios where behavioral problems take place. According to Ferrance (2000) action research is a reflective process that permits the inquiry and discussion as elements of the “investigation.” Often, action research is a collaborative work among colleagues seeking for solutions to everyday, real problems experienced in schools, or looking for manners to improve instruction and increase learner achievement, which means the reflections help the facilitators to solve the problem identified in a real context.

The classroom management strategies that were tested for this study were selected based on the context and the students’ needs in terms of misbehavior; these strategies were implemented in eight English language classes and in each class one strategy was tested when the students evidenced any type of disruptive behavior. Their effectiveness or ineffectiveness were reflected and observed by both researchers, the reflecting process took place at the end of each session.

This means that the data collected led to the understanding of the problem, the finding of the most common misbehavior that affected students’ attention and the guide to find possible solutions to face this phenomenon. Kemmis and McTaggart (1988) proposed an action research spiral cycle integrating four steps: Reflecting, planning, acting and observing. These steps were followed throughout the implementation of this research.

Diagram 1

Kemmis and McTaggart (1988) action research spiral cycle



The following steps were incorporated in the current study given the fact that they were considered relevant in the particular context in which the action research was conducted.

6.1.1 Stage One: Initial Reflection

Action research arises from a problem, dilemma, or ambiguity in a situation in which facilitators find themselves. Kemmis and McTaggart (1988) refer to these as "thematic concerns" that are determined by the group involved in the collaborative action research process. Thematic concerns should not be confused with a method which might be used to improve things. Instead, it should attempt to raise the problematic nature of a particular educational concern and not uncritically accept or propose an educational method or way that is supposed to be better. Hence, in this current study disruptive behavior was detected as a problem that persistently affects the classroom atmosphere. Besides it is a concern not only for novice teachers, but also for the whole educational population. In this case, it was

identified the phenomenon in the first month of the implementation, then a deep reflection was done by the both researchers in a collaborative way.

6.1.2 Stage Two: Planning

The planning phase of the collaborative action research spiral involves constructing a detailed plan of action. This includes who is going to do what and when. A time line is an important part of planning. It is at this time that a common language is developed among research participants to ensure that channels of communication remain clear; thus, the researchers involved in this study examined different possible classroom management strategies which could be useful to deal with the misbehavior in the particular educational context. Thereby, there were selected a set of four corrective strategies to cope with the discipline at the moment in which it occurred.

The following chart contains the cycles of implementation. In this the researchers repeated the strategies and ways confirming or rejecting its effectiveness. The second column provides information of the strategies used in every session.

First and second cycle	Strategies
1 st Implementation	Use of L1
2 nd Implementation	The active body language
3 rd Implementation	Rewarding students
4 th Implementation	Grandma's rule

6.1.3 Stage Three: Action

The action phase is guided by planning, but is not controlled by it. It means that although this step is mainly oriented by the use of planning, it does not mean that all the research process will depend of this phase due to the fact that there are other different stages such as reflection and observation which are relevant to the development of this research study too.

Action needs to be fluid and dynamic, educators are required to make spontaneous decisions and exercise practical judgment. Again, reality can be confused and unpredictable. As new insights arise, they can be incorporated into current research, or may be possible topics for future research. For that reason, the researchers agreed to implement one classroom management strategy per class in two cycles by the active researcher in order to test their effectiveness.

6.1.4 Stage Four: Observation

Observation has the function of documenting the effects of critically informed action. It provides a basis for reflection at the time as well as in the future as the cycle runs its course. Collaborative action researchers need to observe the action process, the effects of the action (both intended and unintended), the circumstances and constraints of action, the way circumstances and constraints limit or channel the planned action and its effects, as well as any other issues that arise. Detailed observation, monitoring, and recording enables the assessment of the effects of the action or intervention, and hence the effectiveness of the proposed change. With the above in mind, observation cannot be too narrow, but instead be planned, responsive, open-eyed, and open-minded to record even the unexpected. Therefore, one of the researchers was in charge to observe the students' reactions during the implementation of the strategies in order to document all the situations related to the strategies by using an observation format in order to collect relevant data, and the other researcher was in charge of implementing the strategies in order to collect the necessary information by recording the data in a journal. (*See appendix 2*)

6.2 Context and setting

The current research was carried out in a public primary school named Instituto Tecnológico Santa Maria (its real name is not mentioned in order to protect the identity of the institution and the participants involved in the research), which is located in Pereira. The school had 5 classrooms and 5 teachers per academic time and an average of thirty- three students per classroom. In terms of the classroom itself, it was spacious providing opportunities to interact with students through physical activities, it had acoustics allowing the interaction and that the listening activities were clear.

6.3 Participants

The specific population composed the object of the study being the main actors of this research. They were selected randomly by the tutor of “Practica dirigida” which is an important subject of ninth semester of the English teaching program from La Universidad Tecnológica de Pereira. According to Moore, D. & McCabe, G. (2006) a simple random sample (SRS) of size consists of individuals from the population chosen in such a way that every set of individuals has an equal chance to be the sample actually chosen.

The population involved in this study belonged to a group of 33 1st grade students and the data was collected from all of them. Their ages ranged from 5-7 years old who came from low socioeconomic backgrounds. There were 9 girls and 24 boys, 29 of whom were literate and 4 of whom had difficulties with reading and writing. The students’ English language level ranged from A0 to A1 according to the levels of the Common European Framework of Reference for languages: Teaching, learning and assessment: They had enough lexical knowledge that allowed them to understand and react to the instructions given in English using isolated words and basic structures. Taking into consideration the students’ behaviors,

they tended to have a very high energy level, acted impulsively, and were behaviorally distracting.

