The Impact of Students' Distractive Behaviors on EFL Teachers' Performance

SDU University

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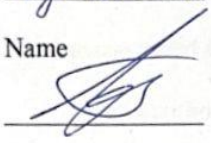
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The Impact of Students' Distractive Behaviors on EFL Teachers' Performance

Abstract

In today's classrooms, how students behave plays a big part in how well teachers can teach and students can learn. When students are engaged, they tend to do better in school. But when they're distracted - like talking during lessons, using their phones, or not paying attention - it can make the classroom a tougher place to learn. This doesn't just affect the students; it can also put more pressure on teachers and affect how well they do their jobs. This study looks at how students' distracting behaviors affect teachers' performance in the classroom. We wanted to know how often disruptions happen, and how they impact teachers' ability to teach, their emotional well-being, and how satisfied they are with their jobs. To find out, we talked to teachers and asked about their experiences with distractions in the classroom. What we found was that when classrooms are disrupted a lot, it can increase teachers' stress, make teaching less efficient, and make it harder to keep students engaged. Our study shows that it's really important for schools to have good strategies for managing classrooms and for supporting teachers so they can minimize disruptions. By doing this, we can help teachers create learning environments that are productive and supportive, which can improve teaching overall.

Keywords: classroom management, distractive behavior, teacher performance, classroom disruption, teaching effectiveness.

Оқушылардың алаңдататын мінез-құлқының ағылшын тілін шет тілі ретінде (EFL) оқытатын мұғалімдердің жұмысына әсері

Аңдатпа

Бүгінгі сыныптарда оқушылардың өзін-өзі ұстауы мұғалімдердің қаншалықты жақсы оқыта алатынында және студенттердің білім алуында үлкен рөл атқарады. Оқушылар сабаққа араласқанда, олар мектепте жақсырақ оқиды. Бірақ олар сабақ үстінде сөйлесу, телефондарын пайдалану немесе назар аудармау сияқты алаңдаған кезде, бұл сыныпты оқуды қиындатады. Бұл студенттерге ғана әсер етпейді; бұл мұғалімдерге көбірек қысым жасап, олардың жұмысын қаншалықты жақсы атқаратынына әсер етуі мүмкін. Бұл зерттеу оқушылардың алаңдататын әрекеттері мұғалімдердің сабақтағы жұмысына қалай әсер ететінін қарастырады. Біз үзілістердің қаншалықты жиі болатынын және олардың мұғалімдердің сабақ беру қабілетіне, эмоционалдық әл-ауқатына және олардың жұмысына қаншалықты қанағаттанатынын білгіміз келді. Осыны білу үшін біз мұғалімдермен әңгімелесіп, олардың сабақтағы алаңдаушылыққа қатысты тәжірибесін сұрадық. Біздің байқағанымыз, сыныптар көп бұзылған кезде бұл мұғалімдердің күйзелісін арттырып, оқытудың тиімділігін төмендетеді және оқушылардың сабаққа қатысуын қиындатады. Біздің зерттеуіміз көрсеткендей, мектептерде сыныптарды басқарудың және мұғалімдерге қолдау көрсетудің жақсы стратегиялары болуы өте маңызды, осылайша олар үзілістерді азайтады. Осы арқылы біз мұғалімдерге өнімді және қолдау көрсететін оқу ортасын құруға көмектесе аламыз, бұл жалпы оқытуды жақсартады.

Кілт сөздер: сыныпты басқару, алаңдататын мінез-құлық, мұғалімнің жұмысы, сабақты бұзу, оқытудың тиімділігі.

Влияние отвлекающего поведения учащихся на эффективность работы преподавателей английского языка как иностранного (EFL)

Аннотация

В современных классах поведение учеников играет огромную роль в том, насколько эффективно учителя могут преподавать, а ученики учиться. Когда ученики вовлечены в процесс, они, как правило, показывают лучшие результаты в школе. Но когда они отвлекаются например, разговаривают во время уроков, пользуются телефонами или не обращают внимания на происходящее это может сделать учебный процесс более сложным. Это влияет не только на учеников; это также может создавать дополнительную нагрузку на учителей и негативно сказываться на качестве их работы. В этом исследовании рассматривается, как отвлекающее поведение учеников влияет на эффективность работы учителей в классе. Мы хотели узнать, как часто происходят нарушения дисциплины и как они влияют на способность учителей преподавать, их эмоциональное благополучие и удовлетворенность своей работой. Чтобы это выяснить, мы поговорили с учителями и спросили их об опыте отвлекающих факторов в классе. Мы обнаружили, что частые нарушения дисциплины в классе могут повышать стресс у учителей, снижать эффективность преподавания и затруднять поддержание вовлеченности учеников. Наше исследование показывает, что для школ очень важно иметь эффективные стратегии управления классом и поддержки учителей, чтобы минимизировать нарушения дисциплины. Таким образом, мы можем помочь учителям создать продуктивную и благоприятную учебную среду, что в целом улучшит качество преподавания.

Ключевые слова: управление классом, отвлекающее поведение, эффективность работы учителя, нарушение дисциплины в классе, эффективность преподавания.

CHAPTER 1. INTRODUCTION

1.1 Topicality of the Research

Classroom management and student engagement have become a highly contested area in current educational research with a particular focus on English as a Foreign Language (EFL) contexts. The role of teachers in today's classrooms has evolved such that they are expected not only to teach the academic content of their subject but also to manage a learning environment that is both productive and supportive. However, an increasing number of students are engaging in a variety of behaviors that can be classed as 'distractive' within the classroom, including talking excessively, off-task communication with others, lack of attention, passive disengagement, using mobile phones and interrupting teachers and others during lessons. These behaviors are becoming increasingly apparent in secondary school classrooms and are seen to pose significant barriers to both effective teaching and learning.

This behavior can prevent students from really engaging in learning and from really high-quality teaching and good classroom environment. Indeed, studies have found that in order to support learning, students must be able to focus on lessons in classrooms. Emmer and Sabornie (1996) found that, for example, the frequency of student disruptions in classrooms is negatively related to the amount of time that is spent on learning tasks, in other words, when there are many distractions in the classroom then there is less time for really high quality teaching and learning. A more recent study by Marzano, Marzano and Pickering (2005) found that good classroom management by teachers results in better academic achievement by students. The ability to manage the classroom is one of the key factors that determine the quality of teaching and learning in English as foreign language (EFL) classrooms. In such learning environments, students learn how to interact with others, communicate effectively, engage in learning tasks, and generally participate in

learning processes in order to practice and improve their English language skills. Distracting behaviors on the part of students in the classroom would, therefore, prevent them from fully engaging in learning processes in the classroom. The reason for this is that a number of distracting behaviors are often exhibited by students in classrooms, and all of these behaviors have negative effects on learning. Students who are distracted from lessons by other students in the classroom are unable to take part in learning processes. The use of mobile phones by students in classrooms, for example, is well known to prevent students from engaging in learning in classrooms. Mobile phones are easily used by students to engage in communication with other students, both inside and outside of classrooms, and, indeed, to receive communications from others. Interruptions by students during lessons are another common behavior by students in classrooms. It is not uncommon for a student to interrupt a teacher or another student during a lesson in order to contribute to a discussion or to ask a question. Such behavior, while seemingly to be positive, is often distracting in classrooms, in other words, it can prevent other students from engaging in learning in the lesson. These are just two examples of a number of distracting behaviors that are commonly exhibited by students in a large number of classrooms all over the world. All of these behaviors have the same negative effect, namely, they prevent students from engaging in learning in the classroom. Teachers are aware that a number of behaviors by students in the classroom have negative effects on learning. There are, therefore, many teachers who attempt to prevent these negative behaviors from occurring in their classrooms. It is for this reason that there are a large number of strategies and techniques that have been developed by teachers in order to manage a number of these behaviors. The purpose of this article is to describe and to explain a number of strategies that teachers can use in order to manage a number of distracting behaviors in the classroom in EFL contexts.

In recent years, technology has become increasingly problematic for student

learning and for teachers' management of the classroom. The ever-present smartphone, the constantly-updated social media site, and the plethora of other digital devices that surround students outside of school are increasingly brought into the classroom and distract from learning there as well. Tindell and Bohlander (2014) conducted a meta-analysis of 46 studies examining the effects of cell phone use by students in class on learning and on behavior, and found that on average students performed worse on learning measures and engaged in less academic engagement behavior when using their phones in class than when not using them. For English language learning in particular, students engage in learning when they talk in class, listen to their classmates and to audio materials, and engage in interactive learning activities with others. When students are distracted by their digital devices, they themselves are not learning as well as they might, and in addition their behavior is distracting to their classmates.

In spite of the multitude of approaches that have been suggested for the effective management of classrooms and for dealing with misbehaving students, there is an overemphasis on students in the majority of studies that have been conducted on this subject. This means that the focus has generally been placed on looking at the ways in which teachers can control the behavior of their students in order to increase their engagement with lessons, and on dealing with the resulting problems that can affect teachers when students are not behaving as they are expected to in the classroom. Furthermore, many of the studies that have investigated the ways in which classroom management approaches affect teachers have relied heavily on quantitative methods, and as a result, there is currently a lack of qualitative studies that have looked into the ways in which teachers perceive certain classroom practices and behaviors. For example, how do EFL teachers perceive of the ways in which the types of behaviors that are deemed to be distractible by learners in lessons are likely to affect the teacher's own practices and

perceptions, and the way that the teacher feels with regards to his or her job in the classroom? Kyriacou (2001) notes that for a number of reasons one of the main causes of teacher stress is the misbehavior of students in classrooms. As a result of this, teachers' sense of their own effectiveness at their work is likely to be negatively affected by a number of behaviors, including those that are described as being 'distractive' by learners in lessons, and the teachers' levels of emotional exhaustion are likely to increase. This, in turn, could have a number of negative effects on teachers, including a reduced sense of failure at work, reduced levels of motivation to carry out tasks at work, and a greater sense of stress when at work .

A considerable amount of research has been conducted on classroom management in general school settings mostly from Western cultures. However, there is a lack of research focusing on teachers of English as a foreign language in secondary schools in post-Soviet countries, including Kazakhstan. The way classrooms function can differ significantly from one school to another, depending on a number of factors including school culture, school type, class size, education policy, and the broader society. For example, private schools as opposed to public schools may adhere to different rules and codes of behavior, have different levels of administrative support, have parents more or less involved in the school, and have different teaching loads. Thus, it is necessary to explore how teachers of English as a foreign language in secondary schools in Kazakhstan deal with behaviors in the classroom that distract from learning.

Most behaviors that disrupt teaching and learning are typical of students of different ages and stages. In general, older students of middle school and high school ages are becoming more social, more emotional, and less able to focus on tasks that require more than a few minutes of attention. Teachers must take account of these changes in the behavior of students of different ages in order to plan ways to manage the classroom in

order to support all students in learning in classroom situations in which they can succeed.

This study aims to explore how students' distracting behaviors affect their teachers in a private secondary school setting. The study attempted to find out the impact of students' distracting behaviors on teachers' performance, their emotions, teaching quality, and motivation. Unlike other quantitative studies on similar topics, this study focused on teachers' views and experiences on managing classes with disturbances, their emotions and professional experiences. A comprehensive account of teachers' experiences and perceptions of the ways in which they cope with classroom disturbances have been explored in this study.

This study looks at ways of taking a more holistic view of teachers and their roles in schools. As education is slowly recognized to be a whole school issue, it is also slowly becoming apparent that it is also necessary to take good care of teachers in order to enable them to teach effectively, to remain in the teaching profession, and to be satisfied with their jobs. The study examines ways in which teachers cope with the issues they encounter, the impact that distractions have on teachers, and teachers' perceptions of their work.

The study will contribute to research on teacher welfare and the school environment by identifying the need for stronger institutional support systems for teachers, including teacher training programs, classroom management workshops, and behavioral intervention programs in EFL contexts. The study may also prompt school administrators to reconsider some of the school policies including those related to classroom discipline, use of digital devices by students in class, and teacher support mechanisms.

