

UNDESIRABLE BEHAVIORS OF EFL LEARNERS AND THEIR REASONS*

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ABSTRACT

This study firstly aims to find out undesirable behaviors encountered at tertiary level language classrooms in general. The second aim is to designate the ones stemming from language learning process. The other important purpose is to investigate the reasons for the identified behaviors from the perspective of both English language teachers and language learners. The present study was conducted in the preparatory school at a private university in 2016-2017 academic years. The participants were 40 EFL instructors and 42 preparatory learners. The findings were collected through the checklist and interviews. The relevance of the undesirable behaviors with ELT was measured through the checklist. The interviews conducted with EFL instructors and language learners determined the undesirable behaviors particularly related to language learning process and also their reasons were designated. The data was analyzed qualitatively and quantitatively. The study results reveal that there are significant differences in the perspective of EFL instructors and language learners towards undesirable behaviors especially observed at tertiary level language classrooms. It is also seen that the reasons for the identified behaviors are evaluated from the different points of view by EFL instructors and language learners.

Keywords: Undesirable Behaviors, Reasons, Tertiary Level

İNGLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN İSTENMEYEN DAVRANIŞLARI VE BU DAVRANIŞLARIN NEDENLERİ

ÖZ

Bu çalışma ilk olarak yükseköğretim dil sınıflarında genel olarak karşılaşılan istenmeyen davranışları ortaya çıkarmayı hedeflemektedir. Çalışmanın ikinci amacı, dil öğrenme sürecinden kaynaklanan istenmeyen davranışları belirlemektir. Bir diğer önemli amacı ise belirlenen istenmeyen davranışların nedenlerinin hem İngilizce

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öğretmenlerinin hem de dil öğrencilerinin görüşlerine göre incelenmesidir. Çalışma 2016-2017 akademik yılları arasında bir vakıf üniversitesinde gerçekleştirilmiştir. Çalışmada 40 İngilizce öğretmeni ve 42 hazırlık okulu öğrencisi yer almıştır. Bulgular, istenmeyen davranışlar listesi ve görüşmeler yoluyla toplanmıştır. İstenmeyen davranışların dil öğretimiyle olan ilgisi istenmeyen davranışlar listesi aracılığıyla ölçülmüştür. İngilizce öğretmenleriyle ve dil öğrencileriyle yapılan görüşmeler, dil öğrenme süreciyle özellikle ilişkili olan istenmeyen davranışları ve bu davranışların nedenlerini belirlemiştir. Veriler hem niteliksel hem de niceliksel metotlar kullanılarak analiz edilmiştir. Veriler, İngilizce öğretmenlerinin ve dil öğrencilerinin, özellikle yükseköğrenimdeki dil sınıflarında gözlemlenen istenmeyen davranışlara yönelik görüşlerinde anlamlı farklılıklar olduğunu ortaya çıkarmıştır. Ayrıca, İngilizce öğretmenlerinin ve dil öğrencilerinin, bu davranışların nedenlerini de farklı bakış açılarıyla değerlendirdikleri anlaşılmıştır.

Anahtar Kelimeler: İstenmeyen Davranışlar, Nedenler, Yükseköğrenim Seviyesi

1. Introduction

If a behavior causes a problem in classroom and hinders the student's academic progress, it is called as misbehavior (Morin, 2013). These behaviors interrupt the teacher's teaching and interfere with other students' learning. Although the teacher tries to maintain learners' motivation, attention and interaction, such behaviors lead to chaotic classroom environment. A disruptive student also causes other students to perform poorly, feel insecure and emotionally disturbed (Brown, 2012). In this classroom setting, it is possible to have some problems related to classroom management. A poorly managed classroom results in undesirable behaviors and then failure is an inevitable result. As Ju (2008) expressed that undesirable behavior is an obstacle to teaching and learning process. Effective teaching is closely related to both management and motivation. It is important to generate good will, respect and cooperation in a productive learning environment (Nagler, 2015).