6.4 Researchers' Role

On the other hand, the other participants involved in this research project were the practitioner-researcher who belonged to the English program from la Universidad Tecnológica de Pereira, whose age was 27 years old, who was in charge to guide the English subject to a group of 1st graders in this particular school; the other was the observer researcher who belonged to the English program from la Universidad Tecnológica de Pereira, whose age was 23 years old, who was in charge of observing the classes taking notes of all the situations that happened in the classroom. 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.” Additionally, it is important to add that this implementation was developed in a collaborative way taking into account the in-service teacher’s views, perspectives and advice in terms of school’s rules, uses of the materials and facilities.

6.5 Data collection methods

This study took into account three main methods for data collection: Observations, teachers' journals and questionnaires. The way these methods were implemented is explained as follows.

6.5.1 Observations

The observations provided relevant data about the implementation of classroom management strategies in terms of effectiveness and the student's reactions. "Observations are considered to be a tool to collect data when it is systematic, when it addresses a specific research question, and when it is subject to the checks and balances in producing trustworthy results" (Merriam, 2009, p. 118). According to this observations were used to keep orderly all the situations that happened related to the research question in order to provide reliable information. (*Appendix 2*)

The observations for this research were focused on pre-service teacher's classroom management strategies to cope with student's misbehavior and the student's reactions with the implementations of those strategies. The number of observations carried out were 8, two hours per week, which had the purpose of identifying the students' reactions related to the strategies implemented per class by pre-service teacher in her practicum to face the indiscipline situations. Finally, the instruments used for this method were observation formats, which contained 4 columns in which the observer researcher collected the data about the strategies implemented, the description of the strategies, the students' reactions and the researcher interpretation. Its design was done by the researchers and it was adapted to the context and the research requirements.

Taking into consideration that the observations intended to collect the students reactions toward the strategies implementation, it is required to contrast them with the teachers' perceptions related to same assumption, thus for that purpose the teacher's journal was used.

6.5.2 Teachers' Journals

Thomas (1995) suggests that researcher's journals are useful mechanisms for recording experiences systematically that might be relevant eventually while engaging researchers throughout the research process. Thus, teacher's journals is a source of managing possible relevant information that can help the researchers to document all the feelings and reflections about the phenomenon identified and the possible solutions accomplished with accurate and precise information saved systematically.

The pre-service teacher 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. Thus, the instruments used in this kind of method were reflective logs or the reflections during the implementation. The information collected in the journal was divided in 4 categories which were: The misbehavior detected, the strategy implemented, the students' reaction and the researcher interpretation. This instrument was designed by the researchers in order to collect the required information to carry out the study. (*Appendix 3*)

The researcher in charge of the observation and the researcher in charge of the journals had a meeting once per week in order to exchange their field notes and reflect upon their experiences from the two perspectives.

6.5.3 Questionnaires

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). In other words, questionnaires are useful tools which help researchers to collect information about the people’s views, thoughts, opinions, or perspectives about a specific topic.

In that way, for questionnaires to be implemented, it was designed a diagnostic questionnaire prior to this study, in order to identify the most common disruptive behaviors and the strategies that the pre-service teachers used to handle them. Thus, in the diagnostic was included 9 questions which were from two types: Yes - No questions and argumentative questions. The instrument used for this method was answered via E-mail and the participants involved were 12 pre-service teachers from the ninth and tenth semester who were implementing their practicum in the second semester of 2013. (*See appendix 1*).

7. 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 were marked with a series of codes, which were extracted from the text. The codes were grouped into similar concepts in order to make them more workable. From these concepts, categories were formed, which were the basis for the creation of a theory, or a reverse engineered hypothesis. In order to categorize the information, in each strategy was applied different colors for the instruments which were: the observations, and teacher’s journal; for example, the use of L1 was labeled using yellow color, rewarding was labeled using brown color, etc.

As it was mention before, a set of codes were selected in order to clarify and classify the information collected, the codes are: T teacher, S student, C cycle, O observations and J journal and numbers related to the entries in the journal or observations (1, 2, 3...). These codes correspond to the population, the methods used and the cycle in which the strategies were tested.

8. Ethical considerations

According to David, (2011), there are some reasons why it is relevant to adhere to ethical norms in research. First, norms encourage the objectives of research, such as knowledge, truth, and avoidance of mistakes. For instance, a forbiddance against fabricating, falsifying, or misrepresenting research data promote the truth and avoid mistake. Second, since research often involves a great agreement of cooperation among different people in different disciplines and institutions, ethical standards stimulate the values which are significant to collaborative work.

The current research study was adjusted in order to address the research in an accurate and ethical way. Some parts were noted from the beginning to explain the credibility of the study. The first aspect was to inform the participants of the school that they would be part of a project through a formal letter signed by the researchers and ask them if they wanted to take part in the study. The second aspect was to inform them about the aim of the research project; finally, in order to protect the identity of the participants involved in this study, pseudonyms, codes were used with the aim to protect the real identity during the stage of data collection and information analysis.