1.2 Background Information

The task of the classroom management is considered to be one of the most important tasks that a teacher has to fulfill in the process of education. In the classroom teachers try to create the atmosphere in which they can maintain the proper discipline,

encourage their students to engage in learning processes, manage and organize the learning situations in order to deliver their lessons properly. For the English as a Foreign Language (EFL) classrooms in which students have limited exposure to the target language outside the classroom and therefore depend heavily on the learning situation provided in the classroom for practicing their language use in communication, the management of the classroom is particularly important.

For decades, educational researchers have been stressing the significance of student engagement for students' academic achievement and teachers' success in their classrooms. According to Fredricks, Blumenfeld, and Paris (2004), student engagement includes physical, cognitive, and emotional investment in classroom activities and leads to better educational outcomes. However, engaging students in meaningful learning activities is a challenge many teachers are facing, as there are many different types of distractible behaviors that are prevalent in today's classrooms.

These kinds of behaviors are typically thought of in terms of how they remove students and teachers from the learning tasks of the classroom. For instance, instead of listening to lessons and participating in learning activities, students are engaged in other behaviors such as talking to peers during lessons, inappropriately interrupting teachers and their peers, paying little attention to lessons and activities, being apathetic and unenthusiastic in the classroom, failing to fully complete learning activities, and other off-task behaviors including the use of mobile phones in the classroom. These types of behaviors are commonly thought of as problematic in terms of removing from lessons, and thereby, from instruction. Doyle (2006) stated that disruptions remove from lessons and interfere with teachers' goals for managing their classrooms and running effective lessons. In this sense, they interfere with a teacher's ability to continue a lesson and maintain a productive learning environment. These types of behaviors remove from learning and

lessen the instructional impact of a teacher in the classroom. Emmer and Evertson (2013) said that these kinds of behaviors reduce the instructional effectiveness of teachers because they decrease the time that is spent on learning and increase the amount of time that is spent on classroom management.

Distractions in the classroom have become much more complex in recent years. Not only are students distracted by the normal things that occur in a classroom such as other students, the teacher, and school work, but there are now also many distractions that are a result of new technologies. Smartphones and social media have become very accessible for students and have been shown to decrease student focus in the classroom. Students using mobile technology in the classroom can decrease academic focused behavior, classroom participation, and overall learning. For an EFL classroom where student communication and classroom interaction are key to student learning, distractions caused by technology can be very problematic as they limit opportunities for students to engage in meaningful communication using the language that they are learning.

Another factor that greatly influences how students behave in class is the age of learners and the grade level that they are in at school. As stated earlier, most researchers who study classroom behavior of students are of the opinion that there are stages of development that adolescents go through. Some of the emotional, social and motivational changes that happen to a secondary school student, for example, are the need for attention from their peers, increased social interaction, lack of concentration, low motivation to learn etc. For this reason, many EFL teachers are able to manage their younger students in the classroom more easily than their older students in the higher grades of secondary school. These students require more effort from teachers in order to keep them engaged in the learning process.

Classroom disturbances have been identified as a serious problem both for the

students who display disturbance behaviors and for teachers. If teachers spend too much time dealing with disturbance behaviors, the time they could be using to teach is taken away. This problem has become a very serious issue for the educational system and has become one of the main causes of stress, of emotional exhaustion, and of burnout among teachers (Kyriacou, 2001). This is due in part to the fact that such behaviors decrease teaching quality because they reduce the instructional efficiency and student engagement, as stated by Marzano et al. (2003).

Despite the growing body of research on classroom management, much of the existing literature has primarily focused on strategies for controlling student behavior rather than examining how these behaviors affect teachers themselves. Most previous studies have investigated discipline techniques, behavioral interventions, student motivation, or academic outcomes. Comparatively fewer studies have explored teachers' emotional experiences, perceptions, coping strategies, and professional challenges associated with continuous classroom disruptions.

Most of the existing studies have been conducted within the framework of general educational settings, whereas EFL-specific contexts present a number of challenges that are far greater than those experienced in other subject areas. Importantly, language learning is a highly interactive process, which requires its students to engage in a variety of oral activities, such as speaking, listening, reading and writing. It follows therefore that any behavior on the part of students that interferes with these activities is likely to have a far greater impact on teachers than similar behavior in other subject areas. To date, however, relatively little research has explored the impact of students' distractible behaviors on the classroom performance and emotional well-being of EFL teachers.

The existing research also lacks sufficient educational context. Most studies have been conducted in the educational systems of Western countries, whereas studies that have

been carried out in countries of the post-Soviet space, including Kazakhstan, are far less represented in the scientific literature. The school culture, classroom, school staff, parental involvement, school policies, etc. all differ between countries and even between schools. Furthermore, there is a specific lack of studies conducted in the setting of private secondary schools, in which the school's expectations, classroom management strategies, teachers' roles and functions are likely to differ from those found in public schools.

This study aims to contribute to the existing body of knowledge by exploring how EFL teachers in a private secondary school setting experience and make sense of students' behaviors that are perceived to be distracting in the classroom. Secondary school is a phase of education where students are believed to pose more problems in terms of their behaviors and motivation to learn as compared to the other two levels of education. Hence, the study is specifically concerned with the experiences of teachers teaching in secondary schools. In exploring teachers' perspectives on how distracting behaviors affect them, their students and the learning environment as a whole, this study seeks to uncover the ways in which such behaviors could be affecting teachers' effectiveness, their emotional well-being and their motivation to teach.

This study employs qualitative research methodology and aims to offer in-depth insights and detailed descriptions of the experiences that teachers of EFL undergo when the behaviors of students in their classes become distracting. Qualitative research data comprises a variety of material which describes the participants' experiences, perceptions, feelings, thoughts, etc. of reality in detail and in an in-depth manner. Therefore, as opposed to quantitative studies which provide numbers, statistics, etc. that enable generalizations to be made in broad terms, qualitative studies examine teachers' individual experiences, and situations in which they find themselves in depth.

1.3 Problem Statement

The behaviors that students display in classrooms today that distract from teaching and learning are becoming a norm in many classrooms. The behaviors listed below are some of the behaviors that are commonly displayed by students in classrooms today that distract teachers and students from reaching their full potential. These behaviors are to name a few of the many behaviors displayed by students in today's classrooms. Talking while teacher is speaking, using of cell phones by students while teacher is speaking, lack of attention to what teacher is saying, not participating in class, and students are off-task and communicating with other students while teacher is speaking are some of the behaviors that are becoming very common in today's classrooms.

Teachers are expected to maintain control over a classroom in addition to teaching students about language and literature. Classroom behavior can cause teachers a lot of added stress and for some teachers it can affect their health and burnout. When students behave in distract- ing ways teachers are forced to take time away from the main content of the lesson in order to get students back on track. In many cases this can negatively affect how a lesson is delivered, student's ability to be engaged in the lesson, the quality of teaching and learning that takes place and how students are able to use English in interactive ways.

Previous studies into classroom disruptions have found that disruptions to lessons can cause teacher stress, emotional exhaustion, and lead to teachers reporting feelings of frustration and decreased job satisfaction (Kyriacou, 2001; Clunies-Ross et al., 2008). Classroom management is an area of increasing interest within the sphere of educational research, however a large proportion of the existing research focuses upon providing teachers with techniques for controlling student behavior. There is however a lack of qualitative research that examines the experiences of EFL teachers who are teaching in a variety of contexts around the world. This research investigates the perceptions and

emotions of EFL teachers in response to various types of classroom disruptions.

In general, the majority of studies related to the topic have been conducted within the framework of general education and/or within the parameters of educational settings found in Western countries. As a result, there are very few studies that have been conducted within the specific parameters of EFL teachers who are teaching in the secondary level of education in Kazakhstan, particularly and specifically within the private schools for secondary education.

As far as the existing research is concerned, the majority of the studies are conducted within the frameworks of quantitative analysis. In this type of research studies are typically confined to the provision of general statistics which may not deliver a sufficiently in-depth insight into individual teachers' perceptions and experiences of a given phenomenon. Therefore, using qualitative approach the present study attempts to explore the ways in which EFL teachers perceive students' and cope with students' distractible behaviors as they go about their daily tasks in the classroom.

This study explores the ways in which the behaviors of EFL students that are considered to be distracting affect the work of EFL teachers in private secondary schools. The research seeks to answer the following questions: How do students' distracting behaviors affect teachers' ability to teach and to carry out their work in the classroom? How do students' distracting behaviors affect teachers' emotional wellbeing? How do students' distracting behaviors affect the way that teachers teach and the manner in which they organize their classrooms and their work? How do students' distracting behaviors affect teachers' sense of job satisfaction? The research presented here is based on the perspectives of the teachers who took part in the study and therefore it attempts to fill a gap in the existing body of knowledge which has thus far presented mainly quantitative findings about teachers' and students' experiences of classroom management from the

perspective of teachers in a variety of different contexts.

1.4 Purpose of the Study

This is a qualitative study into the perspectives of EFL teachers and how the students' behaviors which are deemed to be distracting affect teachers in terms of their management of classrooms and schools, the quality of their teaching and how they feel about themselves and their jobs within a secondary school.

This study aims to explore the problems teachers face due to distractive behaviors of their students in EFL settings. The study seeks to provide insight into teachers' problems regarding the way classroom disruptions affect them in respect of their teaching, class management, their level of engagement with their students, and their overall satisfaction. In addition, the study will attempt to uncover the various behaviors that are perceived to be problematic in class, and the ways teachers handle these behaviors and cope with related difficulties.

This study in the context of a private secondary school, where students, teachers, classrooms and other teaching and learning contexts differ from those in public schools. It is through teachers lived experiences of EFL teaching and classroom disruptions that this study seeks to provide an in-depth account of the nature of and challenges that EFL teachers face in managing classroom environments in order to teach effectively.

Qualitative research can provide in-depth insights into people's feelings, views, and experiences and allow participants to voice their perspectives and share their individual experiences in as much detail as they wish. Given the complex nature of classroom distracting behaviors and the wide range of emotional and instructional challenges that they present, qualitative research is a more appropriate approach for this study. Unlike quantitative research, which typically draws on statistics to present trends and patterns based on measured variables in order to draw conclusions and make

generalizations about the findings, qualitative research is not intended for this purpose. Instead, the purpose of this study is to explore the experiences and views of a number of participants in order to provide detailed descriptions of their individual experiences and perspectives. Such insights are hoped to be of value in improving practices and developing support systems and policies for EFL teachers and their classrooms.

The study's findings will also be of use in improving practice and policies in relation to classroom management, teacher support, and a host of other aspects in EFL teachers and their institutions face when trying to manage classes with disruptions.

1.5 Research Questions

1. What types of distractive behaviors do teachers experience during classroom instruction?

2. How do teachers perceive students' distractive behaviors in the classroom?

3. What strategies do teachers use to manage classroom disruptions and maintain an effective learning environment?

1.6 Methodology of the Research

For the purpose of this study qualitative approach will be used to investigate the experiences and perceptions of teachers regarding students' behavior that is distracting in class. The in-depth look at the teachers' views, feelings and experiences regarding these types of disruptions and their impact on their performance are the aims of this qualitative study.

The data for this research was collected through semi-structured interviews with secondary school English speaking teachers who are teaching in a variety of contexts within the UK. The information gathered during the interviews dealt with the different kinds of Distractive Behaviors that the teachers encountered and how they affected the teachers' effectiveness and how they affected the teachers' well-being in terms of stress and emotional distress.

Finally, the teachers were asked to describe strategies that they employed to manage the Distractive Behaviors and to describe how they affected their teaching performance.

The data collected will be analyzed through thematic analysis. The main themes and patterns that arise from the views, experiences and practices of teachers will be identified. The researcher will also follow a number of ethical principles during the study, such as participants' voluntary participation, confidentiality, and disclosure and full explanation of the research and its purposes to participants.