1.1. Undesirable Behaviors

It is observed that misbehaviors cause a number of disruptions such as forcing teachers to slow down, decreasing time allocated for the lecture and distracting other students (Hwung, 2016). A disruptive student is not harmful for only himself because he affects efficiency of the teacher, eagerness of other students and classroom atmosphere in a negative way. The instructors are often obliged to interrupt the lesson to cope with undesirable behaviors. Most students lose their concentration, effectiveness of the lesson is decreased and finally it causes an in-class problem. The results also showed that the students in disruptive classrooms are in low category in achievement tests (Ghazi, Shahzada, Tariq & Khan, 2013). On the other hand, if a disruptive student maintains to behave at the same way although they are warned, the relationship between the instructor and the student may be broken down after a while. Students do not desire

to attend or study the lesson which they do not like its instructor. Therefore, it is crucial for instructors to notice possible undesirable behaviors and prevent before they are displayed.

1.2. The Reasons of Undesirable Behaviors

Teachers should comprehend the main reason for misbehavior to be able to analyze and overcome. These reasons may be related to the factors originating from the school or outside the school. The reasons for misbehaviors may be content of the course, the course book, school location, classmates and school administration. However, there are also other reasons that are often more effective on students' attitudes and desire to learn such as teachers, parents, students themselves and classroom environment. According to Hoff (2016), there are three reasons for misbehaviors observed in classrooms. One of them is lack of engagement and stimulation. Classroom environments involving challenging teaching, lack of discussion and consideration do not meet students' needs. In addition, teachers who make students sit, listen, read and take notes throughout the lecture lead them to misbehaviors. The other reasons are rigid definition of acceptable behaviors and lack of attention. The factor which encourages students to succeed and obey classroom rules is love and attention. The students feeling deficiency of these emotions try to find other ways to attract attention. Displaying misbehavior is one of them. As Brown (2012) mentioned, when you observe a student who has disruptive behaviors, you should see him from a macro-picture to be able to objectively evaluate his attitudes.

1.3. Significant of the Study

There are lots of studies written on undesirable behaviors in educational and social science. Most of them looked into these behaviors in terms of classroom management. The first factor encouraging the researcher to study on this topic was that there are few studies in ELT upon undesirable behaviors of language learners at tertiary level. As a second factor, the reasons for such behaviors were not mentioned in the studies. Finding out undesirable behaviors is not enough to solve the problem. The only way to cope with undesirable behaviors that could not be noticed and prevented in time is to discover the reasons for these behaviors. Finally, the studies conducted on the reasons for EFL students' misbehaviors were carried out with pre-school, primary or secondary students. By the help of this study, instructors will be more informed about the undesirable behaviors of EFL students at the tertiary level. Instructors will also be able to empathize with disruptive students thanks to awareness of all the factors causing undesirable behaviors.

1.4. Research Questions

The aim of the study is to reach the answers of the following questions;

1. What are the undesirable behaviors of EFL learners at the tertiary level?
2. Which undesirable behaviors especially originate from language learning process?

3. What are the reasons for the identified behaviors from the perspective of both English language teachers and language learners?

2. Research Design

Descriptive study was determined as the most appropriate type of research for this study. The data was analyzed quantitatively and qualitatively. Cronbach's alpha was used to confirm the reliability of the collected data. A consent form was presented to all of the participants.

2.1. Participants

The study was conducted with 42 preparatory students and 40 instructors in a private university in 2016-2017 academic years. When the purpose of the study and contribution of the research to literature were explained to the participants, they became volunteer to take part in the study. Twenty four female and eighteen male students studying in two different beginner classrooms accepted to participate in the study with pleasure.

2.2. Instruments

Data collection tools were determined by taking the research questions into consideration. Two instruments were used in this study in order to reach conclusion.

2.2.1. Checklist

The purpose of using this instrument in this study as a first data collection tool was finding out the undesirable behaviors of EFL students at tertiary level. In order to develop the checklist, the researcher reviewed relevant literature and designated all undesirable behaviors identified in these studies. The checklist used in the study included a list of undesirable behaviors which the participants were requested to tick if they consider the particular item as an undesirable behavior. There were 30 undesirable behaviors and "other" part so that the participants could add any additional undesirable behavior that is not taken part in the checklist.