9. Findings

In this chapter, the most important findings of this research are included; they are organized systematically by providing evidence, interpretation of the information collected, and the discussion about relevant points with different theoreticians.

The use of L1 as a strategy to prevent and control disruptive behavior

The following finding shows the usefulness of L1 (Spanish) in the classroom when facing indiscipline situations. Whereby, this finding is divided in two subcategories, which are: One, the use of Spanish as a means to establish the rules to prevent misbehavior before it happens. Two, to control students' disruptive behavior in the classroom, which means that the facilitator will act at the moment when the disruptive behavior occurs inasmuch as misbehavior hamper the ability of facilitators to teach and students to learn. In this sense it is important to clarify that even though the students had a low English level, the problem is not communication on the grounds that the most of the time, the students follow the instructions when they were given in L2 and they carried out the activities and tasks throughout the whole research process. The development of the class was interrupted by misbehavior not because of communicative problems.

The use of L1 to prevent misbehavior in the primary classroom

After analyzing the data collected for the present research the data revealed that the use of L1 is necessary to avoid disruptive behavior in the class and to make students aware of the behavior expected in the class and, in that way, many indiscipline situations were prevented: The following evidences were taken from the teacher's journal and from the class observations, which indicated that the use of L1 to talk about appropriate behavior and unacceptable behavior in class is necessary due to the fact that the students of elementary level demand clarification in the mother tongue.

The following sample shows that the teacher indicates what misbehavior is unacceptable by using the L2,

***J42CT-** Teacher said: “Dear students you cannot talk to your partners and you should stay in your chairs during the activity, is that clear?” It was said at the beginning of the activity to prevent the indiscipline. The students kept silence and paid attention for approximately five minutes, but after that period of time, they continued to talk with their partners; then the teacher said again “Please keep silence” but the students ignored the teacher; thus, the facilitator realized that they did not get the rule. It was necessary to use the L1 to explain what was being said in L2. The teacher said “Niños recuerden que no deben hablar ni levantarse del puesto durante la actividad”; to what some of the students answered and said “Okay teacher” and they immediately kept silence during the activity.*

The data demonstrates that the use of L2 did not have an important impact to catch the students’ attention on the teacher’s instruction related to indiscipline, as a consequence of that, it makes the use of L1 a helpful strategy to engage learners in the class inasmuch as the students reacted positively by assuming better behavior when the facilitator changed to Spanish. Although the use of L2 is suitable to be implemented during English classes, sometimes the facilitators cannot solve the situations in which the students are really noisy by using the target language. This data also reveals that when the students do not understand the English instructions, it is difficult for the teachers to maintain the learners’ attention during the class, for that reason, the use of the mother tongue becomes a useful tool to explain the discipline instructions. Thus, the students’ reactions when they kept silence and answered okay teacher was a clear demonstration that the use of L1 is an effective strategy to have students paying attention to the class.

In the next sample taken from an observation, it is evident the value of presenting the previous sample taken from the teacher's journal in terms of students reactions related to the use of L1 for avoiding indiscipline.

In this case the teacher indicates the right behavior which is expected when a student wants to participate, in order to prevent disruptions.

***O2ICT-** At the beginning of the class the teacher said “Now we are going to read the colors which are on the board, thence if you want to participate, please raise your hand”, but the students did not obey, as a result the whole group read the words at the same time, thus, these led to indiscipline. Therefore, the teacher switched to Spanish, and said “Niños guarden silencio, si quieren participar levanten la mano y yo les otorgo la palabra” then, the students started to raise their hands when they wanted to participate.*

The data shows that the students did not get the teacher's instruction in L2 about one of the main ground rules established previously during the classes, which made that indiscipline increased in the classroom. The students lost the concentration when the teacher used English to explain not only the ground rule that consisted of students raising their hand if they wanted to participate, but also when she explained the dynamics of the activity. It suggests that despite the fact that the use of English is required in the English classes to learn the language in an effective way, the use of L1 is required to prevent indiscipline in any learning scenario especially for beginners.

The use of L1 is a helpful tool to establish rules in the classroom in order to prevent misbehavior situations, thus, these rules must be clear and concise for students to understand the appropriate way to behave in class. According to Erton (2000) students will not feel lost and disoriented, by activating the use of L1 in L2 classroom when it is needed and suitable to avoid it. This author supports what was found in this finding inasmuch as it shows that

sometimes the use of L1 is necessary and sometimes mandatory in the classroom, in situations such as those in which they did not understand what they cannot do during the activities because they were confused or lost, but when the teacher used the L1 to explain the same, the students changed the disruptive behavior into the expected behavior and reacted positively due to the fact that the use of the mother tongue facilitate the communication to prevent that the indiscipline affects the learning process. On the other hand, Harmer (2001) 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. This theoretician does not agree about was found in this research on the grounds that it was demonstrated that the use of L1 is a relevant tool to control disruptions which guarantee that the EFL purposes will be achieved avoiding interruptions in the class.

In the next part, the evidences of the importance of L1 to control the students' misbehavior will be included.

The use of L1 by the English teacher to control the students' misbehavior in the classroom.

After carefully examining the information collected for this research, it is important to mention that the use of L1 was useful as a necessary tool to control disruptive behavior problems in the educational context due to the fact that Spanish language facilitates the students understanding about what was being said in the classroom. Hence, disruptive behavior has to be faced at the moment it occurs inasmuch it affects all the participants in the school room.

