



Received: January 23, 2023
Accepted: February 24, 2023
Available online: March 25, 2023

Jamola Urunbaeva

Visiting Practitioner, Westminster International
University in Tashkent
Tashkent, Uzbekistan
E-mail: jamolaurunbaeva@gmail.com

DEFINING AND DEALING WITH INATTENTION, HYPERACTIVITY, AND IMPULSIVITY IN INCLUSIVE EFL CLASSROOMS: AN EXPLORATORY ACTION RESEARCH

ANNOTATION

It is commonly stated by the EFL teachers that some students are hardly ever paying attention to their instructions, whereas some claim that their several students cannot control their hyperactivity. The fundamental attributes of Attention Deficit Hyperactivity Disorder, (hereafter referred to as ADHD) comprise challenges in focusing and preserving attention, managing impulses, attaching disproportionate energy for necessary activities. Unfortunately, they are rarely diagnosed, but they appear to be taught in so-called inclusive classrooms. But, if students with ADHD are left unprocessed or misdiagnosed, those with such burdensome features are likely to become an even more intricate disorder to both a teacher and surrounding other students. The present investigation aims to hold an Exploratory Action Research (EAR) to define those burdensome students who are suspected of ADHD symptoms in B1 level classes and deal with their behavior at Inter Nation English Language School in Uzbekistan.

The objectives of the article are to comprehend what disruptive behavior in the class means to students and to explore their awareness on how challenging students should be dealt with in classes. The data were compiled through three methods: first, an informal semi-structured interview with teachers, second, a questionnaire as the form of students' report in an Exploratory Practice (EP) phase and another questionnaire on application of the arisen subjects from the EP in a five-week Action Research (AR) phase. The results showed that some strategies worked well

Jamola Urunbaeva

Toshkent shahridagi Xalqaro Vestminster
universiteti amaliyotchi o'qituvchisi
Toshkent, O'zbekiston

INKLYUZIV INGLIZ TILI DARSLARIDA DIQQATNI JAMLAY OLMASLIK, GIPERAKTIVLIK VA IMPULSIVLIKNI ANIQLASH VA BOSHQARISH: AMALIY TADQIQOTLAR MISOLIDA

ANNOTATSIYA

Ingliz tili o'qituvchilari tomonidan ko'p ta'kidlanadigan jihat bu ba'zi talabalarning berilgan ko'rsatmalarga deyarli e'tibor qaratmasliklaridir. Shu bilan birga, ayrim talabalar o'zlarining giperaktivliklarini nazorat qila olmaydilar. Diqqatning yetishmasligi va giperaktivlik sindromining (DYGS) asosiy atributlariga diqqatni jamlash va saqlash, impulslarni boshqarish, foydali harakatlar uchun nomutanosib energiya sarflash kabi xususiyatlarni kiritish mumkin. Afsuski, bunday o'quvchilarga kamdan-kam hollarda tashxis qo'yiladi, biroq ular inklyuziv sinfda o'qitiladi. Agar DYGS bilan og'rigan o'quvchilar bilan vaqtida ishlanmasa yoki noto'g'ri tashxis qo'yilsa, bunday xususiyatlarga ega bo'lgan o'quvchilar o'qituvchiga ham, ularning atrofidagi boshqa sog'lom o'quvchilarga ham ta'sir o'tkazishi yoxud qiyinchilik tug'dirishi mumkin.

Bu tadqiqotning maqsadi tadqiqot va harakat amaliyoti (THA) bo'lib, Toshkentdagi "Internation" ingliz tilini o'qitish maktabidagi B1 darajasidagi sinflarda DYGS alomatlariga shubha qilingan talabalarni aniqlash va ularning xatti-harakatlariga baho berish uchun o'tkazildi. Tadqiqotning vazifalari sinfdagi muhitni buzuvchi xatti-harakatlarning o'quvchilarga ta'siri va ularni boshqarish strategiyalarini ishlab chiqish hamda amalda qo'llay olishni aniqlashdan iboratdir. Natijalarning muhokamasi uchun statistik ma'lumotlar uch usulda to'plandi: birinchisi, o'qituvchilar bilan norasmiy yarim-strukturali intervyu o'tkazildi, ikkinchisi, tadqiqot amaliyoti (TA) bosqichida talabalar hisoboti shaklida

to attract students' attention to make them fall silent and stay focused, such as musical classroom management, flexible consistency, etc.

In conclusion, some hands-on recommendations have been suggested, such as letting troublesome students walk around the classroom, praising verbally, repositioning, doing the task together, etc., to benefit secondary school EFL teachers who are facing the same challenges in their students.

Key words: inattention, hyperactivity, impulsivity, inclusive classrooms, ADHD, an exploratory action research (EAR), an exploratory practice (EP), English as a foreign language (EFL) teaching.

so'rovnomasi o'tkazildi va besh haftalik harakat amaliyoti (HA) bosqichida tadqiqot amaliyoti (TA)dan olingan natija-strategiyalarning qo'llanishi yuzasidan ikkinchi talabalar so'rovnomasi o'tkazildi. Harakat amaliyoti (HA) natijalari shuni ko'rsatdiki, ba'zi strategiyalar o'quvchilar e'tiborini jalb qilish uchun, ularni sokin bo'lishlari va diqqatlarini uzoq vaqt bir joyga jamlashlari uchun yaxshi ish berdi.

Tadqiqotning xulosasi o'rnida o'z o'quvchilari bilan xuddi shunday qiyinchiliklarga duch kelayotgan umumiy o'rta ta'lim maktabining ingliz tili o'qituvchilariga foyda keliradigan amaliy tavsiyalar ishlab chiqildi. Jumladan, muammoli talabalarga sinfda yurishga ruxsat berish, ularni maqtash, o'rnini o'zgartirish, vazifani birgalikda bajarish va motivatsiya berish kabi boshqa takliflar berildi.

Kalit so'zlar: diqqatni jamlay olmaslik, giperaktivlik, impulsivlik, inklyuziv sinflar, DYGS, tadqiqot va harakat amaliyoti (THA), tadqiqot amaliyoti (TA), harakat amaliyoti (HA), xorijiy til sifatida ingliz tili (XTSIT)ni o'rgatish.