2.2.2. Interview

Through interview, it was aimed to conduct the study deeply and get more detailed information about the undesirable behaviors mostly marked in the checklist. The other purpose was to discover the reasons leading to emerge these behaviors at the tertiary level and analyze the identified reasons. Five of the teachers and all students participating in the checklist were requested to answer two questions in the interview.

Interview Questions for Teachers:

1. Which undesirable behaviors especially originate from language learning process?
2. What are the reasons for undesirable behaviors rooting in the process of language learning?

Interview Questions for Students:

1. Considering these undesirable behaviors, can you tell me which of these undesirable behaviors do you associate with language learning process itself?
2. What are the reasons for these undesirable behaviors encountered in English lessons?

2.3. Data Collection Procedure

The checklists were handed to all participants by the researcher. Most of the participants completed and returned the checklists to the researcher in the same day. All interviews were conducted in the native language of the participants to avoid the risk of language blockage. The interviews took place in a friendly atmosphere in the researcher's office. The participants were asked for permission to record the interviews. Upon their consent, each interview was recorded for further analysis. The undesirable behaviors determined through the checklist were presented as the prompt of the interview. The interviews lasted approximately 15 minutes.

2.4. Data Analysis

The data was analyzed quantitatively and qualitatively. Content analysis technique was applied for the analysis of qualitative data collected through interviews. The researcher firstly transcribed the interview for emergent coding. The data was gone through several times from the beginning to the end to be familiar with it. Then, the researcher came up with common themes mentioned in the data to describe the undesirable behaviors and their reasons. After grouping these behaviors by combining similar headings into broader categories, open coding was used to make the data clearer and more comprehensible.

Statistical Package for Social Sciences (SPSS) was used for the analysis of the checklist. Frequencies and percentages were calculated and presented in tables. Cronbach's alpha was used to test the internal consistency for the items in the checklist.

3. Findings of the Study

3.1. The Undesirable Behaviors of EFL Learners at the Tertiary Level

The first research question of the study revealed the undesirable behaviors of EFL learners encountered at the tertiary level. Table 1 presents the frequencies and percentages of these behaviors from the perspective of instructors.

Table 1. The Analysis of the Checklist

| Undesirable Behaviors | f | % |
|------------------------------------|----------|----------|
| 1. Using mobile phone | 35 | %87.5 |
| 2. Talking to classmates | 33 | %82.5 |
| 3. Disrupting the lesson | 29 | %72.5 |
| 4. Disrespectfulness | 28 | %70.0 |
| 5. Not bringing materials in class | 27 | %67.5 |
| 6. Diverted attention | 27 | %67.5 |
| 7. Daydreaming | 26 | %65.0 |

| | | | |
|-----|-------------------------------------|----|-------|
| 8. | Being late | 25 | %62.5 |
| 9. | Being indifferent | 23 | %57.5 |
| 10. | Nonparticipation | 23 | %57.5 |
| 11. | Not doing homework | 22 | %55.0 |
| 12. | Cheating | 22 | %55.0 |
| 13. | Not studying regularly | 21 | %52.5 |
| 14. | Getting involved with other things | 20 | %50.0 |
| 15. | Vandalism | 18 | %45.0 |
| 16. | Making excuses for irresponsibility | 18 | %45.0 |
| 17. | Absenteeism | 15 | %35.7 |

3.2. The Undesirable Behaviors Rooting in the Process of Language Learning and Their Reasons

3.2.1. Findings from the Analysis of the Interviews with the Instructors

In order to find out the particular undesirable behaviors observed in language classrooms, a list of 17 behaviors identified previously through the checklist were first shown to 40 teachers. Then, they were asked if they thought any of those behaviors as being specific to language teaching and learning process. That is, they were asked to highlight the behaviors which emerged due to the language teaching context in their point of view. The analysis of their responses revealed that out of 17 undesirable behaviors, the teachers thought 7 of them as being rooted in language teaching and learning practice. These were being indifferent, not bringing materials, diverted attention, not doing homework, talking with classmates, nonparticipation and daydreaming.

