

DISRUPTIVE BEHAVIOUR

This e-tivity has been designed for a Teacher Training Course. It supplies inexperienced teachers the chance of discussing, analyzing and understanding the reasons which may lead students to misbehave in the classroom and how to deal with misbehaviours as they encounter them.

Learners & Course Fit: This is a course for inexperienced teachers who will probably be in their twenties, advanced level.

Objectives: Inexperienced teachers will discuss different types of misbehaviour and how to deal with them. They will also read about some possible reasons of misbehaviour and experts' suggestions on what to do (different situations). Thus, they will **acquire knowledge about the topic** from their peers' opinions and their readings (both being valuable for their daily lives as teachers).

Number of learners: 15-20 (Groups of 3-5).

Materials & Links: Word Document:

- Instructions to e-tivity.
- Background Reading 1 and 2.

Site: Optional background reading:

http://www.newwhittington.derbyshire.sch.uk/parents_disruptive.htm

SS tools to carry out e-tivity: Wiki, E-mailing, Chatting, Forums (starcups) etc.

Anticipated problems and solutions: As these are inexperienced teachers, they may not know possible reasons for certain behaviours and how to react to them appropriately.

***Solution:** provide support through readings 1 and 2; praise/ contribute to participants' ideas (post1) (contributions preferably made by questioning).

Rationale:	At some stage in their lives teachers encounter disruptive behaviour. Such behaviours are usually hostile to the teacher and other students. If no action is taken, they will become even more difficult to cope with as time goes by. It is of utmost importance that teachers are aware of possible reasons for misbehaviours and how to deal with them.
Most important activities:	When teams produce their list of teachers' positive attitudes in the class <u>and</u> actions s/he should take to deal with discipline problems and also afterwards when individually, participants have to read and comment on other team's list.
Spark:	<p>Situation: 3 different episodes of discipline problems. Task: Reflection on disruptive behaviours and how to best deal with them.</p> <p><i>Participants focus on the episodes to start discussion in order to raise their awareness of what is behind disruptive behaviour.</i></p>
Structure:	<p>Number of steps: 4</p> <ol style="list-style-type: none"> 1- Individually participants analyse the episodes, think of a reason for such behaviours; state what they would do in each situation; post their suggestions to forum. 2- Individually participants reply to at least two participants' posts. (post2) 3- Team Work - teams make a list of teacher's effective actions in a classroom when dealing with misbehaviours. <u>Representative</u> posts list to forum (post3). 4- Individually participants comment to at least another team's list. (post4)
Participant time needed (on- & off-line):	<p>14:00 hours:</p> <p>30 minutes: Read the e-tivity and what is expected from them.</p> <p>1:30 hours: Go over the materials.</p> <p>2 hours: Own reflection through step1 ,2 and 4.</p> <p>10 hours online: Participants' contributions, group discussion, postings, replies, reading of participants' comments + questions, reading of tutor's feedbacks.</p>
E-tutor time needed:	<p>14 hours:</p> <p>3 hours: Planning.</p> <p>3 hours: Selection & Preparation of Materials.</p> <p>1 hour: Instructions to forum.</p> <p>7 hours: Monitoring participants' progress, giving feedback, providing instructions and final wrap ups.</p>

<p>Participant actions:</p>	<p>Before:</p> <ol style="list-style-type: none"> 1. Go to the website, read guidelines, download materials. <p>During:</p> <ol style="list-style-type: none"> 1. Carefully read instructions. 2. Read background readings 1 and 2. 3. Reflect on 3 episodes. 4. Post ideas to forum. 5. React to at least two other participants' suggestions. 6. As a team write a list of possible <u>teachers' positive behaviours and actions</u> to different discipline problems. 7. Post list to forum. 8. Comment on at least another team's list. <p>After:</p> <ol style="list-style-type: none"> 1. Evaluate different lists. 2. Wait for peers' replies/ questions and tutor's feedback.
<p>E-tutor actions:</p>	<p>Before: Welcomes, sets the objectives, instructions and time tables.</p> <p>During: Reads participants' contributions to forum, answers participants' questions, provides incentive.</p> <p>After: Replies participants' final product for feedback, final analysis and wrap ups.</p>
<p>Assessment:</p>	<p>Grade: 0 - 10.</p> <p>-2 points (Individual reply - post1) (accomplishment of task) -2 points (Individual reply - post 2) (participation). -4 points (Team post3) (relevance + participation) <i>Each criteria point equals 1 point :</i> - <i>Organization & Layout ;</i> - <i>Grammar and Lexis;</i> - <i>Task Achievement;</i> - <i>Appropriateness.</i></p> <p>-2 points(Individual reply - post 4) (relevance and continuous participation)</p>

E-tivity 1

Disruptive Behaviour



↓ In this e-tivity



72 hours e-lapsed time

Monday to Thursday 11am

- ☞ What is the cause of disruptive behaviour? How should teachers react to them?
- ☞ E-learner awareness: causes of disruptive behaviour and possible actions to be taken by teachers.