INTRODUCTION

The concern of disruptive behavior in English classrooms has become a chief strain and issue to teachers [Koehler et al., 2013; 17]. Principally, in their behavior inattentive presentation might exit meaning they are prone to less excessive energy. Alternatively, these types of students appear to demonstrate hyperactive impulsive presentation which will definitely need more attention-based control by surroundings. Last, but not the least combined presentation may occur, which indicates roughly equal degrees of challenge with attention control and connecting excessive energy [Kumaresan et al., 2022; 260].

Nevertheless, to diminish these unpleasant behaviors, teachers are endeavoring to use a range of disciplinary strategies. The purpose of this Exploratory Action Research (EAR) was to scrutinize students' feelings and opinions on disruptive behavior and disciplinary styles. 41 students from one of the prestigious language school in Tashkent – “Inter Nation” filled in “the disruptive behavior and disciplinary styles” questionnaires that encompass behaviors and intervention methods frequently which currently seem to be common to secondary schools in Uzbekistan.

For this reason, B1 (pre-intermediate) groups with more disruptive students were chosen for the EAR. For the AR, specifically those who were mostly less attentive, impulsive and excessively energetic teenagers ranging from 13 to 25 years old were encompassed who were inclined to distract their teacher and other classmates. In addition, it was hoped to accomplish an adequate study with proper research questions and tools keeping in mind how to cope with the badly behaved teenagers in those

English as a foreign language (EFL) classes. Bearing this in mind, the following research questions were designed:

RQ1: How do teachers view/consider disruptive students' behavior and why?

RQ2: How do EFL students consider disruptive behavior at a lesson?

RQ3: What classroom behavior management strategies make the students less disruptive and focus/participate well during the lessons?

Additionally, the current investigation analyzes this topic in a global scale and suggests what and how to adapt worldly accepted strategies to the Uzbek context.

LITERATURE REVIEW

There are a number of explanations to ADHD provided by various researchers and investigators [Levy & David, 2013; 16]. Attention-deficit hyperactivity disorder (ADHD) is a syndrome that interferes with individual's ability to focus which causes inattention, manages activity level which is called hyperactivity and hinders behaviour which is prone to impulsivity. It is one of the most widespread learning disorders not only in children, but also in adolescents [Sousa, 2020; 31]. In the field of inclusive classroom, teachers are in need to establish a deep knowledge foundation and enhance tools for defining students learning and obvious sketch of learning expectations to guarantee students attention and participation to be able to provide reliable, persistent support for each individual language learner [Jayaprada & Bishaw, 2012; 12]. Because, teachers have the accountability to make use of different technical resources and incorporate effective classroom management strategies into their inclusive lessons design so that the individual learning needs of both disruptive and non-disruptive students are met simultaneously [Richards & Rodgers, 2001; 32].

Since most families are bilingual in Uzbekistan, different languages need to be used as a native language while the target language is being taught. The purpose of the bilingual program is to require inclusive education [Gi-Zen et al., 2013; 9] hence these students should have a regular and quality education in spite of their ADHD symptoms. This is subject to institutions, managers, and teachers who must reinvent and retrain themselves [Skehan, 1989; 13]; they ought to design strategies and techniques in which these children have the same rights as other students. The gap in our context is that our educational institution administrations seem to have little tendency to inclusive learning. In addition, being at the top the principals as well as school teachers tend to blame their students in being inattentive and hyperactive during classes which in turn lead them to poor academic performance [Skehan, 1998; 19]. For this reason, inclusive learning comprising students with ADHD symptoms is subject to be investigated in Uzbekistan. In fact, students not only with physical inabilities, but also learning disabilities must be integrated into a regular education which is called inclusive education, because this not only to benefit those kinds of students, but to improve their entire educational process in our country. Education must create equal chances and inclusive spaces helping our society in general [Khan et al., 2019; 19], because it is absolutely crucial for the education system in our nation to have flexible and adequate spaces for all population [Skehan & Foster, 1999; 101].

On the other hand, researches show that disruptive behaviour among students, especially those who are prone to ADHD symptoms, occurs not only at elementary and secondary schools, but also in all language learning classrooms which is one of the up-to-the-minute problems challenging almost all the teachers today [Skehan, 2009; 511]. Since classroom behaviour problems are a source of stress and attention shift which hinder the flow of lessons making it intricate for both the teacher and students to handle the lesson [Parsonson, 2012; 19]. From this it can be inferred that stress and attention distractors should be avoided in the class to encourage both educators and language learners to perform satisfactorily.

Another hindrance of disruptive manners is that they can cause conflicts with both learning objectives and the processes of learning that can change the dynamics of the classroom as the focus of attention alters [Sparks, Humbach & Javorsky, 2008; 22]. Nevertheless, developing responsible behaviours assists to promote motivation and social skills, academic performance, and positive behavioural outcome [Lola & Ugbede, 2017; 23]. Therefore, students' disturbing manners are better eliminated to disseminate both learning and teaching enthusiasm to excel academically.

Along with these troublesome student behaviours, a number of researches have been done assessing and evaluating different types of disruptive behaviour in the classroom and the attitudes of students toward these ways of behaving [Tavakoli & Foster, 2008; 9]. In terms of teachers' and students' attitudes toward disruptive behaviour and disciplinary styles a comparative analysis of England and Nigeria was conducted [Lola & Ugbede, 2017; 23]. Overall, 285 students and 41 teachers from high schools filled in the disruptive behaviour and disciplinary styles questionnaires, which included behaviors and intervention methods which were widespread in state schools. The studies described that there was a relationship between disruptive behavior and disciplinary styles, whereas a significant difference was found among nationality, gender, students and teachers toward disruptive behavior and disciplinary styles [Nunan & Lamb, 1996; 22].

Likewise, low English proficient students regarding their English learning behavior and the relationships between their language attitude and their English learning behaviors was investigated [Pongpanya, 2019; 56]. Mean, standard deviations and correlation coefficient employed in the study were positive and the core finding was that positive attitudes of low English proficient students in this study were not the predictors of good English learning behaviors which could engage and inspire them to do well in the English language learning.