As for the reasons of these undesirable behaviors, the answers of the teachers were subjected to content analysis and the common themes emerged in the data were noted. It was found out that the participant teachers perceive teaching methodology, past learning experiences, nonexistence of out-of-class support, unauthentic language learning tasks and nonexistence of real life communication in English as the main reasons causing learners to such manners.

To begin with, the teaching methodology followed in the classroom was perceived by the teachers as a reason of various undesirable behaviors from learners having diverted attention to being indifferent during the class hour. The following quote from a teacher illustrates this point.

'Monotonous teaching causes diverted attention. Teachers should use various techniques to attract students' attention. Different methods and activities provide students not to lose concentration.'

Teaching methodology was also reported as the cause of daydreaming.

'The desire to sleep is related to teachers' teaching methods and strategies. There should be student-centered education. Then, students become active and feel themselves energetic.'

The other teacher identified teaching methodology as the reason of being indifferent.

'The activities and methods chosen to teach a language are very important. The activities should be funny and educational. Teachers should give students time to speak. The lesson should be student-centered to make students interested.'

In addition to teaching methodology, past teaching/learning experiences were perceived by the participant teachers as another reason of undesirable behaviors emerge in language classrooms. In relation to this point, the analysis of the responses showed that the teachers see past experiences as responsible from many undesirable behaviors such as students' being indifferent, not bringing materials or chatting with friends.

Besides teaching methodology, past teaching/learning experiences result in being indifferent according to the teachers. Regarding this issue, one of the participants made the following comment:

'English teachers working in most secondary and high school did not choose enjoyable and educational activities. Students have perceived English as a compulsory and boring course so they are not interested in learning English.'

According to a participant teacher, past teaching/learning experiences cause students to talk to each other about irrelevant things during the lecture.

'The main reason is our language educational system applied in most of secondary and high schools. It is mainly based on grammar. Students have difficulty to adapt the skill lessons when they come to university. They talk to each other because of difficulty to comprehend the lecture.'

Past teaching/learning experiences are also thought to be the reason of not bringing materials in class.

'They do not bring materials because they do not have this habit. Although they did not bring materials in previous years, they passed the class. Therefore, they do not need them now.'

According to the findings of interviews, English teachers focused particularly on nonexistence of real life communication in English. The following extract is given to illustrate this reason results in not bringing materials:

'English is a compulsory lesson for most EFL learners. The reason of this perception is lack of communication in English out of class. Maybe, the students try to lead us to spare more time to in class interaction by not bringing materials.'

Besides not bringing materials, nonexistence of real life communication in English was defined as the reason of nonparticipation.

'English is not a communication tool for our students because they do not need to speak English in their daily life. Therefore, they do not try to have the ability of speaking English by participating in classroom activities.'

Nonexistence of out-of-class support was found as the other reason causing students behave in an undesirable manner. The following example indicates not doing homework results from this reason;

'They have difficulty to do grammar exercise alone. They do not have anybody knowing English to help them while they are doing homework. When they cannot manage, they give up after a while.'

There are also the teachers sharing different ideas about the reason of not doing homework. The following example is given to demonstrate the effect of unauthentic language learning tasks on reluctance of students to do homework;

'Homework does not attract students' attention. Classical homework does not have an aim for them. They are millennium generation. Technological games and interactive tasks can be interesting for them. English homework should make them active and social.'

3.2.2. Findings from the Analysis of the Interviews with the Language Learners

Parallel to the interviews with teachers, the students were also asked for their opinions regarding the undesirable behaviors they observe in their classrooms and the particular reasons of such behaviors. For this purpose, the researcher shared with the students previously identified 17 undesirable behaviors and asked if they consider any of these specifically related to language learning. The interviews with all students were recorded and transcribed to facilitate analysis. Students determined 8 undesirable behaviors resulting from language learning process itself. They were being indifferent, not bringing materials, nonparticipation, not doing homework, daydreaming, using mobile phone, diverted attention and not studying regularly. The reasons of the designated behaviors were past language learning experience, insufficient background knowledge, mismatch between students' interest and tasks, attitude toward language learning, teaching methodology, language learning anxiety, mismatch between needs

and course materials, lack of self-confidence, lack of motivation, lack of out-of-class support and poor language learning strategies.