1 Disruptive Behaviour

Individual & Group Work

An area of classroom management which has an important effect on the classroom atmosphere and the amount of learning which takes place concerns discipline and classroom control. The most effective environment for learning is found in a classroom where the teacher is firm but kind and encouraging. However, disruptive behaviour may happen in any class. *“Eleven-year-olds can become incredibly unruly and noisy; adolescents may become completely unresponsive and uncooperative. Adult students are disruptive in different ways. They may publicly disagree with the teacher..... There are lots of ways of disrupting a class!”* (Jeremy Harmer, 1997: 249).

Purpose of e-tivity: Raise awareness to possible reasons of misbehaviour and “most appropriate” approach to them.

Instructions:

Post 1: Individually read through the three episodes of discipline problems and complete the table. Post your answer to forum till Tuesday 10am.

	What is the cause of such behaviour?	What would you do if you were the teacher?
The teacher of a mixed class of thirteen-year-olds is working through a class reader in an English lesson. He asks Terry to read out a passage. <i>“Do we have to do this book?”</i> says Terry. <i>“It’s boring.”</i> Some members of the class smile, one says <i>“I like it.”</i> Others are silent awaiting the teacher’s reaction.		
The teacher has prepared a worksheet and is explaining how to do it. He has extended his explanation to the point where John, having lost interest, begins to tap a ruler on his desk. After a while, John begins to tap more noisily, building up to a final climax when he hits the table with a very loud bang. The class falls silent, and looks at both John and the teacher to see what will happen.		
The teacher begins by collecting homework books. Teacher (to one of the boys): <i>“This book’s very thin.”</i> Boy 1: <i>“Yeah, ‘tis, isn’t it?”</i> Teacher: <i>“Why?”</i> Boy 1: <i>“I’ve been drawing in it.”</i> Boy 2: <i>“He’s been using it for toilet paper, sir.”</i> (Uproar)		

Post 2: Individually - read your e-colleagues’ suggestions and reply to at least two of them. **Do it till Tuesday 11pm.**

Post 3: Group Work: Work together with your group to agree on a list of at least 5 positive teachers’ attitudes in the class to avoid misbehaviours and 5 ways s/ he should react to different discipline problems. **Post list to forum until Wednesday 10pm.**

Ex. - *“If a student refuses to read aloud something he has written, the teacher should take it and read it. Some students accept this because they are shy and the teacher’s main objective (displaying students’ work to each other) is gained.”* Penny Ur

Post 4: Individually- reply to another team’s list. **Post your reply until Thursday 11am.**

APPENDIX

READINGS 1 & 2

Reading Texts		Week (...)
<u>Topic: Disruptive Behaviour</u>		

In this section you will read and reflect on two short texts which will provide you with some discipline problems and how teachers should react to them.

READING TEXT 1 <u>CLASSROOM MANAGEMENT</u>
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↓ In this text

*What may cause discipline problems?
How should the teacher react?*

	<u>CLASSROOM MANAGEMENT</u>
<ol style="list-style-type: none">1. Read the following extract adapted from Section 2, pages 46, 56, 85 of author Regina Guimarães book, <i>Open File - In Search of an Ideal Teaching Performance</i>, and Editora Senac.2. Take some time to reflect on the questions and the reason for your choice of answer.3. Analyse the answers given by the author.4. Highlight any issues you consider to be of key importance.	
	45 minutes

CLASSROOM MANAGEMENT

Under this title may be hidden the answers to why some classes are very good while others, no matter how hard the teacher tries, simply do not work. We know that one of the roles to be played by teachers in the classroom is that of a manager. For part of the lesson, they are in total control of the class and even when this control is minimized, it is their responsibility to prepare the lesson as it is, as it is their responsibility to take a number of decisions on the spot which can affect the overall result of the lesson. Problems involving discipline, negotiation with the learners as regards frequency of homework tasks, are just two examples of the many aspects which might come under the title “Classroom Management”.

Answer the questions below and give a reason for your answer:

1. As the class was particularly disruptive, I stopped teaching and gave them something to write. a. Yes b. No c. I did something else

Reason?.....
.....

2. (Phases of the Lesson - page 46) - I think my Practice stage was really boring.

- a. Yes b. No c. How do I know?

Reason?.....
.....

3. This group is always disruptive and never pays attention to what I'm saying. Sometimes I have the impression that they are here because they are forced to. a. Yes b. No

Reason?.....
.....