Regarding how to deal with disruptive students' behavior, a range of researches show that there have been several assertive classroom discipline strategies conducted by classroom teachers which worked well in practice. An interview-based, qualitative study was done in terms of whether Korean public middle school EFL teachers voted for using corporal punishment to cope with improper behavior of students was held [Mamatey, 2010; 199]. The study found out some educational system factors that led Korean EFL teachers to use and/or support the use of corporal punishment rather than the conviction that corporal punishment assisted their students.

Although minority of teachers admitted several negative effects of this punishment type [Menglieva & Manzoor, 2021; 9], the majority asserted that the merits outweighed the demerits, which consecutively led them to recognize physical punishment as advantageous in administering EFL classrooms usually with 40 or more students [Towell et al., 1996; 98].

In opposition to physical punishment, any kind of discipline strategies in “EFL Classroom Management: Creating a Positive Climate for Learning Professor” was resisted [Fan, 2013; 130] and it was believed that a teacher should create a positive climate in the classroom. For this motivation, involvement, relaxed atmosphere, fluency prior to accuracy should be implemented. As well as this, an EFL lesson is to be comprised of miscellaneous activities that necessitate active student participation. The author opposes over-discipline which she perceives can often cause anxiety in the students and the anxiety of the students is seriously detrimental for effective EFL learning. For this reason, she suggests the following effective classroom management strategies:

- setting up a friendly relationship with students;
- fostering and maintaining a high self-esteem of students;
- giving prompt encouragement to students;
- having access to every student in the class.

Overall, the researcher considers that in order to set up and preserve an optimistic and relaxed climate for effective learning, teachers are liable to avoid any punishment in class.

The study investigated on the responsibility of EFL teachers' classroom control strategies in their teaching efficacy revealed that the students' motivation and achievement in learning English as a foreign language far outweigh the other penalizing approaches [Rahimi & Karkami, 2015; 59]. In this study, 1408 junior high-school students participated to express their assumptions on their English teachers' strategies used to discipline the classroom, which were punishment, recognition/reward, discussion, involvement, and aggression. The findings revealed that EFL teachers should reward and praise their students for good behavior, and they should not be that authoritarian.

In 2012, in Iran another research was carried out to investigate EFL teachers' classroom discipline strategies from the perspective of students, this time [Rahimi & Karkami, 2012; 310]. 1497 students took part in the study to assess their English teachers' disciplinary strategies used to control the classroom. The outcomes illustrated that Iranian EFL teachers tended to use recognition/rewarding strategies more frequently to regulate their classes, whereas using aggression and punishment were the least frequent classroom discipline strategies. Interestingly, female teachers used punishment, discussion, and aggression approaches more in contrast to male teachers. Furthermore, aggression strategy was more applied by public school teachers in comparison to those who worked in a private sector. This concludes that the aspects and climate of school affect a classroom and its management [Rahimi & Karkami, 2012; 311].

For this reason, teaching effectiveness in private education can be attributed to the way of funding (and the incentives which result from it), its difference in scale, its pupil characteristics (due to the non-random selection of pupils) and its potentially more efficient educational system (thanks to ideological background and better teacher selection) [Veiga, 2008; 14].

To conclude, in supplementary to above mentioned, teaching effectiveness, motivation and achievement in learning English were all showed to be correlated to discipline tactics [Rahimi & Karkami, 2015; 60]. More interestingly, among results of the aforementioned research findings what attracted researcher's attention was those teachers who used involvement and recognition strategies more often became more successful teachers in controlling the classes; nevertheless, students voted for teachers who used corporal and disciplinary strategies as being less effectual in their teaching [Cherchye et al., 2010; 15]. Additionally, those researches suggested that in classes where teachers administrated disruptive behaviors by using punishment strategies, students had serious issues in learning since those penalizing strategies lowered students' motivation [Vercellotti, 2015; 44].

METHODS

To ensure the validity and reliability of the research from theoretical and practical perspectives, this research used a mixed methods approach. Furthermore, the necessity to elaborate the definition and strategies of dealing with inattentive, hyperactive and impulsive language learners to cater for effective lessons pleasing both a teacher and students was another reason for accomplishing this investigation. Accordingly, the design was implemented to collect the data with the assistance of an exploratory practice (EP) questionnaire, an action research (AR) questionnaire, and informal semi structured interview with colleagues.

Participants

At the first stage we analyzed which behavior in the usual classroom sounds disruptive to the teacher and which ones bother the other students in order to study the feasible ways to augment active student participation in classroom management as a research objective. For this, 41 participants of B1 (pre-intermediate) level students from General English classes participated in the Exploratory Practice study. They were studying at Inter Nation English Language School in Tashkent and were supposed to study in IELTS preparation classes the next year after their completion of General English course meaning their unsurpassed academic excellence was being awaited. Their ages ranged from 13 to 25. For the second stage, which was the application of the results of the Exploratory Practice (EP) was an Action Research (AR) where 40 B1 (pre-intermediate) level students from the most disruptive group having the most inattentive, hyperactive and impulsive became the target participants according to their willingness. The participants were selected persistently to attain the research objectives comprising 20 males and 21 female students, and they were heterogeneous in terms of nationality (Uzbek, Russian, Kazakh, Tatar), age (13-25), level (three), educational background (secondary school), L1 (Uzbek, Russian), English pre-level

in the placement test (intermediate). Before commencing the research, the participants were well-versed of the purpose of the research and their roles in the progression. Subsequently, both the researcher and participants shared all the information about the investigation, such as the title of the study, purpose and objectives, sides' roles, possible risks, and both partakers' personal information.

Instruments and Materials

To explore the English language learners' perceptions about disruptive and troublesome students in the classroom and effective behavior management strategies, this research employed both quantitative and qualitative approaches.

An informal semi-structured interview

Keeping the quality and aim of this article in focus, it was decided to employ an informal semi-structured interview with three colleagues. The purpose of conducting this interview was to be more realistic to evaluate the classroom situation since only the researcher's acts of seeing and looking at the situation would not be enough to compare with what the students think. To achieve the range of vision open-ended questions were asked. The colleagues were asked to visit a random class and have some critical perception of each stage of the lesson to analyze the scenery whether those suspected students of ADHD symptoms behave out of the ordinary or as part of usual class experience. To explore "a nature and flow of both a teacher and students' behavior" such as the feelings, perspectives, and experiences of the participants on specific matters [Cohen et al., 2018; 506] was utilized.