These evidences were taken from the teacher's journal and from the class' observations. The data indicates that the facilitator used L1 as a solution when the indiscipline situation emerged in the English classes.

J3ICT- After the break, the students were very noisy, ignoring the teacher explanation in L2 about the parts of the house. Then the teacher said “Please keep silence”, but the students ignored what the teacher said; hence, the facilitator used the L1 “Guarden silencio inmediatamente” (Without changing the tone of voice) whereby, the students reacted by keeping silent and establishing eye contact with the teacher.

As the data shows, the facilitator noticed that the use of L2 was useless because the students did not respond when the facilitator tried to control the indiscipline by using English (L2) which means that learners continued with the extreme noise, but as soon as the facilitator used the L1, the students reacted by obeying to the facilitator.

In the next sample taken from an observation in its second cycle, it is confirmed the evidence of the previous sample taken from the teacher’s journal in terms of effectiveness of L1 to control the indiscipline at the time.

O12CT 5 students were playing with toys and balls (After the break) and they did not pay attention to the teacher. Then the facilitator indicates “keep your toys to continue with the class” but the students did not comply, the teacher said “Guarden sus juguetes, no tienen permitido usarlos durante la clase”. When this rule was given in Spanish, 4 of the students put their toys away from them.

As the data shows, the teacher noticed that the use of English was ineffective to control the indiscipline inasmuch as the students did not follow the teacher when L2 was used; however, when the instruction was given in L1, the most of disruptive students changed their behavior in a positive way by keeping their toys, being quiet and paying attention to the class. Thus, the use of the mother tongue eliminated the disruptions which were: distraction, low

interest to the class, lack of attention, and disobedience to the rules. It is evident that the use of the mother tongue is an excellent tool to focus the students' attention inasmuch as they understand the whole message and the students seemed to get that when an English teacher uses Spanish in a class it is because the message is so important, that is why all of the students established eye contact with the teacher and kept silence.

These evidences suggest that although L2 should be used most of the time in the class to help students learn English, the use of L1 is required for controlling the students' misbehavior in such situations when disruptions affect the development of the class and the students ignore the teacher when he/she uses L2 to face those indiscipline situations. 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 facilitators in his study favored the L1 for controlling discipline for two reasons: For efficiency of comprehension and to enable warnings. Which means that most of the teachers agree in using the mother tongue as an important and facilitating strategy for controlling misbehavior situations.

This author confirms what this finding suggests due to the fact that in some cases, particularly in indiscipline situations the use of L1 is required to control the disruptive behavior, especially for students in elementary levels, not only when they have a Basic English level, but also if they are young learners. It is because the students do not understand very well the instructions in L2 inasmuch as they do not have the enough vocabulary to understand the whole message, besides when L1 is used the students seem to understand that the message is important and that is why the students obey what the facilitator says by using the mother tongue.

The incorrect implementation of rewarding causing a negative effect on students' behaviors.

The data collected in the present research showed that the use of rewards in class is useful to engage students to be part of the classroom activities, but at the same time it may cause misbehavior in the classroom when learners concentrate on obtaining the reward to stand out from the rest than the objective it was planned for. Therefore, it is important to clarify that the incorrect use of rewarding may have negative effects and increase the indiscipline if not given out at the right time nor giving clear instructions. Explaining how, when and why the rewards are given.

The following samples were taken from the class' observations and the teacher's journal during the first cycle of the implementation.

041CS- The teacher pasted a happy face sticker on the students' t-shirts in order to reward them for their good behavior in terms of active participation. However, it generated indiscipline due to the fact that most of the students wanted to be rewarded. At the same time students were saying "Profe falto yo por la carita". Besides, those students who won the stickers moved around the classroom to show their partners what they obtained by saying "Mire lo que me gane... Yo tengo y usted no".

J21CS- The teacher asked learners to participate and.... And then she gave the stickers to reward them for their good behavior and participation. However, she did not say anything about why they were getting a stickers nor did she say a praising word to them so for them if was a gift.

In the previous sample the data demonstrates that wrong rewarding may have a negative impact and lead to indiscipline problems, for instance, in this particular case, students were excessively noisy during the activity and the group got out of control because most of them wanted to receive the reward without being aware that they would get one only if they developed the activity and behaved appropriately. As a result, learners left their seats to show their partners what they had received and others shouted out loud across the classroom asking for their sticker because they wanted one, too. As the sample shows, the teacher's lack of explanation and clarification about the why, how and when she would give the rewards out created a confusion and misunderstanding in students believing that they would all get one.

Therefore, rewarding could be a counterproductive strategy when the teacher is not well prepared to do so, thus instead of reducing the students' misbehavior, it may take the teacher to face a classroom that can get out of control.

Another sample taken from the teacher's journal instrument shows how public reward produced violent misbehavior in the classroom.

JIICT- The teacher was going to give them a happy face sticker as a reward which was going to be pasted on their uniforms to stimulate the good behavior, but as soon as the facilitator gave one of the students the happy face for participation and staying on his chair, then, the student showed the happy face sticker to the partner next to him and said "Mire lo que tengo que usted no tiene" to which the students replied with a slap on the learner's back.