4. I was telling a story, but most students were inattentive, and there was a murmur of quiet talk between them. I simply disregarded the noise and spoke to those who were listening. However, one student was particularly noticeably so I approached him and he stopped talking for a minute or two, and then carried on talking.

- a. This has happened to me once or twice. b. This usually happens to me.

Why do you think this unacceptable behaviour happened?

.....
.....

 See answers.

READING TEXT 2

CLASSROOM CONTROL and DISCIPLINE

↓ In this text

*What measures can you take to prevent disruptive behaviour from happening?
What can never happen in a classroom?
How should the teacher behave during pair or group work activities?*



CLASSROOM CONTROL and DISCIPLINE

1. Read the following extract adapted from chapter - Classroom Management, pages 131-135 of authors Jean Brewster, Gail Ellis and Denis Girard book, *The Primary English Teacher's Guide*, Penguin English.
2. Try to complete the blank spaces.
3. Check your answers.
4. Highlight any issues you consider to be of key importance.



45 minutes

Reading Task: Think about what is involved in Classroom control and Discipline. Use your ideas to complete the blanks with a word or phrase.

*“Students generally like to work within a framework where the boundaries of acceptable behaviour are **r**..... and **c**..... so that they know where they stand. Students become aware very quickly of teachers who are inconsistent in their standards of discipline or who maintain **d**..... simply through sarcasm or bullying. This may frequently lead to a classroom of passive students who are beaten into quietness. On the other hand, a classroom with little discipline may descend into chaos, where nothing is learnt.*

*Establishing good **r**..... with the students in the class is vital for effective learning. The teacher should set a good example by praising good **b**....., commenting on good work, making helpful suggestions or waiting for quiet before beginning the lesson or a new activity. In other words, the teacher should avoid giving students her full attention only when they are **m**..... This does not mean that bad behaviour should be ignored but that it should be dealt with quickly and without constant scolding. It is also important that teachers should not make idle threats which they cannot or would not*

carry out. A clear indication needs to be given early on of your classroom **r**..... and your determination to uphold them calmly and fairly. The number of rules you make should be kept to the minimum and the reason for having them should always be explained to the students. Students themselves could be involved in making up a set of classroom rules which they, and you, have to observe!

Praise and **e**..... are important in setting the right atmosphere and provide a good model for the students: unfriendly comments and bullying should all be discouraged. It may also be worth considering how competitive an atmosphere you wish to encourage. A sense of failure engenders negative feelings and low self-esteem: those students who are rarely “winners” may give up trying, evade work, or become **d**..... Try to find something that each student is good at; s/he might be good at providing good ideas, role-play, helping others etc.

When the teacher first enters a classroom, it is probably realistic to allow students to talk quietly until you announce that you are ready to begin the lesson. When you want to gain the attention of the whole class try these steps:

- Make an attention-gaining noise such as **R**.....! or clapping your hands: most but not all students will respond.
- Give a short verbal instruction, such as **L**.....! A few students will continue to talk.
- Quietly name the students who are still talking: Jukes, stop talking please. As soon they become quiet, start your lesson to keep their attention.

When students are used to you, simply stand in silence and wait for them to become quiet. If they respect you, they will notice your action and become quiet in a few minutes. If they do not, you have more work to do. Once the lesson has started and the students are working on tasks that you have set, you may find the students becoming **n**.....; sometimes this is caused by inappropriacy of the tasks you have chosen. Check through this list to see if the cause of the students' inattention and indiscipline results from your organization of the learning activities:

- Was the task too difficult? Did you explain the task carefully enough?
- Was the task rather boring and mechanical with too little attempt at contextualization?
- Was the task too easy? The students may also have done similar work before and finish the task more quickly than expected.
- Was there too much “dead time” for the able and slow learners? You may need to organize variations of a main language task at different levels so that it is not only the “average” student who is catered for.

If the students are engaged in communicative activities to develop fluency in pairs or groups, the noise level will naturally rise. Most language teachers would find this acceptable, as long as the talk is “on-task”. If the **n**..... level rises too

much, pick out the noisiest group, name one of the students in the group and gesture them to quieten down. Remember that the noisier the teacher is, the noisier the students will become.

When students m..... during explanations with the whole class, try pausing and making eye contact with the student; this avoids interrupting the activity too much. If the student continues, try quietly saying his/her name; ask a d..... question. Thus, instead of constantly reprimanding a student, ask a question to gain their attention and to keep that of the other students. If the student cannot answer, ask another student and praise him/her for doing so."

 See answers.

Further Study for Week (.....)