Exploratory practice (EP) questionnaire

An exploratory practice (EP) questionnaire adopted from Romi and Freud's (1999) 38-item questionnaire was used in the research to identify what students think and feel about disruptive behaviors at their class in a private English language school. The questionnaire consisted of four topics: behavior of students in doing homework (1) behavior of students in answering questions in the class (2), behavior of students towards other students (3) and behavior of students in classroom activities (4) the questionnaire aimed to assess students' opinions on what they saw and evaluated as disruptive while a student was in a class from perspectives of participating, following the classroom rules, respecting the teacher as well as others and being willing to or not in sharing and doing pair/small group/large group work. The participants of the research rated their responses to the EP questionnaire on a four-point Likert scale which was – not severe, severe, the most severe to evaluate each behavior's seriousness level. Within this research, demographic information about the study participants was compiled via short-ended questions. Demographic information comprises details about nationality, gender, age, the type of school they attend and language of their school/classroom to ascertain whether these facts affect the way they behave in the class.

Second action research (AR) questionnaire

Following the EP study, the whole procedure was monitored and all the students' reports to scrutinize the content were composed, the coding system was created, and topics arisen from the first questionnaire were stipulated. Those topics which both colleagues and students suggested were taken into consideration and some classroom

management strategies to tackle these topics were used in a five-week period of time. These techniques were actively benefited tackling inattentiveness and hyperactivity in the AR study where all the students' reports from the second questionnaire were collected and the data were analyzed by employing the same analysis approaches as in the EP study. It was students' questionnaire on their punishing perceptions. It consisted of seven open-ended questions concerning "what punishment they would apply if they were a teacher" technique and the sub-questions included what punishment they would find applicable for being late, laughing at other students while they were answering and what activities they would prefer to do more during the classes, if they were a disruptive student. These questions were asked from random students; because those nominated as disruptive students might have felt judged or discriminated. The interviews were conducted face-to-face at the learning center by recording them by means of a smartphone to obtain the participants' answers completely and supply them with the indispensable information in case they require asking. Because of the fact that the interview was the very last research process, the investigator notified the participants of their having completed the experiment and final speculation on the whole process were made.

These study tools assisted this research to discover the English language learners' perceptions and their views on efficient behavior management strategies to cope with troublemaking behavior in the class. At all stages of this study, all ethical standards were followed and the identity of all study participants remained anonymous.

RESULTS AND DISCUSSION

RQ1: How do teachers view/consider disruptive students' behavior and why?

First, the RQ1 was asked the first observer to share her observations along with her own opinions on them. A colleague-observer (1) mentioned that when she came to the private sector of teaching English; she was a little bit shocked about the behavior of the students. Since she always worked with adult learners teaching at higher educational institutions, being exposed to working with mostly teenagers she was quite perplexed about what she could do to deal with the so-called challenging teenage group behavioral identity:

"I was a bit puzzled to see energetic and never-stop teenagers in the class, but this did not seem to be challenging until they started taking the basic class rules for granted. Such as they were coming to the lessons late, they were drinking and eating while the colleague-observer was giving instructions or explaining a new topic which is found a bit unnecessary".

When the second colleague-observer (2) was required to share her ideas on what she could speculate at the lessons against what she viewed, she started with reflecting on her own teaching experiences first. She emphasized that not doing homework and not being ready for the lessons was preliminary to be called most disturbing. While she was observing the researcher's classes, according to her, the most significant factor seemed to be for her – the students' smart phones:

"As the majority of teenagers are likely to live in and within their smart phones. As soon as they came to the class, they asked to plug their phones in to charge.

Alternatively, they mostly wanted to go out to have a phone call or to receive a call, while they were at the lesson, they pretended to have a willingness to use them for looking the words/information up or translate the texts/their sentences, but in fact, they were using their phones for personal purposes”.

She added that when the teacher came to them to check, she could be aware that they were playing a game, chatting or surfing the net going on social media websites. As for the teacher-observer, this was an anti-class norm because teenagers were unlikely to know why they were there or did not know that using mobile phones improperly was a sign of disruptive behavior.

Another concern for the colleague-observer (3) was participating in the lessons. When it comes to work in pairs, teenage boys and girls appeared to prefer working with one partner only, not willing to change their partner all the time.

When the teacher changed those challenging partners or asked them to do mingling activities, they declined to do so. When they were persuaded, they got disappointed and began rejecting to follow the instructions. Alternatively, they started claiming to speak when the teacher approached to listen to them and kept not looking at their partner’s face.

The thing was that they seemed to stick to their best friend and refused to work with others. This was also one sign of not being communicable or this was just ignoring the teacher’s guidance and doing what they wanted concerning a pair work.

As for the colleague-observer (1) the next misbehavior was uncontrollable and sometimes unnecessary talked in the class:

When the teacher started to read something from the board, students commenced their redundant chatting and when the teacher explained/assigned a task, they did not listen. After some students began working, those disruptive students asked for clarification again, mostly in their own language. When the teacher checked their talk with their partners, they would respond shortly “Yes/No”. When the teacher banned to answer shortly and never responded, “I don’t know/it is not interesting/I don’t have a sister/aunt/grandfather”, they kept complaining in L1.

When the teacher got farther, they switched their language and had needless talks about their personal problems, mutual jokes or laughs at other students which were also bothering not only for the teacher, but other surrounding students.

Regarding the colleague-observer (2), it was interesting whenever new students joined. When welcomed new students’ English proficiency level was far higher than those imaginary “dominants” of the class, challenging students started teasing them with their close friends. When a new stronger student could answer more correctly than anybody else including those “influencers”, they seemed to have a rage and began bothering themselves with wearing their air-pods or doing something on their phones.

In accordance with the colleague-observer (3) those challenging teenagers did not want to be re-sat, changed in a small group, made to stand and go to other students to do assignments. Additionally, they argued a lot with especially girls and new students. They required special attention initially from the teacher and then others. They appeared to demand explaining them the tasks again, coming to them only and instructing in their

own language which seemed somehow troublesome. Additionally, they wanted to go out too often to bring something to eat, to drink, to talk on the phone or even worse, they could bring their friend to show their lessons, or anybody else as for their wishes.