1.7 Significance of the Research

The theoretical value of this study will be manifested by in-depth analysis of the negative impact that students' behavior of distraction from learning has on the performance of teachers and their views on the disruptions of classroom and ways to deal with these disruptions. The study will explore how students' behavior of distraction impacts on the work of teachers, on their emotions and on their job satisfaction.

From the practical point of view, this study will explore practices, used by teachers in their classrooms, to deal with the students' behaviors that are considered to be distractive. Collected strategies for dealing with such behaviors can be used as guide for improving practice of classroom management. The findings of this study can also be used by schools and other educational institutions to set up necessary support for teachers and to develop training programs for teachers in order to maintain productive learning environment.

The novelty of the research study lies in fact that the majority of studies already conducted focus on students' engagement and on various strategies for managing of irregular behavior on the part of students, while there are just a few studies which investigate how students' behavior affects teachers in their work. Therefore, the research will have a number of very important goals: to investigate teachers' experiences and to fill

a number of gaps in current knowledge.

1.8 The Structure of the Thesis

The thesis consists of six chapters.

Chapter 1 - Introduction. This chapter contains a summary of the study's research background, problem statement, objectives, research questions and the justifications for the study. It also contains information on the scope of the study and an outline of how the remaining chapters have been organized to achieve the study's objectives.

Chapter 2 - Literature Review. This chapter provides a framework for understanding the research findings. It defines the concepts of Classroom Management and Distractive Behaviors as well as their impact on Teachers' and Students' Performance. It also reviews the empirical studies conducted by previous researchers that are relevant to the current study. Finally, this chapter identifies the gaps in the previous research that the current study attempts to fill.

In the third chapter of the study the methodology used in the research is explained. The chapter describes the research design, the participants of the study, the data collection tool as well as the procedure for collecting and analyzing the data gathered in the study. Moreover, the chapter discusses the ethical considerations and how validity and reliability were ensured in the study.

Chapter 4 - The Findings of the Research. This chapter outlines and describes the results of the data collected from the semi-structured interviews with teachers. The data will be presented in themes and sub-themes and will include some descriptive statistics. Additionally, teachers' quotes will be included from the teachers' interviews to enable the reader to gain insight into the findings of the research.

Chapter 5 - Discussion. The findings from Chapter 4 are discussed in relation to the current literature on the subject and the main themes and implications that have arisen

from the data are highlighted. The contribution of the findings to an understanding of classroom distractive behaviors and their effects upon teaching and learning are also discussed.

Chapter 6 - outlines the conclusion of the study, drawing together the main findings from the research and comparing them with existing knowledge. Suggestions are made for the development of effective classroom management and for teacher support in managing distracting behaviors. Finally, potential areas for future research are highlighted.

CHAPTER 2. LITERATURE REVIEW

2.0 Introduction

Classroom distractions are big problems in many classrooms around the world. In many English as a Foreign Language (EFL) classrooms, students are expected to participate actively in class, and sustain attention over a long period of time. This is a difficult task for many students, because of the nature of the foreign language learning process and because of many distractions in the world that we live in today. The term 'distractive behaviors' refers to a variety of actions that students carry out in class, which are so distracting that they take attention away from other students, and from what the teacher is doing. These behaviors include talking, chatting with other students, not paying attention, seeming to be switched off, using mobile phones, reading, doing work for other classes, and many other behaviors that could be classified as distractions in the classroom.

In general, research has found that students' distracting behaviors have several negative results for both teachers and students. These behaviors reduce time for teaching and for students completing activities for learning; they decrease both student engagement and academic achievement; and they increase the amount of time that teachers spend on classroom and behavior management and consequently experience greater stress (Emmer & Sabornie, 2015; Marzano, Marzano, & Pickering, 2003). The same cannot be said, however, in EFL contexts where students' opportunities for meaningful language use are continually interrupted by distracting behaviors. Because learning a foreign language requires students to interact with each other and with the teacher in a variety of situations, students must be able to engage in and complete a number of different learning activities in order to achieve desired learning outcomes. Frequent interruptions to instructional activities, therefore, likely have a profound negative impact on many aspects of EFL classrooms.

There are a number of factors that lead to students' engagement in the classroom distractible behaviors. These are usually psychological, social, instructional, and environmental in nature. Many studies identified the following factors that cause students to engage in distractible behaviors in the classroom: low motivation to learn, students' lack of self-regulation, students' engagement in learning activities is low, and a number of other factors. The above-mentioned factors are the result of a poor instructional design and the teachers' failure to establish and implement effective classroom management strategies (Skinner & Belmont, 1993; Kounin, 1970). The last few years there has been an increased focus on the impact that digital technologies have on students' ability to maintain focus in the classroom. This is mainly due to the fact that an increasing number of students bring smart phones to school and use social media before and after school hours. Furthermore, there are a number of online communication tools available that can be used by students at school, which all compete with classroom instruction for students' attention (Tindell & Bohlander, 2012).

Student behavior in the classroom is not merely a matter for individual students and their teachers. According to Bronfenbrenner's (1979) Ecological Systems Theory, there are a number of interconnected systems that influence student behavior, including family, peers, school and institution, and wider society. For the secondary school EFL classroom, in which are studying at the age at which many are going through social, emotional and motivational change, it is particularly important to recognize that, while students' behavior is in part determined by their individual characteristics, it is also in part determined by the classroom, the teacher and the wider educational context in which they are teaching.

While there are numerous studies of classroom management and student behavior, the majority focus on student outcomes and on strategies for dealing with 'bad' behavior. However, in terms of teacher experience of the classroom, there is a significant lack of

research that examines the impact of continuous disruptions in the classroom on teachers' ability to teach, their emotional well-being, their motivation for teaching, and their professional satisfaction. The majority of such studies have been conducted in Western educational contexts, and there is a great need for qualitative studies of such issues in post-Soviet countries, including Kazakhstan and other countries of Central Asia.

The research aims to investigate the main issues related to students' behavior in classroom setting, particularly how their distract behaviors affect EFL teachers and their work in general. The study goes to review the main theoretical and practical studies conducted by researchers with regard to the above-mentioned issue, with a special emphasis on the conceptual framework of the phenomenon. The study starts with a definition of distract behaviors in classroom settings, followed by an explanation of the possible causes of such behavior from different perspectives including behavioral, cognitive, motivational and social perspectives. Furthermore, the study explores the impact of digital technology as well as students' motivation on their behavior in the classroom and how teachers manage to deal with such issues. In addition, the study highlights the impact of students' distract behaviors on teachers' performance, their instructional effectiveness, their emotional well-being and their job satisfaction. Finally, the research identifies the research gaps that the present study aims to fill.

2.1 Concept of Classroom Distraction

A fundamental concept for the study of the educational setting is the concept of classroom distraction or the Distracting Classroom. These are behaviors and environmental stimuli which distract from the learning objectives of a lesson, and take students away from the tasks of learning that are intended to help them meet those objectives. (Marzano, Marzano & Pickering, 2003). There are many factors which are outside of the control of teachers that cause distraction in the classroom as well as many factors that are under the

control of teachers. Since sustained attention on tasks of learning is a major characteristic of students who are able to learn well, a number of factors which affect that sustained attention is very important for teachers to consider. The classroom is by its very nature a distracting place since there are so many things that can capture a student's attention in almost every classroom. For students learning a new language in an EFL setting, distraction can have particularly serious results since students are relying on the learning that is taking place in the classroom in order to develop their ability to use the new language outside of the classroom as well as in the classroom. Even very brief distraction can have a major negative impact on comprehension and on opportunities for communicative interaction.

Classroom distractions can be analyzed from behavioral and from a cognitive point of view. On the one hand, from a behaviorist's perspective classroom distractions refer to any behaviors which are taking place within a classroom and which are considered to be off task. Thus, examples of such distractions might include a student talking while the teacher is delivering instruction, using a mobile phone or accessing other forms of technology while in the classroom, reading a book, newspaper, or comic while supposed to be engaged in a lesson, or simply day dreaming while the teacher is talking to the class. The work of behaviorist B.F. Skinner (1953) established the key role that external events (or stimuli) play in governing behavior. Thus, a student who is distracting others within a classroom will be behaving in a manner which has been influenced by external events, and is therefore best understood from a behaviorist's perspective. From a cognitive perspective, on the other hand, distractions within a classroom are caused by any factors which increase a student's cognitive load and thus which impair his or her ability to process information related to the learning task at hand. This will occur when there are other stimuli present within the learning environment that demand a student's attention,

thereby preventing that student from focusing on the academic input or from using that input to engage in meaningful learning (Anderson, 2020).

Recently researchers have identified that classroom distractions are influenced by a number of individual, social, and environmental factors. These include the amount of distraction that an individual displays while alone engaged in learning; the amount of distraction displayed by students as a result of social interaction with their peers; and the impact of a number of environmental factors including the physical layout of a classroom, the amount of noise that occurs in a classroom, as well as the design of the learning activities or lessons (Skinner & Belmont, 1993; Jones & Jones, 2016). It is worth noting that a considerable amount of the time that students display as distraction is in fact unintentional. That is, many of the times that students are not engaged in learning are due to a number of reasons including that the instructional procedures or the learning task or activity are not clear; the learning task or activity are not interesting enough; or the learning activity does not match the student's skill level.

Research studies conducted in Kazakhstan reported instances of distraction in EFL classrooms. The paper by Debreli and Ishanova (2019) examined teachers' perceptions and reported on-off task behaviors such as talking to peers, lack of attention, or using mobile phones and teachers' strategies for correcting such behavior, primarily verbal and involving students in class activities. Another study by Tleuov (2025) reports on lack of students' engagement, and constraining factors of the instruction, which contribute to distraction and prevent meaningful participation of students in classroom discourse.

Distraction in EFL settings is particularly problematic for a number of reasons. The EFL classroom requires continuous engagement at both a cognitive and communicative level. Interruptions of even the smallest nature can impede a student's ability to access meaningful linguistic input, practice speaking, and interact with both peers and teacher

alike. Thus, distraction in the EFL classroom is not simply a behavioral issue; it is also a significant barrier to language learning and development of students' communicative competence.

2.2 Types of Distractive Behaviors

Students display many types of Distractive Behaviors. The kinds of Distractive Behaviors students exhibit are determined by age, setting, teacher and classroom environment. The typical Distractive Behaviors which have been researched include Verbal Distractive Behaviors, Non-verbal Distractive Behaviors, Digital Distractive Behaviors, and Social Distractive Behaviors (Marzano et al., 2003).

Verbal distraction is the most common type of distraction, and it can include students talking to each other during teacher presentations, interrupting the teacher and other students during lessons, and off-task conversations with their peers during group work. Many of these types of behaviors are considered to be very disruptive to the learning environment because they pull the attention of the students and teacher away from the lesson and take away from the students' ability to learn (Marzano et al. 2003). Such behaviors can be very difficult for teachers to manage, especially in classroom environments that are designed to promote group work and collaboration (Emmer & Sabornie, 2015).

Non-verbal distractions could be staring at the wall, drawing or writing something completely unrelated to the lesson, or physical inactivity such as lying on the floor or sitting with his/her back to the teacher. These kinds of behavior seem less to disturb learning process; however, they demonstrate that students are not engaged in the lesson. This type of distraction results in attention failure which can seriously affect students' learning and academic achievements even when they are physically present in the classroom (Anderson, 2020).

Digital distraction, as a result of increasing use of mobile devices, has become a serious problem for today's students in classrooms. It is defined as students' use of smartphones, as well as accessing of social media, games, and applications for messaging during lessons. Many studies have pointed out that mobile device use results in divided attention of students and, as a result, in decreased levels of academic achievement as a result of students' task-switching (Tindell & Bohlander, 2012).

Social distractions include off-task behaviors which students make to their peers in order to be distracted from academic tasks. In classrooms where students work in groups these kinds of distractions are often observed. For example, students talk about their private lives, watch funny movies on their computers or phones, read news, chat with their friends etc. In such cases of off-task behavior students learn from their peers and therefore these kinds of behaviors can be explained by the Social Learning Theory. Such kind of distractions are very hard to manage in classrooms, especially when classroom management is not strict. In such cases students do what they want and ignore their teachers (Bandura, 1977).