Based on the previous sample, it is important to highlight that the facilitator intention was to reward and stimulate the students' appropriate behavior and participation; nonetheless, when she rewarded him, it caused an adverse effect on the grounds that the well-behaved student changed his good behavior into a negative one by being offensive with his partners and at the end it resulted in violence. Thus, it demonstrates that in this specific context the reward is a dangerous strategy if not well managed. Once again, since the teacher was not

clear about the purpose of the strategy and considering that this population seems to not be accustomed to such rewarding it could raise indiscipline even in those well behaved students.

As the results evidenced rewarding is not effective when it is applied without the appropriate instruction such as the kind of behaviors to be rewarded and the dynamics of the implementation. Thus, it is necessary to mention the elements require to effective implementation of the strategy. According to Schilcher (2015) it is necessary to determine most rewards ahead of time and be clear with behavioral expectations to have good results. In this way, the author intends to underline the importance of being clear about what is expected before giving a reward, thus this theory supports what was found in this study on the grounds that in order to implement rewarding it is required to deliver clear instructions about the way to give the reward and the reasons to won it, to avoid opposite effects related to the students conduct. Nevertheless, according to Linsin (2010) giving reward is always efficient due to the fact that it is effective to ignite motivation, influence good behavior, and steer learners toward excellence. It must be meaningful and it must stir something inside their hearts that makes them want to get better. This assertion contradicts what was found in this study inasmuch as the reward was given as a meaningful representation of good behavior, but it was applied in a wrong way inasmuch as it is necessary to being aware about the context and the student's age before to apply the strategy in order to avoid adverse effects, such as noise and violent behaviors, which affect all the participants in the learning setting and make the students break down.

Engaging disruptive students to change the misbehavior through the adjustment of a rewarding strategy.

The current finding shows the effectiveness of adjusting the strategy of rewarding students to change the misbehavior into a more appropriate behavior, thus the repeated disruption of the students lead the teacher to modify the implementation of the strategy which originally consisted of rewarding the well-behaved students.

The following sample taken from the teacher's journal shows that the adjustment of the strategy caused a positive impact on the disruptive student's behavior.

***J12CT-** In this case, the teacher explained that the students were going to be rewarded with angels' stickers which were going to be pasted on their notebooks, if they behaved in an appropriate way. During the development of a task, the teacher noticed the repeated disruptions of one of the students who was speaking during the classes and did not pay attention. Thence, the teacher was aware of the necessity of engaging the student to take part of the activity; the facilitator gave an angel and congratulated her because of her good behavior even though she was speaking and distracting the other students. Despite her lack of interest in the class, the students' reaction to this was smiling and thanking to the teacher and the rest of the class she behaved in a good way.*

As the data revealed, the adjustment of the rewarding had a positive effect on the student's behavior due to the fact that they felt more important because they caught the teacher's attention. In that case, the teacher realized that one of the students was disruptive; hence, the teacher changed the strategy in order to engage the most disruptive student to change her behavior, for that reason the facilitator gave the student the reward even though this student had not won it, but as soon as the student received the reward, the misbehavior was corrected.

In the next sample taken from the observation formats, the data reveals that the modification of the rewarding strategy motivates the disruptive student to behave well.

***J22CT-** In this case, one of the students was playing with dragon toys and he was distracting his partners by inviting them to play with his toys. That situation affected the development of the class and other students' concentration, thus the facilitator rewarded that student with a chicken sticker by saying "felicitaciones por su buen compartamiento, se gano un pollito". Hence, the student reaction was keeping the dragon and he said to the partner next to him "No amiguito mejor jugamos mañana".*

The previous sample demonstrates that using rewarding to engage the disruptive students is an effective strategy to solve misbehavior due to the fact that the students increased the desire to behave well. It seemed that the student was aware of the undesired behavior as it was shown when the student kept his toy after receiving the award. With that action of giving the disruptive student a sticker for good behavior, the teacher stimulated his concentration, interest and appropriate conduct during the class due to the fact that the learner assumed a great attitude when he decided to change the misbehavior and invite his classmates to behave properly too.

There are several evidences that demonstrate that the way teachers use rewarding to switch the students' disruptive behavior into the appropriate behavior is very useful to maintain the class going while the indiscipline is under control. Nevertheless, according to Brophy (1998) rewards can act as motivators only for those learners who believe that they have an opportunity to earn the rewards if they put forth reasonable effort. This contradicts what was found in this study on the grounds that it was demonstrated throughout this research that rewarding is not only useful when the students make an effort to win the prize, at least in terms of discipline due to the fact that as soon as the student won the reward even though they did not behave well, the students feel the inner commitment to change their misbehavior after receiving the award. Hence, adjusting rewarding strategy not only to reward well-behaved students, but also to involve disruptive learners to behave well is an effective strategy to decrease misbehavior in the classroom inasmuch as the learners were engaged to behave well in intrinsic form.

The body language as an effective means to control misbehavior in the educational setting

The present finding shows that during disruptive situations the use of body language impacts the student's behavior in a positive way. It is important to mention that this strategy was tested in two cycles with positive results. The teacher uses signals and gestures to face

indiscipline situations, as it is evident in the following sample. In the following data, it is evidence that teacher uses signals and gestures when she considered necessary to face the discipline situations.

JIICT- Students were making noise and the facilitator could not speak, thus intentionally, the teacher to send a message of stopping noise, covered her ears and closed her eyes as a signal of the noise. Then the students gradually stopped speaking and one of them said “Oigan... que se callen, profe siga”.