RQ2: How do EFL students consider disruptive behavior at a lesson?

To find the answer to RQ2 an exploratory practice (EP) questionnaire adopted from Romi and Freud's (1999) 38-item questionnaire was used in the research among the participants of the study offline, and the primary focus was given to identify what students thought and felt about disruptive behaviors at their class in the private English language school. The first part of the questionnaire asked the demographic variables of students such as nationality, age, gender and the school type they attended, while the second parts of the questionnaire studied the list of disruptive behavior that the participants were expected to categorize the severity of each item. They were requested to point out their responds on a three-point scale (1= not severe, 2=severe, 3= the most severe). As it was mentioned above that the participants were provided with the EP monitoring checklists after every topic, and the final outcomes of this scheme were gained by calculating all of them based on the following categories.

Totally 41 students participated in this questionnaire and answered the questions about how they felt about disruptive behavior in the class and what they thought of them in terms of seriousness level. The start of the questionnaire consists of background information about the participants, such as their name, age, gender, the type of the school they attend and the medium of instructions in their class/school. Because the researcher wondered whether their gender or their culture they adapted to at the Russian or Uzbek schools their study might have a huge impact on the way how they behaved and showed respect to others.

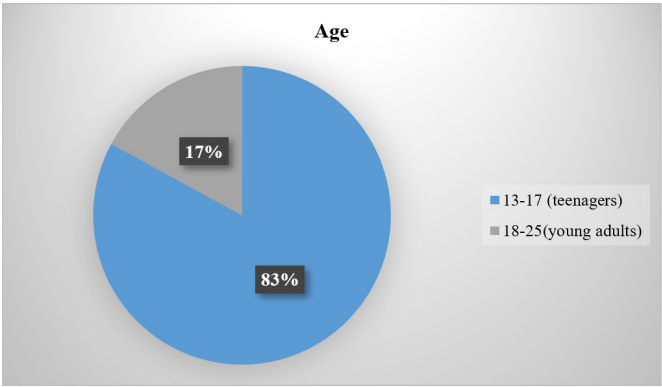
So, the demographic variables of students illustrate that overall 88% of participants are of Uzbek nationality, modest 5% are Russian and Tatar each, whereas only minor 2% are Kazakh which proves that the majority are originally come from Uzbek families (See Figure 1):

Figure 1.



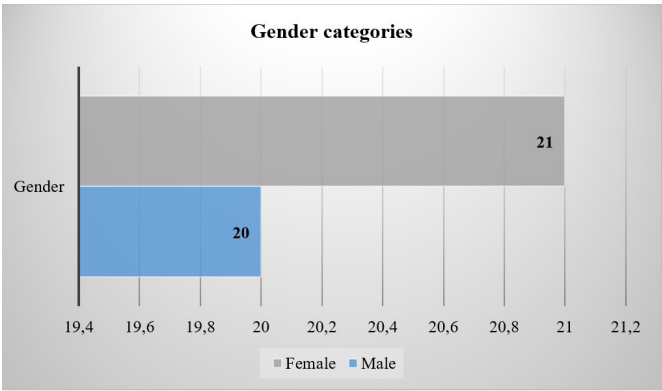
Regarding age categories 83% students are teenagers who are between 13-17 years old, whereas just under a fifth (17%) are young adults who are between 18 and 25 years old (See Figure 2):

Figure 2.



As regards gender categories, almost the same number of both genders study in English classes, where 20 participants are males whereas 21 are females (See Figure 3):

Figure 3.



In respect of school type students attend and their main language, it states that the overwhelming majority (71%) attend state schools and just under a half study in Uzbek medium classes (44%), while exactly a fifth (20%) go to private schools and more than a half (56%) study in Russian classes (See Figures 4 and 5):

Figure 4.

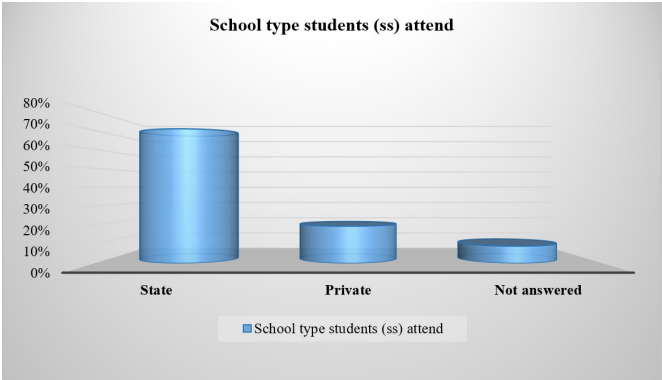
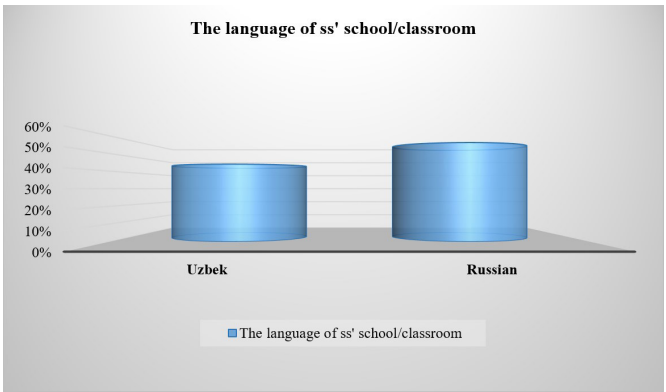


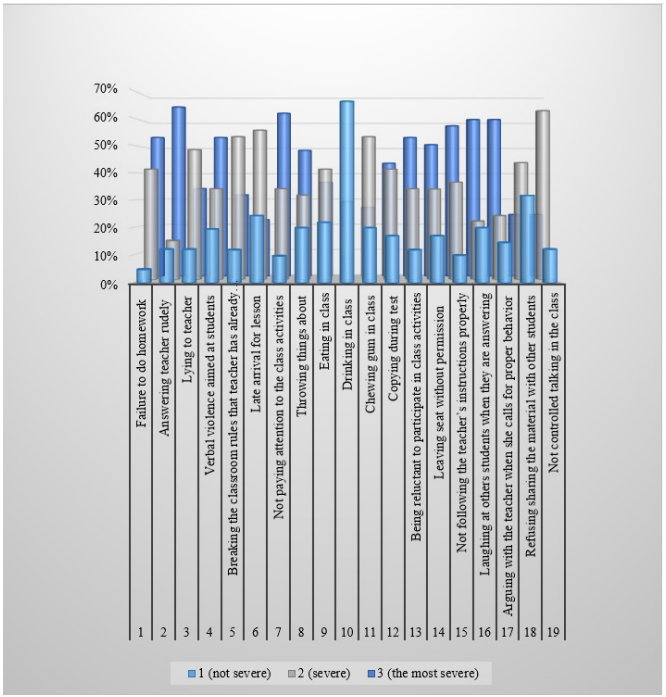
Figure 5.