Some studies have categorized attention-seeking behaviors into a separate category, namely, students' behaviors that are directed at the teacher to receive attention from the latter. For instance, students might call out their answers, hold lengthy discussions, dominate class discussions, and even disturb learning activities of their peers in order to receive the teacher's attention. Such behaviors stem from students' lack of self-regulation and their lack of interest in learning (Marzano, 2003; Emmer & Sabornie, 2015).

Distractive behaviors at the classroom have various faces and are perceived as either being conspicuous or not. All types of the mentioned behaviors affect teaching and learning in different ways and have to be tackled by different classroom management

strategies in order to improve students' participation in EFL-classes. Such an approach was suggested by Debreli & Ishanova (2019) and lately by Tleuov (2025).

Overall, distractive behaviors are not uniform but consist of multiple interconnected types that vary in visibility and impact. While some forms directly interrupt teaching (e.g., talking or phone use), others quietly reduce learning effectiveness by lowering attention and engagement. Recognizing these categories allows for a more precise understanding of classroom dynamics and supports the development of targeted management strategies in EFL contexts.

2.3 Theoretical Framework Explaining Student Distractive Behaviors

It seems that in order to understand why students display distractive behaviors, a solid theoretical framework is necessary in order to explain the aforementioned behaviors in light of the many psychological, social, and environmental factors influencing student behaviors and classroom management. The theoretical framework that has been utilized in this study is based on several different theoretical perspectives that attempt to explain why students engage in certain behaviors, and then how these behaviors become a normal part of learning in the classroom and in school, and are then replicated in other environments and in a variety of contexts.

The Theory of Planned Behavior (Ajzen, 1991) explains human behavior by three different criteria: attitude toward a behavior, subjective norm, and perceived behavior control. Students are more likely to exhibit off-task behavior if they perceive distractions as acceptable, their peers are doing the same, or they think that the teacher is not in control of the classroom to manage off-task behaviors. Thus, as long as students perceive mobile phone use, reading, chatting with peers, or engaging in other off-task behavior as acceptable they are likely to develop positive attitudes toward those behaviors and, as a result, display off-task behavior repeatedly.

Social Learning Theory (Bandura, 1977): In looking at distractive behaviors within the classroom, one must also look at how students learn to do certain behaviors or activities. According to Social Learning Theory by Bandura (1977), students learn to engage in activities through observational learning and imitation. This learning can take place from observing others, typically from peers in a student's class. A student may see how another student is completing a task or how a classmate is behaving within the classroom and then choose to imitate that behavior. This behavior is also increased if the behavior receives some type of reinforcement. For example, a student may receive attention from his/her peers when completing a task or when behaving in a disruptive manner. Another example of reinforcement for off-task behavior is when the behavior allows a student to avoid completing a difficult academic task.

The third set of theories aims to explain student behavior by focusing on their motivation to study, i.e., on their intrinsic motivation or, more broadly, on their fulfillment of three basic psychological needs: autonomy, competence, and relatedness. According to Self-Determination Theory (Deci & Ryan, 1985), students are more likely to engage in off-task behaviors as their needs for these three dimensions are not being sufficiently satisfied, especially when academic tasks are too easy, too difficult or lacking in meaning. Thus, students may focus on other activities, like reading mobile phones, talking or chatting with their classmates, in order to temporarily escape from meaningless academic tasks that do not allow them to feel competent or to express their autonomy.

Further classroom behavior can be explained by referring to behavioral classroom management theories. Within the framework of Skinner's (1953) behaviorism it is argued that students' behavior is controlled by reinforcement and punishment and that of persistent behaviors there are causes which explain their occurrence. Distractive behaviors are likely to occur and persist if they are not consistently addressed by teachers. In

addition, distractions can be unintentionally reinforced by teachers. For example, if teachers repeatedly interrupt their instruction in order to manage a misbehavior the student involved in the misbehavior learns that the disruption of instruction successfully diverts the teacher's attention and that of the class from the tasks of learning.

Kounin also provided a classroom management theory that is highly relevant to our discussion. He stated that teachers who are 'with it' are able to monitor what is going on in the classroom and prevent a disruption from taking place before it actually occurs. He identified a number of strategies that are used by teachers to prevent or to manage a disruption. These include using a strategy to manage a disruption that has just occurred in order to prevent another from occurring, or to manage a disruption that is about to occur. The smooth management of transitions and the high level of engagement of students in a lesson are indicators of a well-managed classroom.

Overall, these theoretical perspectives demonstrate that distractive behaviors are not caused by a single factor but result from the interaction of cognitive, motivational, social, and environmental influences. Together, these theories have been used to provide an explanation of student's behavior and why students engage in certain behaviors. It provides an in-depth examination of all the possible causes of a student's behavior instead of just focusing on one. This study provides an explanation and/or description of the reasons of student's behavior and how a well-managed classroom and a number of different teaching strategies can minimize and/or avoid certain behaviors in the classroom.

2.4 Digital Distraction and the Influence of Technology

The growing list of distractions to which students are exposed in the classroom today is changing in terms of nature and intensity. Of late, a new phenomenon has started to affect students' behavior in great measure. Digital distraction or distractions caused by digital tools and platforms have started to affect students on a massive scale. With more

and more students owning mobile phones and having access to social media on the Internet, digital distraction has become one of the biggest distractions in the classroom today. Digital tools and platforms have both positive and negative effects on students. While they can be used to create and enhance learning experiences, digital distraction can have extremely negative effects on students in the classroom. Thus, while technology has the potential to support teaching and learning in classrooms today, it can also be a source of great distraction for students if not used appropriately.

Studies have found that one of the biggest causes of distraction for students in the classroom today is the use of mobile devices (Tindell & Bohlander, 2012). Because of the constant notifications on a student's phone, they are pulled to check messages on applications such as Facebook, Instagram, Snapchat, and more. Students are also found to watch videos on YouTube, online TV, and even play games on their phones during class time. Sometimes students are using their devices for school, but are still getting distracted by having to check for new messages or by having to switch back and forth between tasks. This type of learning is often referred to as "continuous partial attention" (Smith, 2018), in which a student is never 100% focused on one task for a long period of time.

Social media also greatly contributes to the problem of students not being able to pay attention in class as applications, such as Instagram and TikTok, and messaging applications are designed to capture users' attention quickly and then hold it for short periods of time. This type of content causes students to have very short attention spans and, as a result, they are not able to focus for long periods of time during class, leading to a tendency to be off-task during more traditional learning activities (Anderson, 2020).

The issue of how learners process information and apply knowledge has become increasingly significant in recent years. Multitasking with digital technologies can negatively impact on how individuals learn and the ways in which they process

information to maximize their learning and achieve their academic goals (Tindell and Bohlander, 2012). A study by Smith (2018) provided strong evidence that learners' working memory is negatively affected when they are required to switch between academic tasks and technology-based interactions. Such findings have serious implications for students learning English as a Foreign Language in the 21st century, given that language learning requires constant interaction with and exposure to the target language and effective processing of information to facilitate deep understanding and long-term retention and application.

In addition, the simple presence of a student's smartphone in the classroom can affect how that student and his/her fellow students interact with each other and with the teacher. Simply having a phone available for use can draw a student's attention away from learning tasks, even when the student is not actively using the device. In many cases, students are influenced by their peers to use their phones during lessons in order to view digital content that is of interest to them. This content can be academic in nature, but is more often not.

However, it is up to the individual teacher to recognize the benefits of technology and to utilize the tools of the digital world to support his or her learning goals. By finding and utilizing the correct learning management system, quiz tool, or online activity, a teacher can encourage his or her students to learn in new ways. In order to do this, a teacher must use technology in a structured way, as part of his or her overall classroom management. It will not work to allow students to freely use technology as they please, in the hopes that some of it will be used for learning. Technology must be an integral part of the classroom, used in ways that are specifically designed to meet the needs of the learners in that classroom.

Digital Distraction is a growing problem in educational settings around the world.

It is an evolving and very complex challenge caused in part by technology design as well as student behavior. For students in English as a Foreign Language (EFL) class, focusing in class is key to improving their language learning abilities, and developing ways to manage digital distraction in order to improve academic learning is critical to meeting students' needs.

2.5 Student Motivation and Engagement

Motivation and engagement of students in classroom is another very important factor which affects their behavior. The behavior of students in classroom is influenced by a number of factors. Many of these factors are intrinsic and some are extrinsic. These factors influence students to be involved in learning activities. The involvement of students in learning activities is known as engagement. Student's motivation is an important factor that influences their engagement in learning activities. Deci and Ryan (1985) stated that the motivation of students for learning activities is influenced by their three basic psychological needs i.e. need for autonomy, need for competence and need for relatedness. When these basic psychological needs of students are satisfied then they show intrinsic motivation for learning activities and get engaged in these activities. When these needs are not satisfied then students show little or no interest in learning activities and get disengaged.

Research on student motivation, especially within the framework of Self-Determination Theory (Deci & Ryan, 1985), highlights three basic psychological needs that are critical for students to develop and demonstrate healthy levels of motivation in the classroom. These three needs are autonomy, competence, and relatedness. When these needs are satisfied, students are more likely to be intrinsically motivated to learn in the classroom. Conversely, when these basic psychological needs are not satisfied, students are more likely to be disengaged and display off-task behaviors such as talking, using their

mobile phones, or even mentally checking out from learning in the classroom.

Engagement is commonly divided into three dimensions:

1. Behavioral engagement- involvement in study activities and adherence to classroom and school rules.

2. Emotional engagement- Interest, enjoyment and sense of belonging in the classroom.

3. Cognitive engagement- investment in academic and intellectual tasks such as putting forth effort, persevering, and using strategies to learn (Fredricks, Blumenfeld, & Paris, 2004).

Lack of engagement in any of these three dimensions is thought to increase the likelihood of a student exhibiting off-task behavior.

Moreover, a number of studies have highlighted the role of task relevance in student motivation. When students feel that they are working with relevant and meaningful study materials, they are more likely to engage in learning tasks and maintain attention. In contrast, students tend to become less motivated when they are given repetitive tasks that are too difficult or too easy and lead to boredom. This is especially true for students studying English as a foreign language, because they are not always able to see the relevance of the language to their real lives.

Teachers can also affect their students' motivation. For example, supportive teacher-student relationships, clear instructions, and interactive approaches to teaching encourage engagement in learning. It is well known that students feel more focused in class when they are respected and supported by their teachers and are actively involved in the learning process (Anderson, 2020). In summary, the classroom environment and teacher behavior are key factors that affect students' motivation.

The influence of peers is another factor that can determine students' levels of

engagement and motivation for learning. As stated earlier, Social Learning Theory (Bandura, 1977) confirms that the behavior of other students in the classroom can have a positive or negative effect on the student. If there are students in the class who are engaged and motivated for learning, this engagement will likely to be copied by other students in the class. On the other hand, if students start to act distractively and this behavior is normalized in the class, this will have a negative effect and lead to further off-task behavior of students.

To minimize the occurrence of off-task behaviors and to promote more effective learning in the classroom of an EFL teacher, it is essential that the teacher has an understanding of student motivation, of why students are engaged or not in the learning process, and of the many factors which influence motivation for academic tasks.

2.6 Classroom Management Theories and Approaches

Classroom management is an essential and ongoing process that affects learning and teacher efficacy as much as student behavior. The way teachers manage the classroom contains theories and approaches to managing and/or guiding the behavior of students to prevent and/or manage misbehavior that interferes with learning.