As the data shows, when the teacher could not perform her explanation orally, she implemented the strategy of body language by using signals and gestures to cope with the noise in the classroom, It was effective inasmuch as the students understood what they did wrong, in terms of extreme noise and they corrected by their own initiative. There are several elements which reveal that students associate the teacher’s gestures with the boisterousness, one of those elements and the most important is when one of the students say to the other classmates that they should be quiet allowing the teacher to continue with the class. This suggests that the implementation of body language during the class become a grand tool to control the inappropriate students’ attitudes during the educational environment.

In the next sample taken from the observation, it is evident that the implementation of body language is a good technique to correct the indiscipline.

O12CT- While the teacher was explaining how to pronounce the TH words, the students began to make too much noise. Hence the facilitator touched her ears and put her forefinger on her mouth and she also turned serious. After that, the students kept silence and sat down.

As the data demonstrates, the teacher’s body language is a useful strategy to make clear what the facilitators tries to say and also, it helps to control discipline in the classroom. As it was shown in the sample, it seemed that the students noticed that the teacher was so serious with

them, and she was asking for silence throughout her body's signals, thus they immediately stayed in silence and sat down on their seats. It also shows that the body language is an effective strategy to deal with indiscipline, making students understand what facilitator intends to correct in terms of misbehavior. It also suggests that sometimes the use of teachers' serious faces could led students to be aware of what they are doing wrong in order to change it into the right behavior.

This suggest that, the body language is a helpful technique to face with misbehavior in the classroom, especially when misbehavior is related to extreme noise which is considered one of the most common distracting behaviors in the educational setting. According to Kyle & Rogien (2004) body language is a good option to cope with distracting behaviors. It includes the "look", proximity, body carriage, appropriate touch, signals and gestures, and teaching pause. Hence, these authors supports what was found inasmuch as the current research reveals that the use of body language is an effective means to deal with the disruptions in the classroom due to the fact that when distracting behaviors emerge, the use of body language not only corrects the misbehavior, but also it elicits the students change the wrong behavior into the appropriate behavior.

The ineffectiveness of grandma's rule strategy to correct first graders' misbehavior

The current finding shows the ineffectiveness of the application of grandma's rule strategy when facing the disruptions in the classroom with first graders. According to Kyle and Rogien (2004), this strategy consist of a verbal attention-focusing which is used by saying statements delivered as "When you... then..." in order to mention the misbehavior and explain its consequences or motivate the good behavior and giving a verbal incentive by using the same statements. This strategy was tested in both cycles and in neither one did it have any impact on

students' behavior. In other words, even though it is one of the most well-known and applied strategies by teachers, it did not work for this specific population neither negatively nor positively.

***J41CT** -A student was eating potatoes package, thus the teacher said “When you eat from the package, then the sound of the plastic bag distracts your partners ... Please stop eating”, the reaction was putting the plastic bag away for a few seconds but then he continued eating.*

As the data shows, when the teacher used the strategy by explaining the student why eating is not a desirable behavior in the class and the reasons, it was evident that the student understood what the teacher said because he put the bag away, but after a short period of time he continued eating his potatoes. It seemed that even though the student got the explanation, he obviated it. Thus, it is evident that young learners care very little about their behavior and how it may affect others and its consequences when it is explained by using the statements which explain causes and effects, as it was evident in the sample in which the teacher used “when” to explain that the sound of the plastic bag distracted the partners and by using “then” to explain the consequences due to the fact that it affected the development of the class.

In the next sample taken from the observation formats, the data reveals that the use of grandma's rule does not have a meaningful impact on students' misbehaviors, thus it is evident that the statements are used to motivate the appropriate behavior by mentioning what is the desired behavior and its consequence, but it does not work in a positive way.

***O72CT**- The teacher was explaining and practicing the pronunciation of the parts of the house. Consequently, most of the students began to make lot of noise. Thence, the teacher said “vea niños, si se comportan bien, entonces va ser más fácil continuar con la actividad y aprenderse las partes de la casa”. In that case, all of the class kept silence*

and they kept paying attention on the teacher's explanation by approximately one minute after that, they started speak again with their partners and noise continued.

The previous sample demonstrates that the teacher's intention for giving students verbal incentives to motivate their good behavior and control the indiscipline in the classroom was not significant in this particular situation. Consequently, the learners corrected their misbehavior for a few minutes because the facilitator used Spanish to give students the positive statements and that caught their attention, but not because they were aware of what the teacher was telling them. According to these results, this strategy is not relevant to be implemented during noise classroom situations due to the fact that students tend to lose their attention easterly and this strategy only works for a brief period of time, hence the strategy did not change the students' misbehavior into the right behavior.

The data revealed that the grandma's rule does not work to solve the misbehavior situations when the students are young learners, due to the fact that they do not concern about the consequences of the good behavior nor misbehavior because of their age. On the other hand, Morin (2015) claims that grandma's rule related to the discipline is a good manner to teach children that they have an option to earn their privileges if they behave well and that the misbehavior has consequences. It teaches children to recognize that their conduct has consequences and that they have control over the outcome. Otherwise, this theoretician contradicts what was found in this finding on the grounds that children are not aware of the impact of misbehavior in the classroom, even if it is explained on several occasions, that is why the grandma's rule strategy is not considered as a meaningful tool to control disruptions in this specific context.