So, all in all, the majorities in researcher's classes are of Uzbek nationality, but more than their half have a huge impact of Russian culture and mentality on. This demonstrates that more than eight students out of fifteen have different upbringing, nature and background than the researcher herself used to. This can prove that the researcher should be ready to reflect upon different modes of personal behavior and moral principles.

With regard to the second part of the questionnaire, there are 19 items in it ranging from behaving individually to how to behave in the group discussions (See Figure 6):

Figure 6.



The results showed that “answering the teacher rudely” was found by 66% of students the most severe type of misconduct. The second in the list went to “students who did not pay attention to the class activities” by 63% participants, while “laughing at others students when they were answering” and “arguing with the teacher when she called for proper behavior” were voted for by the same number of students (61%) as the next most severe misbehavior, “not following the teacher’s instructions properly” was opted for the fifth most serious delinquency by 59% participators.

With respect to severe wrong doing, to the top “not controlled talking in the class” was put by 63% of surveyors. The second top in the ranking was “late arrival for lesson” at 56% and the third place was shared by two conducts “breaking the classroom rules that teacher had already assigned” and “chewing gum in class” at 54% respectively. Finally, yet importantly, those who took part in the questionnaire ranked “refusing sharing the material with other students” as severe misdemeanors.

In respect of “not severe” disruptive manners at all, “drinking in the class” topped with 66%. The next ranking places were occupied by “refusing sharing the material with other students”, “late arrival for lesson” and “eating in class” as not severe misconduct at all by 32%, 24% and 22% correspondingly.

Regards the opinions of the EFL colleague-observers, those behaviors that they felt as disruptive were not disruptive at all in students’ views. For instance, “failure to do homework” which was number one delinquency in the colleague-observers’ opinion, while for just about a half of participants it was serious. Secondly, colleague-observers found “drinking and eating in the class” during the teacher’s explanation was misbehavior, whereas students perceived this as normal conduct to do during teacher’s instructions. Next, while the teacher thought “lying teacher” and “late arrival” were the most serious manners to deal with, students felt in opposition to their mentors and stated them as the most severe ones from the bottom of the list with 22% and 34% sequentially. With these results and reflections exploratory practice (EP) ended enlightening with types and meanings of disruptive behavior in mind.

Right off the back of EP, action research (AR) was decided to find out what the participant students thought of punishment or other ways of calling the misbehaved students to proper behavior in their classes. For this, second questionnaire with open-ended questions was prepared. Regarding the nature of the answers given, the teacher-researcher coded the answers in narrower as well as broader categories.

The first question was: “How do you feel when other students are behaving badly during the lessons? (Noisy, ignoring, arguing with a teacher or other students, etc.)” According to the analysis of the answers, it was found out that when other students were behaving badly during the lessons, for instance, when they were noisy, ignoring or arguing with the teacher or other students surrounding, some of them stated that they felt uncomfortable. Additionally, they admitted that in case those troublesome students totally prevented their study, they could say or interfere them calling for behaving properly. The least percentage of the respondents mentioned that they felt safe for the reason that those who were not following the rules were not them, for this reason, they tried to ignore them. Dissimilar to those who paid no attention to

the disobedience in the class, the majority of the partakers cited that badly behaved students disrupted the lesson and noisy students interfered with both the teacher to have her lesson and the students to learn.

The first question was: “What punishments would you apply to those students if you were a teacher? What would you recommend a teacher to do about as a punishment for students who answered the teacher rudely/punishment for students who were not paying attention to the class activities/punishment for students who had no homework/punishment for late students/ punishment for students who laughed at other students when they were answering?” Concerning what punishments they would apply to those students if they were a teacher, 6 out of 15 students recommended a teacher to do an oral punishment. They recommended the instructor to tell challenging students to repeat what she had said to them or threaten to kick those students out of the classroom and not to let them in again until they apologized.

Whereas three students advised their teacher to punish those students who answered their teacher rudely or were not paying attention to the class activities physically like making them lift a chair or getting them to stand in the corner during the whole class. Another response was that they would ask those students whether they needed English, if yes, let them stay. Otherwise, they could be deleted from the group so that other students sat peacefully.

In respect of punishing students who had no homework, two students indicated to avoid physical punishment for those students who “due to several reasons could forget or could not do it (perhaps they had no time). If that student regularly did not do his homework, let him be out and not in until he did his homework” and “I’d recommend to tell that student to go out and realize that he should do his homework from that time on”. While some said that they would ask them for a proper behavior asking them to do their homework and they would get a fail mark on the school’s learning platform and the next morning their parents would receive a text message saying their children had not done their homework a day before. Again, one student joked that would buy a sandwich to that student who had no homework and say “please exit”.

As regards punishments for late students, two respondents offered no punishment because there might be a lot of reasons for being late and sometimes zero punishment to be preferred because it could happen to everyone and reasons differed uttering emotionally “as this is possible, let them not be punished”. In comparison with this, one student suggested a physical punishment noting “I would ask them why they were late. If they have a proper reason, I will not punish them. Otherwise, I will ask them to go out”.

With regard to punishments for students who laughed at other students when they were answering, three students recommended physical punishment making them stay up stating “they should be forced to stand during the whole lesson” and “this is not pleasant and acceptable. If this happens, let that student stand up the whole lesson and not sit until he realizes and apologizes”. One respondent admitted that he/she did not know an answer to this.