Behaviorism: Skinner (1953) viewed human behavior including classroom behavior as being under control if teachers could establish the causes of this behavior. Skinner argued that many behaviors were under the control of external consequences that followed them. He developed an apparatus called the operant chamber or box in which he studied such behavior. From this work, he concluded that behaviors such as sitting in class and listening to the teacher were under control of external rewards such as praise, reinforcement, or teacher attention. When behaviors were not under control or continued to persist in the classroom, the behaviorist would conclude that the teacher had not as yet established the appropriate consequence to control the behavior or that the behavior had,

on previous occasions, been reinforced and was now maintaining itself as a result. While such approaches are still in widespread use, largely because of their practicality and immediate results, recent classroom management approaches have sought to be more comprehensive.

Kounin's (1970) well-known work on classroom management theory supports the role of the teacher in managing the classroom and described the specific skills that the teacher must use. He noted that the teacher must be "with it" and possess withitness in order to monitor what is happening in the classroom and respond to a developing problem before it becomes a full-blown disruption. In addition, he stated that a smooth transition from one activity to another is necessary in order to maintain a sense of group focus in the classroom. Classroom management, according to Kounin, is not simply a matter of managing misbehavior, but rather it is an on-going process of supervising the classroom in order to prevent problems from occurring in the first place.

A third approach that is also looked at in terms of how to deal with certain behaviors in the classroom is Choice Theory by Glasser (1998). This views students as being responsible for their actions and attempts to help them to learn in a way that fulfills their need for ownership of their learning. It views students as being motivated from within and attempts to focus on positive ways in which to deal with misbehavior rather than relying on negative punishment. In terms of classroom management, the view is that students behave in certain ways because their basic need for five basic needs of human behavior are being met in the classroom. If these needs are not being met then students will find other ways to satisfy them and this can lead to negative behavior. Therefore, it is up to the teacher to ensure that these basic needs are being met by creating a learning environment in which students feel safe, respected and responsible and are able to fulfill their need for interaction, for exploration, for fun and for freedom.

The Assertive Discipline Model, created by Canter (1976), suggests that teachers should have clear and assertive rules and consequences in their classroom in order to establish a sense of order and help students feel safe. In order to achieve this, teachers must establish clear rules and expectations at the beginning of the academic year and enforce these consequences in a consistent manner. By following the steps of this model, teachers can establish a sense of order in their classroom which is necessary for effective teaching and learning.

Modern classroom management also has a lot to offer. There are many ways to implement student-centered approaches in the classroom and make use of engagement strategies in order to increase students' participation in learning processes. Classroom management which is based on student-centered approaches focuses on technology, collaboration and interactive learning. It has the advantage of preventing misbehavior as much as possible. When students are occupied with meaningful tasks, the likelihood of them displaying misbehavior decreases significantly (Marzano et al., 2003).

These classroom management theories, presented to aid teachers in dealing with student behaviors in the classroom, can generally be grouped into several categories or views including behaviorist, behavioral discipline, cognitive, humanistic, student-centered, and/or engagement-oriented approaches and strategies to classroom management. It is also important to note, however, that effective teachers may utilize an array of classroom management strategies to achieve his/her objectives in a given set of circumstances in a classroom setting. Therefore, this paper attempts to discuss the several approaches utilized by many teachers to deal with student behaviors in their respective EFL classrooms.

2.7 Impact of Distractive Behaviors on Teachers' Performance

Students' distractions influence multiple parameters affecting teacher's performance. The researcher mentioned that performance of teacher is affected outside of

classroom too. In general, teacher's performance is treated as sum of four parameters, i.e. teaching, teaching, management of classroom, emotional stability and involvement in professional activities. All these parameters are affected adversely when classroom is dominated by distractions on regular basis.

2.7.1 Impact on Teaching Effectiveness

In many ways, the greatest single effect of students' distractible behavior on teachers is to reduce their teaching effectiveness. There are two sources of this impact. The first of these is the way that students' behaviors continually require teachers to engage in other activities than teaching while at the same time diminishing the amount of time that teachers have available to teach. Rather than being able to maintain control of the lessons that they are teaching, teachers who work with distractible students' report having to frequently stop to address a variety of different problems in order to be able to continue teaching (Emmer & Sabornie, 2015). It is common for such teachers to report that, in a number of cases, they have been required to modify or even cut short lessons in order to ensure that all students have been able to meet their instructional goals for the day. The second impact of this same set of circumstances is that, for many students, it appears that they are not able to meet a number of their teachers' instructional objectives. Whether this is because they have not had sufficient time to practice the required behaviors or because they have not learned as much from the lessons that they have been taught as their peers are, the fact that so many students report that they are not able to meet as many of their teachers' objectives as they wish remains a concern of significant import.

Additionally, the irregular flow of lessons is affected by frequent disruptions. A teacher's work includes teaching and managing the classroom, in order to achieve learning objectives. Students' irregular behavior can lead teachers to change between teaching and dealing with students' behavior, which can negatively affect the coherence of lessons

(Skaalvik & Skaalvik, 2017, p. 23).

2.7.2 Emotional and Psychological Impact

Distracting behaviors place a significant emotional load on teachers. Teachers manage classroom environments throughout the school day and the persistent presence of disruptive behaviors in classrooms and schools can bring stress, frustration, and even emotional exhaustion to teachers (McCarthy et al., 2009). That the same negative behaviors are exhibited in different classrooms by different students can bring feelings of fatigue, irritability, and overwhelm to teachers.

Classroom disruptions are shown to reduce teachers' control and their sense of professional competence (Skaalvik & Skaalvik, 2017). In the long run, this may lead to decreased emotional resilience and an increased risk of burnout. For teachers, teaching thus becomes an issue of emotional labor. They are expected to be calm and professional while dealing with students who are disruptive in class.

2.7.3 Job Satisfaction and Professional Motivation

Teacher distraction from focal tasks of teaching also affects teacher job satisfaction and professional motivation. A number of studies have shown that student behavior influences teacher job satisfaction (Harris & Parker, 2021). Harris and Parker used data from the Teaching and Learning International Survey (TLIS) to investigate the relationship between teacher and student perceptions of teacher and school practices and teacher job satisfaction. Findings supported previous research, indicating that student responsiveness to teachers and order in classrooms were strongly associated with teacher job satisfaction. Thus, when teacher distraction from focal lessons of teaching is frequent, teachers may perceive that their efforts at teaching are being less than fully effective.

However, many teachers manage to keep their motivation for teaching by focusing on their students' positive development and on the positive learning outcomes they are

able to achieve. These outcomes can be so powerful that to counteract the negative effects of distracting behavior for a longer period of time (Brown, 2019).

2.8 Classroom Management Strategies for Addressing Distractive Behaviors

Classroom management has been found to play a significant role in reducing student behaviors that distract from learning in the classroom. Marzano, pickering and Pollock (2003) suggest that using a combination of proactive and reactive classroom and school management strategies will be more effective than relying on single strategies in classroom management.

2.8.1. Proactive strategies

Proactive management of the classroom focuses on preventing problems from occurring. Much of proactive management involves setting up and running the classroom. Rules and their related consequences for their infractions should be clearly set forth at the beginning of the school year or course. Students need to have clear academic and behavioral expectations that are consistently enforced by teachers (Canter, 1976).

Engaging lesson design also can play a role in reducing the likelihood that students will exhibit off-task behaviors in the classroom. Lesson formats that include student engagement in interactive, communicative tasks and activities, such as group work, often prove to be particularly effective in EFL settings. This is because such formats involve students in learning on an ongoing basis, thereby reducing the opportunities for students to disengage from lessons and behave in a distract manner. According to Anderson (2020), student engagement in learning is the strongest indicator of good classroom behavior by students.

Structural organization of the classroom is another important factor. Class lessons are organized into specific segments. A number of issues must be taken into consideration when planning the organization of lessons. These include the layout of the classroom, the

manner in which lessons are to be conducted, and the manner in which transitions from one lesson to another will be handled. Kounin (1970) stated that a teacher's organization of a lesson, particularly transitions between lessons, greatly affects the behavior of students in the classroom. Lessons which are well-organized and run smoothly keep students focused on the tasks at hand.

2.8.2 Positive reinforcement and motivation-based strategies

Most importantly, teachers must apply positive reinforcement on a regular basis. This can include verbal praise or simple, "thank you", for students behaving appropriately as well as recognizing classes or students who work well over extended periods of time. Behaviorist theories on learning assert that actions which are followed by positive reinforcement will be repeated while those that are not will cease. (Skinner, 1953).

Another class of classroom management strategies for dealing with distractive behaviors is based on positive reinforcement or motivation, for example: use of gamification, or other forms of class competition; using digital platforms to incorporate a variety of interactive online quizzes, exercises and games to engage students in the classroom, and make studying to complete paper-and-pencil tests more interesting by providing rewards for classroom participation and learning, and for reaching specific learning targets (Marzano, Pickering and Pollock 2003).

2.8.3. Reactive strategies

Reactive techniques are used when, in spite of all the preventative techniques used by teachers, a student does engage in a distractive behavior. The most common type of reactive strategy are verbal techniques which include giving a warning to a student, reminding students of class rules, and re-direction of a student who has engaged in a distractive behavior. These techniques are used by a majority of teachers due to their ease of implementation and the immediacy of their effect.

More serious corrective action may include making contact with the student's parents/guardians, using classroom consequences for misbehavior or involving the school administration. All of these measures can be effective in addressing ongoing behavioral problems but must be used with great care in order to avoid harming teacher/student relationships (Glasser, 1998).

2.8.4 Balancing discipline and engagement

In recent years, educational practice has come to recognize the importance of combining a strictly managed classroom environment with a supportive and engaging learning environment. If a classroom is too strictly managed, it can prevent students from participating in learning, and decrease their motivation to learn. On the other hand, a classroom environment that is too freely managed can create problems with student behavior and lead to many disruptions in learning. This is why many educators have found that strategies that focus on meeting students' basic psychological needs and building a positive learning environment are more effective than strategies that rely on punishment for long periods of time (Glasser, 1998). Such approaches are referred to as 'classroom management' and are seen as an essential part of teaching and learning in classrooms around the world.

Modern classroom management practices are based on student-centered approaches to learning, including methods that promote student engagement and prevent distracting behavior. These practices, which are based on research (Marzano et al., 2003), involve a range of techniques, including interactive learning, collaboration, and technology-based learning. Studies show that when students are involved in meaningful learning activities, they are less likely to engage in distracting behavior. This approach to classroom management shifts the focus from trying to control students to creating an environment where students can learn effectively.

2.9 Research Gap

Despite a large body of studies on classroom management and student behavior in general, several gaps remain to be addressed, particularly in relation to EFL classroom settings and secondary school settings in non-Western countries, including Kazakhstan. First, a lot of studies on classroom behaviors focus on the general behaviors that take place in the classroom and do not specifically target the behaviors that deter from learning in EFL settings. Given the fact that students in EFL settings are dealing with more complex cognitive processes as they try to process information through a language that they are not native to, this group of students can be distracted more easily than their native speaking peers. Thus, it is very important to study how the language factor can affect a variety of behaviors that take place in the classroom and the ways in which teachers can deal with these behaviors in the EFL contexts (Debreli & Ishanova, 2019; Tleuov, 2025).

Most of the studies investigating classroom disruptions focus on students' behavior from a general psychological or behavioral perspective. However, a number of studies highlight the significance of teachers' emotional experiences in the classroom, and how these can be affected by a number of different factors. While some studies have reported on stress and burnout, there is a lack of in-depth qualitative studies that attempt to make sense of how teachers respond on a daily basis to a host of issues that could be classified as disruptions in the classroom (McCarthy et al., 2009; Skaalvik & Skaalvik, 2017).

Third, the majority of existing studies investigate classrooms using only one type of data (qualitative or quantitative). The use of multiple data sources in one study (e.g., teacher interviews and questionnaires, student self-reporting) to produce a more in-depth and comprehensive understanding of classroom happenings (a so-called triangulation) is an under researched area in classroom management research.

The research conducted in Western educational systems and well-resourced schools

will not provide sufficient evidence for researchers working in non-Western educational settings. The studies conducted in Central Asia, specifically in the Republic of Kazakhstan, are also few. The differences in culture, educational institutions and teaching and learning environments are likely to influence students' behavior as well as teachers' responses to it (Debreli & Ishanova, 2019).