Being indifferent to learning English was identified as an undesirable behavior associated to language learning practice. As for the reasons of this behavior, the students listed various reasons. One of them is previous language learning experiences. One student expressed this reason with these words:

'Being indifferent resulted from high school teachers. Our English teachers at high school asked the students whether they wanted to study English or other lessons that were more important for the university exam. Most of the students preferred to prepare for the exam so we started to study Math in English lessons. I was studying in a college and my English teacher was known well in our city. Nevertheless, we did not study English.'

Another reason mentioned by the students for being indifferent to learning was insufficient background knowledge. The students expressed poor English education given before affects their study at the university in a negative way. They acknowledged their incompetence as the main reason for being indifferent to learning English. One student stated that:

'It is necessary to have a good English education from primary to high school to provide students to come to the university enthusiastically. My mother was my English teacher when I was at primary school. However, her English is not also very good. She only taught us vocabulary. We started to prepare for the university entrance exam in high school. In English lessons, only some techniques were taught to us. Thus, I did not have a good English education until I was a prep student in this university.'

The descriptions of the students showed that being indifferent also results from attitude toward language learning.

'Parents have an important effect on students' reluctance towards learning English. My father was angry when I got four out of five from a math exam. On the other hand, he did not ask its reason when he saw that my English was one in my school report.'

Teaching methodology was reported as another reason for being indifferent to learning by the students.

'Language teaching is mainly based on grammar. I think it should be presented like native language. Students should firstly learn listening and speaking. After students have comprehended them, reading and writing should be taught. Also, various activities should be used to teach vocabulary.'

In addition to being indifferent, not bringing materials was another undesirable behavior frequently verbalized in the interviews. The students believe that mismatch between their needs and course materials is the main reason of not bringing materials. The

following quotations show some examples from the interviews about the reason of this behavior;

'The grammar in the course book is not comprehensible. When teachers use their own methods to teach grammar, it is more understandable for us. These materials are not so useful for teaching grammar and improving speaking skill. In order to develop speaking skill, the only thing that we need is practice.'

The students reported that nonparticipation was an undesirable behavior observed in language classes. When its reason was asked, they stated lack of self-confidence as the determinant factor. One student used the following expression to make it clear;

'I cannot form a sentence while I am thinking about the right sentence form, the meanings of the words and the correct form of the verbs at the same time. I also have lack of vocabulary so I am discouraged to participate in the lesson.'

Similar to not participating in the classroom activities, reluctance to doing homework was another undesirable behavior according to the students. Lack of out-of-class support was given as one reason for not doing homework. The following excerpt illustrates this issue;

'Doing English homework individually is quite difficult. I understand the topic during the lecture but I cannot do homework at home. There is always something that is not completed so I do not feel enthusiasm to do homework. It is better to work cooperatively.'

The responses of the students regarding the reasons for not doing homework reveal another source of this behavior: the mismatch between their areas of interest and the assigned tasks. Related to this issue, one student said;

'We are bored to do the same kind of homework. Teachers can give us homework that we will be able to use technology. Foreign series, online activities and educational games can be thought as an assignment style. They are very challenging and also educational.'

Not studying regularly is another undesirable behavior encountered in language classrooms in terms of the students' perspectives. In order to reveal past language learning/teaching experiences as the reason of not studying regularly, a student stated;

'I did not feel necessity to study English at high school. Teachers gave us exam questions before the exam and I only studied them. I did not gain a habit to study English regularly.'

The students also mentioned having poor language learning strategies as one reason of not studying regularly. This is a quotation related to this reason;

'Language was taught us with grammar rules and memorization. We studied vocabulary by writing five times. I do not know how it is learned efficiently.'

The students pointed out daydreaming as an undesirable behavior many times in the interviews by highlighting motivation as its main cause. This is one of the expressions;

'Every student cannot have the chance to prefer the department and university which they desire. They have tried to reach their aim for a year but later they feel necessity to accept the department and university which the exam score is adequate. Most students in this preparatory school are the students obligated to study English. Daydreaming is the result of feeling unmotivated.'