Concerning what activities they would prefer to do more during the classes if

they were disruptive students, two answered they would prefer more listening and speaking activities. Other two students answered “nothing” and one mentioned no answer to this question.

In conclusion, as most of the students were teenagers, they seemed to have some difficulties in giving answers to those questions, or sometimes they made jokes and tried to deal with the situation in a playful way. However, in general, they felt negative when the students were too noisy, had no homework or when they ignored the teacher during the class.

DISCUSSION

According to the action research and its findings, all written data were composed and reserved as records for supplementary use. Conforming to that supplementary use, a content analysis on the gathered data was done and specified some behavior management strategies to deal with the disruptive manners emerged from the EP study. The researcher hoped to find them beneficial to cope with the difficult classrooms and to manage disruptive student behaviors. For this reason, it was decided to use them actively to be successful at addressing and reducing challenging behaviors in the classroom during three weeks from January 1 to 21. All in all, the following strategies were decided to utilize anticipating it would be hard to keep up with the flow of the class.

First, musical classroom management was tried to be implemented, which was singing illogical rhymes to get students’ attention to make them fall silent to find a balance in class management. The second strategy was flexible consistency which meant having a standard level of consistency that teachers wanted their students to achieve, such as everyone should listen to the teacher and each other. Naturally, not all techniques could work equally well to everyone, as all had their own family backgrounds where they could be treated differently in case they showed a disruptive behavior. Therefore, every student can be dealt with differently under this method. In fact, this worked well with some students who usually required much more attention than others did, those who did not only academically, but also in behavioral issues.

The next is ignoring a defiant student which allows that student to cope with himself/herself rather than a teacher calls him/her for obedience. This seemed to really work fine on acting out with the disrupting class where there might be other brilliant, smart and fast learning students compared to them, because in this case others were not interrupted much while those defiant ones were doing extra work to keep them challenged.

Another strategy was repositioning inattentive and hyperactive students in the classroom so that they were near a teacher and gave special attention to them. In fact, they were usually disruptive and destructive when they were afraid that they would fail the task. If they were given more attention with every task and felt that someone was supporting them while learning all the tasks, they could eventually develop confidence and eventually the ability to do things independently. When they did something destructive, instead of commenting on the disruptive behavior, a teacher did the task with them, or she assigned a support worker to help them. In fact, it was

very frustrating for students to verbalize their inability to interact and do new things well. Eventually, this caused frustration and was expressed in behaviors that were negative. It is just as adults do when they do not know why they feel disturbed. In this situation fear is the main reason.

The following strategy was reviewing proper classroom behavior rules and expectations which directed the unpleasant behaviors quickly not to show that the teacher was lack of confidence, rather she used CTA- call to action- to fight the feeling of no confidence in a teacher especially at the beginning of each class. Instead, she used one to three responses that she used more quickly. This helped without losing her stride as a teacher. For example, she uttered first go-to response “enough talking, get back on task”, second call to action was “it’s time to get focused! Get started!” third call was “Get focused! Get working!” finally, “Voices are zero”. “Pencils are in hands”. “Brain is engaged”.

The following technique was never used: “What are you doing? Why are you doing this?” rather never getting interested in their answers, making sure that the researcher’s facial expressions and gestures are serious, and telling “enough calling out” or “enough noise making”.

Most interestingly, the researcher, the author of the article, started correcting negative behavior with no “general announcement”, but “coming and telling quietly that they were not behaving well” rather than getting into battles or fight with students as they always wanted to keep their face and win over a teacher. For this reason, she always attempted to be a piece-maker and never fought with students. Instead, she rewarded challenging students with praises like “Thank you, you’re listening very beautifully, can you answer my question now?”

CONCLUSION

The concern of disruptive behavior, especially those who appear to have ADHD symptoms such as inattentiveness, hyperactivity and impulsive in English classrooms has become a chief strain and issue to teachers. Nevertheless, to diminish these unpleasant behaviors, teachers are endeavoring to use a range of disciplinary strategies. The purpose of this exploratory action research was to examine students as well as teachers’ thoughts and perspectives on disruptive behavior and disciplinary styles. Overall, 41 students and three teachers from one of the prestigious language schools participated in this research and filled in the “disruptive behavior and disciplinary styles questionnaires” that encircled behaviors and intervention modes which were frequently common to secondary schools in Uzbekistan. After analyzing those challenges and interferences observed in the classroom by the teacher and students, another open-ended questionnaire was conducted to investigate the students’ opinions on effective punishment types, which could be implemented to deal with the misbehavior. It was found out that students offered some of disciplinary strategies which were commonly used at their state schools and they suggested their teacher coping with misbehaved students in her own style mentioning this education institution should stand out compared to their state schools. Following that, based on the theory

and practice basis parts of the very research, the following final points can be offered being of great benefit to cope with the difficult classrooms and to manage disruptive student behaviors:

1. Using illogical rhymes to get students' attention as a musical classroom management technique, which makes them fall quiet. This, in turn, may be of great assistance to maintain a balance in running managed classrooms.

2. Sustaining flexible consistency trying to have a kind of standard level of consistency that teachers want their students to achieve. Through this method, everyone should try to listen to the teacher and the latter should apply consistent strategies to deal every time only with students.

3. Ignoring a rebellious student enables that student to cope with himself/herself rather than a teacher calls him/her for obedience. Additionally, that student can be assigned to do an extra work around the class which ensures both a teacher to do his/her job and that student to feel his/her need despite knowing he/she is ignored.

4. Putting the abusive, but smart students in use. It can be designating them aside for specific purposes, such as monitoring pair works, calculating team scores, checking other students' tasks, writing homework on the board or other classroom deeds related day-to-day businesses. By doing this, they can create an enrichment project which can occupy all their sense and favorite skills.

5. Giving disturbing students verbal praise or attention for doing the job/activity well. Alternatively, noisy students can be scheduled movement breaks throughout the day, so they do not bother others.

6. Positioning challenging students in different places who would like to have all attention of both a teacher and the class. For this reason, repositioning them in the classroom can make them take advantage to lessen their excessive energy and reduce their impulsivity.