10. IMPLICATIONS

Throughout this chapter the implications of the current study will be presented inasmuch as the researchers will provide some suggestions related to the experience that they had during this process. These implications are divided in two main categories which are: Pedagogical implications and Research implications.

To begin with, it is important to highlight some aspects related to classroom management: Teachers should take into account the participants' English level, interests, background and their ages to design the activities in order to engage the students and prevent misbehavior. Another important aspect is related to the use of L2 given the fact that the participants were first graders and the use of L1 is required especially to clarify the instructions. Moreover, anticipated disruptive behavior depending on students, activity, and age should be taken into account at the moment of planning lessons due to the fact that it will help facilitators to have a list of possible strategies to implement when this problem emerges.

Secondly, it is necessary to mention that researchers who are interested in education should investigate about all educational aspects which means, not only in the instructional design and teaching aspects, but also in misbehavior issues due to the fact that it increases the education quality in Colombian context and it contributes as theoretical support for future behavior investigations from the same context. Thus, 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.

On the other hand, it is essential to add that even though the strategies were tested two times each in each cycle, it is recommended that all of those planned strategies could be tested three or more times to see its effectiveness and obtain better evidences to the results.

11. LIMITATIONS

Throughout this chapter the limitations of the current study will be presented. These limitations are related to the context, participants, theory to be consulted and the data collection methods.

First of all, taking into consideration the pedagogical limitations, it is important to mention that even though the rules of the practicum were established from the beginning of the implementation, one of the obstacles faced by the researchers was the in-service teacher intervention to interrupt the classes, in most cases to check tasks of different subjects, which affected the activities were being carried out in that specific moment and even in some cases it provoked indiscipline in the classroom influencing the students behavior in a negative way.

Second of all, in the research limitations it is necessary to mention something important about it, because despite of the necessity of the research in the educational field which can provide different tools to face the misbehavior in the learning setting in this Colombian context, there are not enough researches or enough theory that can be consulted to precede this research, for that reason the theoretical support required for it was consulted from different sources or researches that were carried out in other countries.

Another issue was the fact that the researchers did not take into account the kind of population to design the interviews of data collections due to the fact that it was a group of first graders, a very young population to be exposed to this type of method because they have not developed their critical thinking yet, so the information collected for the interview was not reliable.

12. CONCLUSIONS

This study aimed to establish useful classroom management strategies to deal with the students' misbehavior in the English classroom in the Colombian context. Consequently, there were some issues found throughout this process, related to the implementation of the strategies. The results were summarized in 4-four main aspects.

Regarding to the use of L1 for young learners, it was observed that it caused a positive impact in the students' behavior. Not only to prevent the indiscipline, but also to control it at the moment in which disruptions occurred; given the fact that the first graders did not have enough competencies in L2, the overuse of L2 caused confusion and distraction.

Another result that emerged from this study is that the use of rewarding is an useful tool to deal with the students' misbehavior when the instructions are given clearly by explaining the purpose of rewarding the good behavior, otherwise it causes indiscipline due to the fact that the students think that rewards are gifts and the most of them want to receive them at the same time.

Another one, is related to the use of a strategy adapted to the context, this result was not planned and it emerged during the research process as an unexpected finding; it is useful to adjust a strategy in order to supply the students' needs, therefore the rewarding strategy was designed to reward students for their good behavior, but in that particular context two disruptive students required to change their behavior, thus the facilitator adjusted the strategy and rewarded the disruptive learners in order to stimulate an appropriate conduct. It caused a positive impact in students behaviors on the grounds that the learners readjusted their behaviors by their own.

The last one is related to the use of grandma's rule strategy to control the disruptive behavior for first graders'; in this outcome the strategy did not show a meaningful impact on students' conduct neither positive nor negative, so it was evident that students at these ages do not care about the misbehavior and its consequences when it is explained through the use of statements "When... then..." ignoring the teacher's indications.

13. APPENDICES

13.1 Appendix 1

Universidad Tecnológica de Pereira
Licenciatura en Lengua Inglesa

Two researchers from ‘Licenciatura en Lengua Inglesa’ of ‘La 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-services 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 you 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.

Classroom Management Strategies	
Establish clear classroom rules and expectations.	

Increase praise for appropriate behavior, and increase behavior specific praise.	
Present material that is appropriately matched to students` instructional level.	
Arrange classroom seating so that it is appropriate to the instructional activity.	
Use effective instructions and commands.	
Provide opportunities for choice.	
Incorporate students` interests and preferred activities.	
Provide scheduled attention to reduce the need for students to engage in attention-seeking behavior.	
Others:	

Thank you for your time and collaboration.

**A questionnaire which was answered for each pre-service teacher:
(The diagnostic questionnaire)**

Universidad Tecnológica de Pereira
Licenciatura en Lengua Inglesa

Two researchers from ‘Licenciatura en Lengua Inglesa’ of ‘La 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-services 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?
_do not pay attention
_Sleeping in class
_talking to friends
_making noise
3. When the problem behavior occurs do you react immediately? If so, what strategy do you use?

Yes No

_for example, when students are making too much noise, I count from one to three and say frozen in order to have students calmed and keeping silence.

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

Yes No

-why? Because it is important to taken into account all what the students need and prefer to develop their learning process inside or outside the classroom.

-how? The way to consider students `interest is through the implementation of kinesthetic activities and authentic materials involving students to participate with a good attitude in the class.