Finally, the literature reviewed highlights a concern for the long-term effects of students' behavior on teachers. This includes their motivation, job satisfaction, and professional identity, and how these are affected in the short term by students' distractible behaviors and by teachers' efforts to manage their classrooms (Brown, 2019; Harris & Parker, 2021).

The current study therefore aims to investigate how teachers from a variety of backgrounds perceive and respond to a range of different DIB in EFL classrooms across a number of different contexts. The study uses qualitative methods including semi-structured interviews and teachers' reflective journals.

2.10 Summary of the Literature Review

In the preceding section, a detailed literature review was provided to explain key terms, the majority of research on similar topics, empirical studies and contemporary work, both theoretical and practical, in classrooms with students of various ages and in diverse settings. It examined specifically EFL settings and a broad array of issues from a psychological perspective, referring to the theoretical basis of this research, the work of psychologists and pedagogues that describe human learning and behavior. Thus, the literature reviewed was aimed at demonstrating the diversity of research addressing in general terms similar problems of educational settings and, specifically, the scope of existing research focused on similar issues in the specific context of EFL classrooms.

There are number of different causes of students' distractible behaviors. These can be classified as being both internal and external to learning. The internal factors include

the degree to which students are motivated, are able to regulate themselves, and are able to maintain focus on meaningful learning tasks. The external factors include the classroom environment created by the teacher, the quality of teaching and the design of lessons and of schools in general. These external factors can be influenced by a wide variety of different technologies, for example, by digital tools used for both educational and non-educational purposes.

The literature under review also examined the impact of a number of issues on teacher's professional practice. For instance, research on classroom management highlighted the impact that a number of behaviors may have on teachers' ability to teach including: classroom disruptions and distractions (Emmer & Sabornie, 2015; McCarthy et al., 2009; Skaalvik & Skaalvik, 2017). Thus, a number of classroom management strategies were presented in order to manage and minimize a number of behaviors which may affect teachers' ability to teach effectively including proactive strategies and techniques (Marzano et al., 2003; Kounin, 1970; Glasser, 1998).

Research has shown that there is a lack of qualitative research on the same topic conducted in EFL classrooms in non-Western countries (Debreli & Ishanova, 2019; Tleuov, 2025). Moreover, most of the existing research has focused on teachers' experiences of dealing with different types of negative behaviors of students in the classroom. At the same time, there is a lack of research that examines teachers' perceptions and experiences of the issue and how they cope with it in their daily practice. Also, there is a lack of research on the long-term effects of negative behaviors of students on teacher's motivation, job satisfaction, and professional identity (Brown, 2019; Harris & Parker, 2021).

To address these gaps, the present study uses qualitative research methodology. The methodology consists of a set of interviews and teachers' reflective journals to gain

in-depth insights into the issues under study, into the behaviors of students, and teachers' practices in EFL classrooms in Kazakhstan.

CHAPTER 3.

METHODOLOGY

This study explores how students' distractive behaviors affect teachers' performance and/or work in classrooms. It particularly examines how frequent classroom disruptions affect teachers' work in terms of teaching effectiveness, teachers' emotional work and job satisfaction, and how teachers manage such behaviors and resulting problems in classrooms. Existing studies have shown that classroom disruptions caused by students' distractive behaviors not only negatively affect students' academic learning but also have negative effects on teachers' work and well-being (Williams, 2021; Harris & Parker, 2021; Garcia & Thompson, 2022). This study reports on a single case study of a teacher and how he managed, dealt with and responded to frequent classroom disruptions in his teaching. It outlines the overall research design of the study, methods of data collection and analyses, issues of reliability and validity, significance of the study, limitations of the study and ethical considerations of the study.

3.1 Research Design

The research design for this study is qualitative, because qualitative research investigates and explains particular events or instances of real life in greater depth and with more accuracy than quantitative studies of similar kinds. It investigates the human aspects of the phenomena under study and focuses upon the meanings which participants assign to their experiences of the world (Creswell, 2017). The use of qualitative research to investigate this study's questions of how frequent instances of students' distractive behaviors affect the professional performance and emotional well-being of teachers focuses upon the teachers' perspectives of and their experiences of their teaching. Therefore, it produces more accurate, detailed and relevant data for the study than would have been the case if quantitative research methods had been employed. A more specific

approach within the qualitative paradigm is the use of a phenomenological research design. Phenomenology attempts to describe the participants' and researcher's experiences in depth in relation to the phenomenon under investigation in the study. For this study, the phenomenon under investigation in the study is that of classroom disruptions created by the students' distractive behaviors. The use of a phenomenological research design attempts to describe how teachers experience classroom disruptions, and how they make sense of their experiences of such events in the classroom (Creswell & Creswell, 2018). Studies have found that there are correlations between classroom disruptions and teachers' stress levels, teaching performance, and their job satisfaction (Brown, 2019; Williams, 2021).

The use of a phenomenological design in this study is appropriate as it seeks to gain insight into the teachers' experiences of the aforementioned behaviors and the way in which they are managed. It will highlight the emotional and professional experiences of the teachers and bring to light the real-life challenges of managing students' distractible behaviors, as well as ways in which teachers manage to manage in the classroom (Harris & Parker, 2021).

3.2 Participants and Sampling Method

In terms of methodology, the present study was designed as exploratory qualitative research aimed at investigating a particular issue of relevance to the practice of teaching in general and to the teaching of EFL in Kazakhstan in particular. A key aspect of the teaching environment that has always presented a challenge to teachers is classroom disruptions of various sorts. The non-probability purposive technique of sampling was used in this study as it allowed the researcher to sample from a group of people with a particular kind of experience that was deemed relevant for the purposes of this study. The participants of the study consisted of 10 EFL teachers teaching in the private secondary

schools in Kazakhstan. All the participants were teaching Grade 8. Their experience of teaching ranged from 3 to 15 years.

The inclusion criteria for participants were:

1. Active involvement in classroom teaching

2. A minimum level of teaching experience to ensure familiarity with classroom management challenges.

Teachers with different specialisms, amounts of teaching experience and who work in different types of educational establishments were sought in order to collect as many different perspectives as possible on how these different types of student behavior could affect teachers' and their students' performance (Garcia et al., 2022).

Purposive sampling was particularly appropriate for this study, because the teacher participants are able to describe in detail the various ways in which a range of student behaviors are disrupting their teaching and how they are managing to cope in the classroom. Thus, it is possible to gather rich qualitative data from teacher participants, which can be used to explore and to explain in detail the impact that a range of student behaviors are having on teachers and on their classrooms (Anderson, 2020).

3.3 Data Collection

Semi-structured interviews were used to collect the data from teachers as they allow the participants to share their experiences freely and in detail while at the same time keeping them focused on the objectives of the study (Creswell, 2017). As semi-structured interviews are most appropriate for qualitative studies which aim to investigate complex issues and gather in-depth information from participants' experiences, it was used in this study to explore the ways in which students' behaviors affect teachers' professional performance.

The interview questions were formulated around the study's objectives and have

been grounded within relevant literature on teaching, classroom management and student learning (Williams, 2021; Harris & Parker, 2021; Garcia et al., 2022). The three main areas of exploration covered in the semi-structured interviews with the study's participants are: (1) teachers' accounts of students' distractible behaviors in the classroom; (2) the impact of students' distractible behaviors on teaching, teachers' emotional well-being and their job satisfaction; and (3) teachers' descriptions of the various classroom management strategies that are used by teachers in order to manage the various types of distracting behaviors that occur within their classrooms.

1. Teachers' experiences with students' distractive behaviors in the classroom

2. The perceived impact of the behaviors on teaching, teacher's emotional and teacher's job satisfaction.

3. Strategies used by teachers to manage classroom disruptions

Before the interviews took place the researcher obtained ethical approval from the Research Ethics Committee to conduct the study. Teachers were given information as to the purpose of the study, how they would be used, and the teachers' rights as participants, for example, the right to withdraw at any point without explanation or repercussions. All participants gave consent for them to be included in the study. The audio recordings from the interviews were used to ensure that all data was transcribed accurately. The transcripts were then analyzed using thematic analysis (Anderson, 2020).

The interviews took place either face-to-face or online at the teacher's choice. Each teacher was interviewed for approximately 25–40 minutes. In all cases, the teacher was asked for permission to record the interview. The recordings were later used to create verbatim transcripts for the purposes of the thematic analysis (Anderson, 2020).

3.4 Data Analysis

As the study is qualitative in nature, it has been analyzed by means of thematic

analysis (Braun & Clarke, 2006), very commonly used in qualitative studies to identify, analyze and to interpret information contained in textual data. Thematic analysis is particularly suitable for the current study as it allows a close examination of teachers' experiences and perspectives of students' behaviors that are distracting in the classroom and their effects on teachers' performance.

Data Analysis: The data collected from the semi-structured interviews were analyzed using thematic analysis, a popular qualitative method of identifying, analyzing, and interpreting patterns and themes within data (Braun & Clarke, 2006).

In the second stage of the analysis process, the data was coded. In the process of coding, relevant parts of the data were tagged with codes, which were close to the meaning of the respective parts of the data. The researcher used the research questions to guide the process of coding. The teacher stress (Williams, 2021), classroom disruptions (Harris & Parker, 2021; Garcia & Thompson, 2022) and teaching effectiveness were key issues that were addressed in the data through coding.

In the third stage of the analysis process the codes were grouped into categories and themes. These categories, or themes, were derived from the information in the teachers' accounts and are grouped under the research questions and are linked to the information in the literature (Williams, 2021; Harris & Parker, 2021). The themes that have been derived from the information in the teachers' accounts are set out below.

- Types of behaviors of distraction of students in classroom,
- impact on teaching effectiveness,
- emotional well-being and stress,
- job satisfaction, and
- classroom management strategies.

These themes correlate with previous research completed by Garcia and Thompson

(2022) who identified how classroom disruptions have an effect on the multiple perspectives of teachers have of their working lives.

The findings from the study were analyzed in detail with reference to the theoretical frameworks which underpin the study. The themes identified in the study were scrutinized with reference to the research questions posed in the study. In addition, examples of how teachers could cope with the situation in which they found themselves, as well as examples from the interviews with teachers were provided and analyzed in depth to gain insight into how and why students' distractive behaviors affect teachers in terms of their effectiveness and stress levels.

3.5 Reliability and Validity

Reliability and Validity of the study were guaranteed by a number of steps during the research process. Because the study is qualitative in nature all of the data gathered will be credible, consistent and accurate of the experiences of the participants.

In addition to ensuring the reliability and validity of the study as a whole, the researcher took certain steps to make sure the data collected would be credible and consistent and would reveal the genuine experiences of participants. The teacher interview questions were developed by the researcher in light of the objectives of the study. Williams (2021), Harris and Parker (2021) and Garcia and Thompson (2022) all wrote about classroom behavior and the impact of that behavior on teachers. The teacher interview questions for this study were therefore compared to the work of these other researchers in order to check the questions for adequacy in light of existing knowledge about the topic. After initial questions had been written the researcher's supervisor suggested some minor amendments. In addition, a pilot study was carried out with a teacher in order to test out the questions and as a result of feedback some of the questions were reworded in order to ensure that they would allow participants to provide as much detail as possible in their

answers.

Before the actual data collection could be started, a pilot study was conducted with one participant. Based on the feedback of the participant some questions were reworded in order to increase clarity and to ask for more information in detail. In consequence the interview guide was improved in quality in order to guarantee the best possible results for the study.

Each interview was recorded and from these recordings transcripts were produced and checked over and over again for accuracy. This process of checking the accuracy of the data is crucial in qualitative studies of this nature, particularly where the data is derived from the classroom and concerns the behavior of students and the stress and difficulties that this behavior causes teachers (Anderson, 2020).