Reading:

Nolasco & Arthur (1991) - chapter 2, pp 21-37

Ur, Penny (1995) - module 18, pp 259 - 271

Site: Optional background reading:

http://www.newwhittington.derbyshire.sch.uk/parents_disruptive.htm



Reading Text 1 (Answers)

Question 1 - *"If you chose YES - This means your class was restless and you thought that writing would help calm them down. Yes, there are days when learners are particularly "difficult" but when this is the case, we should immediately stop and reflect: "Why did this happen?". Sometimes, the reason for learners being too excited or, on the contrary, not very responsive, comes either from external factors (in which case the teacher should try to identify and try to minimize them) or may come from the lesson itself which failed to arouse their interest. Whichever the case may have been, it's your responsibility to discover it and do your best to be prepared to face the problem in case it happens again. In this particular example you decided to give them something to write. Did it work? Well, you may have*

been lucky and chosen an interesting written activity which held your learners' interest and solved your problem. Or by trying to reach the effect without knowing what the cause was, your attempt may have proven useless to a certain extent, i.e. you may even have had a bit of silence in the classroom but what about real learning? There is food for thought there!

If you said NO - What did you do? How did you try to solve the problem? Maybe you talked to them, but did it help? Did it occur to you that sometimes, by doing completely unexpected things, we manage to attract the class's attention? For instance, interrupting what you were doing and, "out of the blue", start telling them a story? Story telling can work miracles with disruptive classes! Try it next time.

I did something else - Ok, what did you do? Did you talk to them seriously, explaining that they were wasting their time and yours? Did you change the activity they were doing to see if the cause for disruption was lack of interest in the activity? Whatever you may have done, analyse it now carefully and decide whether it was effective or not. If you are not satisfied with the results, think of alternatives which you might have tried and didn't. Remember that the situation is likely to happen again."

Question 2 - "Yes - Don't feel sad if your answer was Yes. Because the Practice stage usually involves a lot of controlled activities, it is very easy for the teacher, even those with more experience, to fall into the trap of producing classroom activities which can be monotonous and repetitive. However, remember that the teacher being in control does not mean learners are kept repeating words.....There are lots of contextualized exercises which can provide your class with all the practice they need while, at the same time, keeping them interested, e.g. try to transfer the new language to the learners' personal situation, encourage interaction between them;.....Pace is also important,(if it is not a very interesting activity) make it fast (by changing your voice) By doing that, you can also introduce an element of fun which will avoid boredom.

No - Congratulations! That's exactly what you should aim at. A Practice phase which is really motivating and meaningful. Tell us, what did you do?..... Anyway, if you felt they were really interested and really practising the new language, that's what really matters!

How do I know? - Well, I think that if you're not sure it's because maybe you don't know your class very well yet. Usually, it is easy for the teacher to detect boredom when it happens.some teachers, even after identifying its presence in the classroom, insist on continuing to do exactly what they had been doing before, simply because that's what they had planned. When students are bored they may behave in a variety of ways: from being disruptive up to looking sleepy or looking apathetic."

Question 3 - "Yes - In a way you are right. If you are teaching adolescents, some of them may be there simply because their parents want them to. If, on

the other hand, you have adults, maybe they are there not because they like English, but because they need it in order to get a promotion in their jobs, etc. So, your problem is: *how to motivate them so that they end up by really enjoying their “stay”!* Motivating students is not an easy task, but if you try really hard, you’ll be able to succeed. The first thing you have to do is to get to know your learners better..... Asking them to help you with a particular project is another suggestion.

No - Congratulations! Catching your learners’ attention and keeping them with you during the whole lesson is an art which all teachers should cultivate! If you have their attention, it’s because they’re motivated to learnSo, when that happens, try to take full advantage of it, involve them even more in their learning process, talk to them about how they could improve this or that particular area, try to get them to collaborate with you, how they are going to plan their short and long term aims etc. In short, make them feel you are partners in this fascinating game called “Learning”.

Question 4 - “This situation is a very common one, rooted in lack of firm and consistent rules in the classroom, or the teacher’s failure to insist on them: the result is that a number of students are getting little or no learning value from the lesson. The teacher should have insisted on quiet and attention from the start, and stopped each murmur as it began. Possible, s/he is afraid of losing popularity: his/her reproaches when they occur, lack “attack”, are rapidly disregarded, and the result is that constant inattention and chat is tacitly accepted as the norm. To reverse the situation when it has got as far as this is extremely difficult. It may be necessary to hold a serious discussion with the class, agree with them on explicit new ground rules and then insist strictly on their implementation from then on.”



Reading Text 2 (Answers)

Reasonable

Misbehave

Consistent

Direct

Discipline

Relationship

Behaviour

Misbehaving

Rules

Encouragement

Disruptive

Right!

Listen!

Noisy
Noise