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

Yes No

* be quiet

*listen to my teacher

* raise your hands

*follow the directions

* be respectful

*be nice to everybody

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

Yes No

_for example, when students want to say something, they say “teacher... teacher and raise their hand” and also, when some of them are fighting or saying bad words, the others classmates say “teacher Camilo told to Christian that he was ugly and stupid and you taught us to be nice with everybody”. So, it demonstrates that they have into account the ground rules which the teacher established.

7. Based on you experiences, do activities chosen by students reduce disruptive behavior?

Yes No

8. Why do you think this occurs?

_it occurs because students really know what they want to do and they tend to show more interest for real activities which involve games or kinesthetic activities. According to this

issue, I believe that teachers need to be focused on the students 'learning but also on students 'interest in order to obtain good behaviors.

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

Classroom Management Strategies	
Establish clear classroom rules and expectations.	X
Increase praise for appropriate behavior, and increase behavior specific praise.	
Present material that is appropriately matched to students` instructional level.	X
Arrange classroom seating so that it is appropriate to the instructional activity.	X
Use effective instructions and commands.	X
Provide opportunities for choice.	
Incorporate students` interests and preferred activities.	X
Provide scheduled attention to reduce the need for students to engage in attention-seeking behavior.	
Others: -ESTABLISH A GOOD RAPPORT WITH STUDENTS. -CALL YOUR STUDENTS BY THEIR NAMES.	

Thank you for your time and collaboration

13.2 Appendix 2 Observation formats

1st cycle

TSM

<p>REWARDING STUDENTS</p>	<p>9:24 T says students to take the appropriate image when they listen the sound but she doesn't say that they are going to receive a reward. So, when one student took the correct image and word, T gave him a happy face 😊. But she doesn't specify or say that they are going to receive something if they do the best.</p> <p>The strategy was implemented only during this particular activity</p>	<p>the first student received the happy face but he didn't look like motivated or happy for receiving a reward</p> <p>The other students wanted to participate when they saw that they were going to receive something.</p> <ul style="list-style-type: none"> 80% ss showed interest to participate in this activity because the most of them raised their hands and said (yo, yo). 20% students were not concentrated in the activity because they were talking with others and away from the chairs. 	<p>At 9:24 the teacher said students to take the appropriate image word related to the animal's sound they listened when students did the activity, the teacher pasted a happy face on students' T-shirts. However she didn't specify before that they would be praised and why. So, when the first student received the reward, he didn't showed happiness or motivation how is expected. However, when the other students saw that they received a happy face card for doing the activity they wanted to participate because they raised their hand and said (yo-yo-yo teacher).</p>
<p>Level of the activity</p>	<p>Level of the activity</p>	<p>Level of the activity</p>	<p>At 9:35, the teacher indicated the right behavior of the class which is expected when a student wants to participate so the teacher said: "now we are going to read the colors which are on the board. So if you want to participate, please raise your hand" in that case the students do not react to the rule, the whole group read the words at the same time, so indiscipline interrupted the development of the class. Thus, the teacher used Spanish and said: "Niños por favor guarden silencio y quien digo que todos a la ves... Si quieren participar, levanten la mano y yo les doy la palabra!"</p>

OBSERVATION FORMAT

Observation : # 10 Observer: Yennifer Time: 9:00 - 10:00 Date: 07/10/14

Strategy Implemented	Description	Students' reaction	Interpretation
<p>Rewarding STUDENTS</p>	<p>This strategy has been tested again in order to know its feasibility. At 9:20 Teacher Paula said aloud that if students behave in an appropriate behavior, they will win an angel card and she will be looking for that person who behaves good in order to give the reward to be paste on his/her notebook.</p>	<p>The strategy worked well in this time because the most of the students kept silence and when the teacher said that she will give a reward to those who have a good behavior, I listened to one student who said: (see si, me voy a portar bien hoy para ganar otra tarjeta).</p>	<p>It is important to clarify that this strategy has been tested in the second cycle). At 9:20 the teacher said aloud that if students behave in an appropriate behavior, they will win an Angel card and she said that: (No es necesario que se levanten de los puestos, al que yo voy a portar a la hora de la hora). Because the most of the students kept silence and also because when the teacher said that she will give a reward to those who have a good behavior, I listened to one student who said: (see si me voy a portar bien hoy para ganar otra tarjeta). This strategy was effective because in this case the teacher decided to change the way to give the reward. Thus, the first time, the stickers were stuck on the students T-shirts, and this time, the stickers were stuck on their notebooks and without making students stand up from their chairs.</p>

13.3 *Appendix 3* teacher journal

Teacher's Journal

Second entry (Second cycle)

Date: October 10th, 2014

Strategy implemented: Rewarding students

Disruptive behavior: Extreme noise

What teacher did:

I asked to students to participate and I gave them some stickers in order to be praised for the good behavior and participation.

The students' reactions:

The students were making excessive noise and almost the whole group wanted to receive the reward (stickers) at the same time. Hence, after receiving the stickers the students move around the classroom in order to show to their partners what they have received.

The interpretation:

In that case I did not explain what the purpose of the sticker was, which means that the students did not know that the stickers were a reward for their good behavior and participation, thus they believed that the stickers were gifts, that is why the lack of instructions to implement the strategy caused a negative impact on the students behavior due to the fact that it caused a distracting misbehavior in terms of extreme noise.

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