The students also acknowledged that they use mobile phone during the lecture. They talked about teaching methodology in order to explain the reason of this undesirable manner. This sentence was used to clarify why this behavior is observed;

'Using mobile phone is sometimes more interesting than listening the course because it is boring. Teachers may make a joke or chat with us to break the lesson and attract the attention.'

The last undesirable behavior raised in the student interviews was diverted attention. The following quotation shows anxiety towards language learning results in diverted attention;

'Most EFL students think learning a foreign language is very difficult. They believe that they will not be able to learn English exactly and speak fluently. Thus, they do not force themselves to concentrate on the lesson.'

4. Discussion

The analysis of the checklist revealed 17 undesirable behaviors of EFL learners at the tertiary level. These behaviors vary from being engaged in activities other than following the lesson, such as using mobile phone during lecture or talking to classmates, to exhibiting disturbing manners, such as talking disrespectfully, laughing inappropriately, chewing gum and interrupting the teacher. Diverted attention, nonparticipation and irresponsibility are the other undesirable behaviors observed in language classrooms at tertiary level.

When it was asked for the instructors to identify undesirable behaviors resulting from language learning process, being indifferent, not bringing materials, diverted attention, not doing homework, talking with classmates, nonparticipation and daydreaming were found out. Similar to the teachers, the students also associated behaviors such as being indifferent, not bringing materials, daydreaming, using mobile phone, nonparticipation, not doing homework, diverted attention and not studying regularly to the language learning process. The findings of the study showed that the participants are in agreement regarding the undesirable behaviors specific to language learning as both groups mentioned the same behaviors in general. The only difference is

that the teachers considered talking with classmates as an undesirable behavior. On the other hand, the students pointed out use of mobile phone and lack of study habits.

The answers of the teachers showed that the teachers see teaching methodology as one of the main factors causing EFL learners to have undesirable behaviors. They acknowledged non-communicative teacher-dominated practices as the cause of undesirable behaviors. They believe that monotonous teaching results in reluctance, passivity and daydreaming. Likewise, the students evaluate teaching methodology as the origin of some undesirable behaviors. The students, in agreement with the teachers, stated that grammar-based mechanic teaching practices cause them to lose their interest in the lesson. According to the students, boredom results in some undesirable behaviors. The teachers expressed that teaching/learning experiences which the students have had until they come to the tertiary level affect their attitude and belief toward English. Accordingly, these past experiences lead to some undesirable behaviors in the classroom. For example, the explanations of the teachers revealed that the kind of activities chosen by English teachers working in secondary or high school make students comprehend English as a compulsory lesson. This causes motivational problems in learners. As an outcome of this, students start displaying undesirable behaviors in class. Although the students pointed out past teaching/learning experiences as the reason of undesirable behaviors as their teachers, their perspective is different. They argued that the present university entrance system in Turkey is trivializing the status of English. Therefore, they feel indifferent. Problems experienced regarding doing homework were expressed by both participant groups. The reason of this undesirable behavior is lack of out-of-class support according to the participants. Both the teachers and the students stated that when there is no support available, the decision made is generally not doing homework. This is also true when there is mismatch between the assignment or task given and students' interests. When the students find the homework irrelevant, they prefer not doing it. Unauthentic language activities, poor language competence and language anxiety were the other reasons mentioned by the participants to explain the undesirable behaviors such as not participating in the lesson and distracted attention.

5. Conclusion

It was firstly deduced that most of EFL learners come to university with lack of information because of past language learning/teaching experience, insufficient background knowledge and attitude toward language learning. These factors also cause to emerge some psychological problems resulting in undesirable behaviors such as lack of self-confidence, language learning anxiety and lack of motivation. In addition, there are some factors related to the teacher. For instance, teaching methodology has an important effect on students' attitudes towards learning English. The results of the student interviews showed that using the same kind of teaching methods, making students passive, being authority and inactive are among the reasons of undesirable behaviors resulting from language teachers. Course materials and tasks involve a big

part of teaching methodology. Unauthentic language learning tasks and mismatch between students' needs and course materials are stated as other reasons. Therefore, designating the needs and interest of students, taking them into consideration while choosing course materials and tasks, lastly observing whether they are appropriate or not are the steps followed to overcome these behaviors. Teachers should also become guide in the process of determining studying methods. Teachers should lead students to effective strategies according to their needs and individual differences because poor language learning strategies cause undesirable behaviors. Finally, teachers should be interested in each student individually and spare more time to interaction in English due to nonexistence of support and real life communication in English out-of-class.