7. Reviewing proper classroom behavior rules and setting teaching regulation and expectations. In this case the unpleasant behaviors are quickly redirected. This shows that a teacher is not lack of confidence; rather she uses CTA- call to action- to fight the feeling of no confidence in a teacher especially at the beginning of each class.

8. Never asking, "What are you doing? Why are you doing this?" Rather never getting interested in their answers, making sure that the researcher's facial expressions and gestures are serious, and telling "enough calling out" or "enough noise making".

9. Correcting negative behavior with no "general announcement", but "coming and telling quietly that they are not behaving well" rather than getting into battles or fight with students as they always want to keep their face and win over a teacher.

10. Being a piece-maker and never fighting with students. Instead, rewarding challenging students with praises like "Thank you, you're listening very beautifully, can you answer my question now?"

Above mentioned recommendations assist all EFL practitioners and teachers to investigate the possible reasons behind the behavior whether it is for attention, avoidance, power/control, energy release, lack of coping skills or just it is sensory.

REFERENCES

1. Bula, O. (2012). Attention-deficit hyperactivity disorder in the EFL classroom: A case study. *Educational Innovations*, 13(18), 21-23.
2. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. Routledge.
3. Fan, Y. (2013). EFL classroom management: Creating a positive climate for learning professor. *UIN Antasari Open Journal System*, 21(8), 128-137.
4. Gi-Zen, L., Wu, N., & Yi-Wen, Ch. (2013). Identifying emerging trends for implementing learning technology in special education. *Research in Developmental Disabilities*, 34(10), 28-36.
5. Jayaprada, C.L., & Bishaw, K.Sh. (2012). Inclusive teaching in the context of English language teaching (ELT). *International Journal of Physical and Social Sciences*, 2(11), 12-13.
6. Khan, K., Hall, C.L., Davies, E.B., Hollis, C., & Glazebrook, C. (2019). The effectiveness of web-based interventions delivered to children and young people with neurodevelopmental disorders: Systematic review and meta-analysis. *Journal of Medical Internet Research*, 21(11), e13478. <https://doi.org/10.2196/13478>.
7. Koehler, M.J., Mishra, P., & Cain, W. (2013). What is technological pedagogical content knowledge (TPACK)? *Journal of Education*, 193(3), 13-19. <https://doi.org/10.1177/002205741319300303>.
8. Kumaresan, M., McCardle, L., Chandrashekar, S., Karakus, E., & Furness, C. (2022). Learning with ADHD: A review of technologies and strategies. *Journal on Technology and Persons with Disabilities Santiago*, 10(3), 249-265.
9. Levy, F., & David, A.H. (2013). *Attention, genes and ADHD*. Philadelphia: Psychology Press.
10. Lola, O.J., & Ugbede, O.T. (2017). Teachers' and students' attitudes towards disruptive behaviour and disciplinary styles: A comparative analysis of England and Nigeria. *Research on Humanities and Social Sciences*, 7(24), 54-66.
11. Mamatey, A. (2010). South Korean EFL teachers' perceptions of corporal punishment in school: Cultural vs. educational system factors. *Research on Youth and Language*, 4(2), 190-200.
12. Menglieva, E.Y. & Manzoor, F. (2021). Teacher motivation during emergency distance learning: Lessons learned from two global south countries. In A.Thornburg, R.Ceglie, & D.Abernathy (Eds.), *Handbook of Research on Lessons Learned from Transitioning to Virtual Classrooms during a Pandemic* (pp. 16-45). IGI Global. <https://doi.org/10.4018/978-1-7998-6557-5.ch002>.
13. Nunan, D., & Lamb, C. (1996). *The self-directed teacher*. Cambridge: Cambridge University Press.
14. Oxford University Press. (2020). *Our experts advise on inclusive practices in English language teaching*. Oxford: Oxford University Press.
15. Parsonson, B. (2012). Evidence-based classroom behaviour management strategies. *Journal of Weaving Educational Threads and Weaving Educational Practice*, 13(1), 16-23.
16. Pongpanya, P. (2019). Language attitudes and English learning behaviors of low English proficient students at faculty of education. *MA diss. in lang. stud.* (p. 56). Pakse.
17. Rahimi, M. & Karkami, F.H. (2012). EFL teachers' classroom discipline strategies: the students' perspective. *Procedia-Social and Behavioral Sciences Volume*, 31(1), 309-314. <https://doi.org/10.1016/j.sbspro.2011.12.060>.
18. Rahimi, M. & Karkami, F. H. (2015). The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method. *Iranian Journal of Language Teaching Research*, 3(1), 57-82.
19. Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). New York: Cambridge University Press.

20. Romi, Sh. & Freund, M. (1999). Teachers', students' and parents' attitudes towards disruptive behaviour problems in high school: A case study. *Educational Psychology*, 19(1), 53-70. <https://doi.org/10.1080/0144341990190104>.
21. Skehan, P. (1989). *Individual differences in second-language learning*. London: Edward Arnold.
22. Skehan, P. (1998). *A cognitive approach to language learning*. New York: Oxford University Press.
23. Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, 30(4), 510-532.
24. Skehan, P., & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning*, 49(1), 93-120.
25. Sousa, D. (2001). *How the special needs brain learns*. California: Corwin Press.
26. Sparks, R. L., Humbach, N., & Javorsky, J. (2008). Individual and longitudinal differences among high and low-achieving, LD, and ADHD L2 learners. *Learning and Individual Differences*, 18(1), 29-43.
27. Tavakoli, P., & Foster, P. (2008). Task design and second language performance: The effect of narrative type on learner output. *Language Learning*, 58(2), 439-473.
28. Towell, R., Hawkins, R., & Bazergui, N. (1996). The development of fluency in advanced learners of French. *Applied Linguistics*, 17(1), 84-119.
29. Veiga, S. (2008). Disruptive behavior scale professed by students (DBS-PS): Development and validation, *International Journal of Psychology and Psychological Therapy*, 8(2), 203-216. <https://doi.org/10.1037/t48825-000>.
30. Vercellotti, M.L. (2015). The development of complexity, accuracy, and fluency in second language performance: A longitudinal study. *Applied Linguistics*, 36(2), 1-25.