To ensure validity of the findings, in this qualitative research the data was analyzed by means of thematic analysis, following a clear process of coding of data and themes. In addition, the findings were supported by quotes from the participants. In order to obtain valid results different participants with different amount of teaching experience and backgrounds were included in the study. All of them commented on a variety of students' behaviors that were considered to be distracting in class as well as on the effect that these behaviors have on teachers.

In order to capture a wide range of perspectives with regard to the way in which students' behaviors in the classroom may affect teachers have been recruited with varying levels of teaching experience and from different educational settings.

3.6 Significance of the Research

3.6.1 Theoretical Significance

This study contributes to the existing body of knowledge within the realms of classroom management, student misbehavior, and teacher performance. The majority of

prior studies focused on a plethora of different aspects of student misbehavior and ways to maintain discipline within classrooms, but to date very little research has been conducted that focuses upon teachers' personal accounts of their own respective experiences. More importantly, prior studies have generally failed to capture the variety of emotional responses that teachers go through and the struggles that teachers face in the classroom due to a multitude of problems. This study aims to contribute to the knowledge base on classroom management and the challenges that teachers face, specifically from the perspective of EFL teachers. In language learning classrooms, communication, interaction, and student participation and engagement are cornerstones of teaching and learning. Therefore, in such classrooms, distractible student behaviors can have specific implications for teachers and the quality of language teaching and learning. The study's findings could therefore provide new insights into the impact that classroom disruptions have on the processes and practices of teaching and learning a foreign language and, on the quality of teaching and on teachers' well-being.

Moreover, this study further contributes to qualitative educational research as it elaborates upon teachers' experiences, which had yet to be explained in due detail. While quantitative studies supply general results and findings, which can be easily applicable to diverse contexts and situations, qualitative research supplies a more in-depth, detailed account and elucidation of diverse facets, attributes, perspectives, perceptions, events, experiences, etc. As previously alluded to, and reiterated above, this study elaborates, explains and elaborates upon diverse factors affecting language teachers and classrooms, whilst exploring, explaining and elaborating upon diverse factors that affect, or could affect, classrooms where EFL teachers are teaching and attempting to manage, i.e. disrupted and chaotic. As aforementioned, this study fills an important gap in current educational research, i.e. an EFL perspective, that has as yet been largely ignored, by

exploring classroom disruptions from the viewpoint, experiences, perceptions, and perspectives, of EFL teachers. In addition, this study will aid and supply future qualitative researchers in the following areas: teacher stress, teachers' use of emotional labor, managing the behavior of students in the classroom, and the effects of and management of a diverse variety of settings for teaching EFL, i.e. non-Western, etc. in addition to Central Asian, settings for teaching EFL.

The study can serve as a basis for future research on such topics as teacher stress, the emotional labor of teachers, strategies for effective classroom management, and the various environments in which EFL teaching takes place. In particular, it can serve as a basis for such research in non-Western and in post-Soviet, including Central Asian, educational environments.

3.6.2 Practical Significance

This study shall also have practical significance for teachers of English as a Foreign Language in the secondary schools in Central Asia, in particular, for teachers working in private language schools. The study could provide the teachers of English as a Foreign Language with information regarding the possible causes of the problems that might arise in the English classroom as well as the ways in which teachers deal with the problems that may occur in the English classrooms of secondary schools. The study could help teachers of English as a Foreign Language in the secondary schools to manage their classrooms more effectively. Teachers would be able to find out which are the most common behavioral management approaches that are used by teachers in dealing with the problems that arise in the English classrooms in the secondary schools of the region. The teachers could also find out ways in which they can cope with the stress of classroom disruptions. The teachers would be able to develop their own strategies of classroom management based on their own observations of classroom practices as well as on the

insights they would have gained from the information they have collected for the study.

The study will also benefit the schools and other educational institutions where EFL teachers work. It highlights the issues that teachers face in dealing with a range of distracting behaviors, and offers some insights into their coping strategies. It also suggests some ideas for schools to implement a range of support systems, professional development programs, and behavioral interventions that will enable teachers to manage their classrooms more effectively and support their students to learn more effectively. These could include programs of professional development in a range of topics, including: a range of behavioral management strategies; ways in which teachers can be supported in dealing with the emotional demands of teaching; a range of strategies that teachers can use to manage students' behavior in the classroom; ways in which teachers can make effective use of technology in the classroom.

This study will contribute to the field of educational research, classroom management and to the policies and practices of school management, by highlighting the importance of the support of teachers in schools and by pointing out the need for collaboration between teachers, parents, school psychologists and school administrators in addressing the problems of classroom behaviors. This study will also help to develop policies and practices with regard to a number of issues including classroom discipline, the use of mobile phones by students in classrooms, student engagement in learning and the involvement of parents in the education of their children.

A focus on classroom behavior in private schools where there are high academic expectations and strict school standards is also crucial as teachers strive to maintain productive learning environments in order to enhance their own performance and that of their students.

3.7 Ethical Concerns

Given that this study examines classroom behavior and teachers' professional experiences, every effort has been made to address the issues raised by ethical research. The research proposal was submitted for review and validation by the Research Ethics Committee of Kamcor University prior to data collection. The researcher also completed a self-assessment form on the Kamcor University platform before embarking on the study.

Throughout the study, all participants were fully informed as to the purpose of the research and the teachers' role as participants. Teachers were made aware of how data would be used after the study had finished. Each participant signed a consent to participate form prior to the interview (Appendix D and E). Teachers were given the right to withdraw at any stage of the study and the reason for withdrawing would not affect them in any way.

Also, the issue of confidentiality and anonymity was addressed in this study. The participants were assured that they would be completely anonymous in this study. The data collected from the teachers were used for the purpose of the study only. The teachers were not asked to provide any information that would reveal their identity. The audio tape recordings and the written transcripts of the interviews were kept in the possession of the researcher only. The tapes and the written materials were kept in a safe place to prevent any loss.

These steps were taken in order to carry out the study in an ethical manner and protect the interests and rights of all individuals involved in the study.

CHAPTER 4. FINDINGS

4.1 Introduction

Chapter 4 presents the findings from a qualitative study of ten secondary school English teachers teaching in schools throughout the Republic of Kazakhstan. The study was designed to explore the ways in which distractibility of students can determine teachers' effectiveness, their emotional wellbeing and job satisfaction. The study also examined various strategies used by the teachers for managing the classroom in order to teach effectively.

The study was of a purely qualitative nature. It was a phenomenological study and as such it was purely qualitative research into the experiences of teachers, and how these teachers managed distractions in their classrooms and in their teaching. The data were analyzed using the six stages of thematic analysis (Braun & Clarke, 2006). In this way it was possible to identify the major themes that recurred throughout the data from the participants and to present them in an appropriate manner.

Teachers' voices are represented through direct quotations and wherever possible their words are presented verbatim. Participants are referred to by pseudonyms (Teacher 1, Teacher 2, Teacher 3, etc.). The findings are organized into themes and sub-themes that reflect the experiences of the participants in the study.

4.2 Interview Results

This section reports on findings obtained from in-depth interviews with ten secondary school EFL teachers in Kazakhstan. Adopting a thematic analysis approach, the findings were categorized and grouped into themes to reflect teachers' perceptions of and experiences with students' distractible behaviors in the English language classroom. In the process of coding teachers' responses were analyzed using a typological approach as suggested by Hatch (2002).

The findings of the study highlight that EFL teachers' lives are affected by a host of distracting behaviors on the part of their students in communicative classroom environments where teacher and student participation are a sine qua non for effective learning of EFL. Such distracting behaviors negatively affect not only the manner in which teachers deliver lessons but also how students learn a new language and how teachers feel in their daily contact with their students in the classrooms. Consequently, in EFL settings where lessons are conducted on a regular basis, the presence of or the frequency of occurrence of such distracting behaviors affects teachers' motivation, teachers' job satisfaction, and, indeed, teachers' lives.

The themes that emerged from the interviews with ten secondary school teachers of EFL in Kazakhstan were: Types of Distractive Behaviors (TDB), Frequency of Distractive Behaviors (FDB), Impact on Teaching Effectiveness (ITE), Emotional Impact on Teachers (EIT), Motivation and Job Satisfaction (MJS), Classroom Management Strategies (CMS), and Support and Solutions (SS). These findings will be presented below, including illustrative data from the interpretations will be linked to current educational research, Hatch (2002).

Table 1

Demographic Information about the Respondents

Participant	Gender	Teaching Experience	Institution Type
T1	Female	5 years	School
T2	Male	10 years	School
T3	Female	12 years	School
T4	Female	25 years	School
T5	Male	2 years	School

Participant	Gender	Teaching Experience	Institution Type
T6	Female	11 years	School
T7	Male	6 years	School
T8	Female	10 years	School
T9	Female	4 years	School
T10	Female	7 years	School

4.2.1 Types of Distractive Behaviors (TDB)

The findings regarding distractive behaviors (TDB) in EFL settings indicate a variety of formats in which such behaviors are manifested. Verbal, technological, psychological as well as social types of distractive behaviors are encountered and affect the teaching and learning of English as a Foreign Language in considerable ways.

Even when students do engage in class, they can be distracted in passive, withdrawn, or even avoiding ways. Teachers at our research sites explained that students suffer from language anxiety that causes them to avoid speaking in English in class, among other things.

Table 2

Types of Distractive Behaviors Reported by EFL Teachers

Theme	Subtheme	Description	n	%
Verbal Disruptions	Side conversations	Students talk during explanations and peer activities	10	100%
Digital Distractions	Smartphone dependency	Students use phones during lessons	9	90%

Theme	Subtheme	Description	n	%
Peer-Driven Distraction	Group influence	One student's behavior spreads to others	8	80%
Passive Disengagement	Mental withdrawal	Students appear attentive but avoid participation	8	80%
Language Anxiety	Speaking avoidance	Students distract others to avoid speaking English	7	70%

Table 2 illustrates the diverse, and interconnected nature of various distractive behaviors reported by participants in their EFL classes. The findings from Table 2 indicate that the most frequent form of distractive behaviors reported by the participants were Verbal disruptions to learning followed by Digital distraction, Passive disengagement from learning, Divergent behaviors (of students), and finally Disorganized learning behaviors.

Another form of distraction reported by teachers was digital distraction, observed in the classrooms of 80% of the participants. This type of distraction was mainly attributed to the use of students' smart phones in the classroom, which were reported to cause a decrease in concentration and in engagement in class as well as an increase in off-task behavior, even when there were mobile phone restrictions in place and students were aware that they were not supposed to use their phones in class. Many teachers reported that, although students hide their use of mobile phones, teachers can easily observe students secretly checking their social media or reading and writing messages.

Another behavior was what the teachers called passive disengagement. The students who exhibited this type of behavior were physically in the classroom but mentally not. In most cases, teachers reported that these students rarely participated in classroom activities even when encouraged to do so. Some of the teachers mentioned that these

students avoided certain tasks that required students to make eye contact with their peers.

Distractive behaviors are more likely to spread to other students within a classroom. Teachers reported that the behavior of one student can very quickly influence other students, particularly in pair work or group work settings.

Language anxiety was also reported by a number of teachers in EFL classrooms. Students with extreme speaking anxiety attempt to avoid situations in which they are required to use English by distracting others in speaking activities or by attempting to humorously diffuse a tense speaking situation and thus avoid possible embarrassment and fear of errors on the part of the anxious speaker.

Table 3

Sample Teacher Quotations on Distractive Behaviors

Theme	Participant	Sample Quote
Verbal Disruptions	T2	"When one student starts talking others straight away lose concentration."
Smartphone Dependency	T7	"Phones are now the biggest distraction in my classroom."
Passive Disengagement	T5	"These students are physically in the classroom, but their minds are elsewhere."
Disruptive Behavior of Other Students	T8	"One disruptive student changes the atmosphere of the whole class."
Language Anxiety	T4	"Students joke and distract others because they are afraid to speak English."