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Appendix 1.

CHECKLIST

There is a list of undesirable behaviors. Please tick off the boxes near the undesirable behaviors that you observe in your classes. If there is any other undesirable behavior, I would like you to write it in others part. Thank you for your participation.

| Undesirable Behaviors | Marked Items |
|--|---------------------|
| 1. Using mobile phone | |
| 2. Talking to classmates about irrelevant things | |
| 3. Talking without getting permission | |
| 4. Talking disrespectfully | |
| 5. Coming to the class late | |
| 6. Laughing irritatingly | |
| 7. Eating or drinking | |
| 8. Chewing gum | |
| 9. Not doing homework regularly | |
| 10. Sleeping | |
| 11. Walking in the class unnecessarily | |
| 12. Making irritating sounds | |
| 13. Distracting attention | |
| 14. Listening to music | |
| 15. Not studying regularly | |
| 16. Not bringing materials | |
| 17. Interrupting the teacher | |
| 18. Not participating in activities | |
| 19. Complaining about classmates | |
| 20. Reading newspaper or magazines | |
| 21. Having aggressive acts | |
| 22. Harming school property | |
| 23. Lack of interest towards lesson | |
| 24. Cheating in the exams | |
| 25. Getting others' materials without permission | |
| 26. Lack of interaction with classmates or the teacher | |
| 27. Not attending classes regularly | |
| 28. Studying another lesson | |
| 29. Sitting inappropriately | |
| 30. Making excuses for irresponsibility | |
| Others: | |

Appendix 2. Frequencies and Percentages of the Checklist

Undesirable Behaviors **f** **%**

| | | | |
|-----|--|----|------|
| 1. | Using mobile phone | 35 | 87.5 |
| 2. | Talking to classmates about irrelevant things | 33 | 82.5 |
| 3. | Not bringing materials | 27 | 67.5 |
| 4. | Distracting attention | 27 | 67.5 |
| 5. | Sleeping | 26 | 65.0 |
| 6. | Coming to the class late | 25 | 62.5 |
| 7. | Lack of interest towards lesson | 23 | 57.5 |
| 8. | Not doing homework regularly | 22 | 55.0 |
| 9. | Cheating in the exams | 22 | 55.0 |
| 10. | Not studying regularly | 21 | 52.5 |
| 11. | Not participating in activities | 20 | 50.0 |
| 12. | Making excuses for irresponsibility | 18 | 45.0 |
| 13. | Interrupting the teacher | 17 | 42.5 |
| 14. | Talking without getting permission | 17 | 42.5 |
| 15. | Making irritating sounds | 17 | 42.5 |
| 16. | Studying another lesson | 16 | 40.0 |
| 17. | Having aggressive acts | 15 | 37.5 |
| 18. | Not attending classes regularly | 15 | 37.5 |
| 19. | Sitting inappropriately | 15 | 37.5 |
| 20. | Laughing irritatingly | 15 | 37.5 |
| 21. | Talking disrespectfully | 15 | 37.5 |
| 22. | Listening to music | 14 | 35.0 |
| 23. | Lack of interaction with classmates or the teacher | 14 | 35.0 |
| 24. | Harming school property | 13 | 32.5 |
| 25. | Walking in the class unnecessarily | 13 | 32.5 |
| 26. | Chewing gum | 11 | 27.5 |
| 27. | Complaining about classmates | 10 | 25.0 |
| 28. | Reading newspaper or magazines | 10 | 25.0 |
| 29. | Eating or drinking | 4 | 10.0 |
| 30. | Getting others' materials without permission | 3 | 7.5 |