Table 3- The quotations from the findings were used to strengthen the credibility of the findings, because they were based on the experiences of teachers in EFL classrooms. T2 stated that quickly many of the distractions in the classroom would take the attention of all the students in the classroom, collectively rather than individually. T7 noted that technology is becoming an increasing source of distraction in the classroom.

T5's quote exposed a very hidden form of distraction and that is 'passive

disengagement' and how very difficult this is to manage because students look as though they are participating in class, and are behaving in class, but are not mentally present.

T4 said that "because of language anxiety students tend to avoid speaking in the language whenever possible. This avoidance is often manifested in distracting behavior while others are using the language in class." Thus, this finding has specific relevance to EFL contexts, since students' communication anxiety affects their willingness to engage in public communication in the foreign language in class.

4.2.2 Frequency of Distractive Behaviors (FDB)

Distractive behaviors were described by the participants as occurring on a continuous basis throughout English lessons rather than on an occasional basis. Student disruptions in the classroom are part and parcel of teachers' daily practice in their lessons. Student lack of attention to lessons is described by the teachers as very difficult to manage on an on-going basis especially when teaching in very large classes and where there is a lot of technology being used in the classroom.

Table 4

Frequency of Distractive Behaviors in EFL Lessons of Five Teachers

Frequency Pattern	n	%
Daily occurrence of disruptions	10	100%
Multiple disruptions during one lesson	7	70%
Increased distractions during speaking tasks	8	80%
More distractions in afternoon lessons	7	70%
Recurring behavior after teacher warning	6	60%

These behaviors are becoming normal in any given EFL classroom and thus affect teachers' practice on a daily basis. The said behaviors are problematic, since, as already

mentioned above, teachers devote considerable time to containing them and at the same time receive few dividends in terms of quality of language learning.

Communication based tasks, which encourage a lot of interaction and movement in the classroom, were reported by the teachers to elicit more of these types of behavior than more teacher-focused tasks.

Some of the more distracting behavior occurred in the teacher's afternoon lessons. Teachers stated that this type of behavior was most likely due to student fatigue, attention deficit, and the exhaustion of their academic days.

4.2.3 Impact on Teaching Effectiveness (ITE)

The findings from the impact on teaching effectiveness (ITE) section of the questionnaire revealed that there are some very negative effects of distractible classroom behaviors on the teacher and the students. The results indicated that a number of aspects of the classroom and the way lessons were delivered were affected, including the way lessons were structured and delivered, student participation in lessons, the way lessons flowed and the amount of time teachers spent on managing behavior in the classroom as opposed to delivering lessons.

Table 5

Impact of Distractive Behaviors on Teaching Effectiveness

Impact Area	Description	n	%
Loss of instructional time	Lesson time spent managing behavior	10	100%
Simplification of lesson content	Teachers reduce activity complexity	8	80%
Reduced student participation	Less communication in English	8	80%
Interrupted lesson flow	Frequent pauses during teaching	9	9%
Teacher-centered instruction	Reduced use of interactive activities	6	60%

Teachers saw that less student participation and less communication in English took place as a result of the various types of negative behaviors observed in their respective classrooms.

Flow of the lesson is regularly interrupted by frequent pauses of the teacher in order to manage the class.

Findings have shown that disruptive behaviors affect both teaching approaches and learning outcomes. Teacher responses consistently explained that in the case of distractions, lessons were cut short because instructional time was used instead to manage behavior.

There is also a tendency for teachers to simplify their lessons, such as moving from communicative-focused grammar activities (e.g. role-plays, information gap tasks) to more controlled, less dynamic grammar practice that is less likely to attract the attention of potential 'distractors' and allow them to complete their lesson without being constantly stopped.

As previously mentioned, teacher reported that the frequency of such disruptive behaviors led to students loathing speaking in class as they feared drawing attention to themselves. However, shy students or lower-level students are less able to resist participation in classroom activities and thus their focus is adversely affected as a result of other distracting behaviors in the classroom.

EFL classroom distractions negatively affect students' speaking confidence as well as reduce effectiveness of more communicative lessons, or those that are more student-centered.

4.2.4 Emotional Impact on Teachers (EIT)

In addition to the physical consequences of dealing with constant disruption, teachers stated that they experienced a range of negative emotional impacts as a result of

the behavior of others in their classrooms. These included stress, frustration, mental fatigue and emotional exhaustion.

Table 6

Emotional Impact of Distractive Behaviors on Teachers

Emotional Response	Description	n	%
Stress and frustration	Emotional pressure during lessons	10	100%
Mental fatigue	Exhaustion from continuous monitoring	8	80%
Detachment	Being less able to form a good relationship with students as a result of their behavior	6	60%
Self-doubt	Questioning teaching ability	5	50%
Burnout	Emotional exhaustion over time	4	40%

Across the different themes, stress and frustration appeared to be experienced by everyone. This stress and frustration is caused in particular by constant interruptions to lessons, and the feeling that teachers are expected to maintain the quality of teaching as well as control the behavior of their students at all times.

Mental fatigue is another very common experience described by teachers. They experience mental fatigue as they are constantly monitoring students' behavior and therefore have to divide their attention between teaching a subject and managing the classroom.

An important finding to highlight from the above quotes is teachers' report of moving to a state of emotional detachment from their students, to protect themselves from stress.

A number of teachers mentioned how they started to question their own ability as a teacher and expressed how they felt uncertain and unable despite planning and preparation of

lessons and lessons activities.

4.2.5 Motivation and Job Satisfaction (MJS)

Teachers' motivation and job satisfaction are affected by distracting behaviors.

Table 7

Motivation and Job Satisfaction Among EFL Teachers.

Theme	Description	n	%
Reduced enthusiasm	Teachers lose excitement during disruptive lessons	10	100%
Emotional adaptation	Teachers develop coping strategies	8	80%
Motivation through student success	Positive participation restores motivation	9	90%
Career dissatisfaction concerns	Teachers' long-term stress regarding their career	5	50%

Classroom atmosphere plays a very significant role in determining teachers' emotions at work. No matter how motivated teachers are into beginning the lessons, frequent disruptions into their teaching affect their enthusiasm as it makes them question whether they are meeting their objectives in teaching.

Many teachers described processes of emotional adaptation to persistent challenges in their classroom, including the development of coping strategies, classroom routines, as well as strategies of emotional control in order to continue teaching effectively and achieve their goals.

Positive student progress is what motivated the participants. Teachers found inspiration in

activities that fostered communication, and in students' progress. Successful teachers found confidence and happiness in their teaching when they had reached their students and the students had progressed in their writing.

4.2.6 Classroom Management Strategies and Support (CMS & SS)

Teachers reported use of both reactive and preventive classroom management strategies to address distracting behavior. Results also highlighted a need for support systems within the school in order to sustain effective classroom management.

Table 8.

Classroom Management Strategies and Support Systems

Strategy / Support	Description	n	%
Verbal correction	Immediate behavioral reminders	10	100%
Interactive lesson design	(e.g. games, interactive communicative activities)	9	90%
Clear classroom routines	Rules and structured procedures	6	60%
Parent cooperation	Communication with families	7	70%
Administrative support	School discipline policies	8	80%
Psychological support services	Students with behavioral difficulties are supported	7	70%

EFL teachers' preferences for classroom management are largely drawn towards engagement-based management strategies over a focus on punishment. Teachers note that keeping lessons interesting and highly interactive, to avoid students becoming bored, appears to increase student attention.

Having clear classroom routines was also brought up by teachers as a good

preventive measure. Teachers agreed that in cases where there were clear lesson expectations and consistency, students behaved in a more positive manner and were focused throughout the lesson.

Finally, involvement of parents was seen to be very important. Teacher stated that discipline in classroom improves when parents are involved in school and are cooperative with teacher and school.

4.3 Summary of Findings

In this study, the phenomenon of the distractible behaviors in secondary school EFL classrooms has been treated as a multi-faceted and complex issue and have attempted to show how it is influenced by a range of pedagogical, psychological, and a host of institutional factors. These behaviors are shown to be a key aspect of a host of issues, connected to how a classroom is managed and the nature of lessons that are delivered in the setting, on a daily basis.

Further, findings of this study revealed that most of the above-mentioned distracting behaviors occurred when there was an imbalanced demand of lesson in terms of students' developmental needs, their motivational levels, and their emotional stages. In such cases, lessons that failed to engage students would lead to increase in off-task behaviors, hence, in many cases distracting behaviors become both a behavioral problem and a problem of instructional design.

The study also highlighted the negative impact of some classroom behaviors on teachers. Teachers reported high levels of stress, frustration and mental fatigue as a result of managing some classroom behaviors. These negative emotions were reported to affect teachers' energy, patience and overall quality of teaching and as a result, the learning of students in their classes.

Some of the challenges that affect classroom management are subtle and not

always immediately apparent to teachers and students alike. Many students enter the classroom with low motivation or a lack of engagement. Many students exhibit passive behavior rather than off-task behavior, but this is no less of a problem for classroom management. Some students exhibit inconsistent behavior and it is up to teachers to try to manage this. Others may be affected by a lack of support from outside of school and parents. All of these issues and more need to be taken into account by teachers and addressed in order to manage the classroom effectively. Because of these issues, classroom management is an ongoing, adaptive process that can vary from day to day, and from class to class, and from student to student. It is not simply a matter of behaving or not behaving in class.

CHAPTER 5.

DISCUSSION

This study seeks to explore and identify teachers' perspectives and views about the various kinds of and causes for distracting behaviors which happen in EFL classrooms and also to examine the effects of these behaviors on teaching and learning, teacher's emotional and psychological well-being and job satisfaction in private secondary schools. The previous studies have focused mainly on the impact of distracting behaviors on students in the classroom (Williams, 2021; Harris & Parker, 2021) while this study under discussion focuses on teachers' viewpoints, perceptions, thoughts, attitudes and feelings about those same distracting behaviors in the classrooms and how these same behaviors affect teachers themselves, their roles, functions and responsibilities in the schools and their work, jobs and lives. The main objective of the current study under discussion is to provide a new piece of knowledge in the form of new data and or perspectives to address the gap in knowledge about the effect of distracting behaviors on teachers in schools mentioned above in which the study was conducted. In this Chapter, the findings obtained from the study have been explained thoroughly and discussed adequately with reference to some of the selected and relevant literature and pedagogical concepts that were used in the study. The discussions have been organized into three themes namely: Types of Distracting Behaviors and Their Causes, Impact of Distracting Behaviors and Classroom Management Strategies and Teacher Adaptation.

5.1 Types of Distractive Behaviors and Their Causes

The study's findings showed that distracting behaviors are common in the EFL classrooms studied. While all teachers reported to observe the list of distracting behaviors presented in the study, the intensity and frequency with which the behaviors occurred varied depending on the type of lesson, classroom environment, and the particular group of

students studied. The most frequent of the distracting behaviors reported by teachers were side conversations between students and students' lack of attention while teachers delivered teacher-centered lessons. Such side conversations were reported by all teachers and were perceived to spread quickly to other students in the classroom. They were reported to occur even when students were given speaking tasks, as well as during teacher-delivered lessons. In addition to causing distraction to students involved in the side conversations, teachers reported that such behaviors distracted other students in class as well. According to Emmer and Evertson (2016), small behaviors that seem to be insignificant, such as side conversations between students, can escalate into more serious disruptions to classroom management, if not handled immediately. Such behaviors can have a negative impact on classroom management, and thus affect instructional quality and the academic achievements of students. The findings of the current study indicate that teachers studied perceived that side conversations between students were the most frequent form of distraction in their classrooms.

Side conversations, or students talking while the teacher is explaining, were observed by all of the teachers in this study and were reported to occur more frequently than any other type of distraction. These teachers reported that these side conversations can spread very quickly, and while they are primarily disruptive to students who are involved in the conversation, they can also have a negative effect on other students in the classroom as well. According to Emmer and Evertson (2016), even the smallest disturbance in the classroom can have a negative impact on both teachers and students, growing in intensity if it is not addressed in a timely fashion and in the end interfering with the flow of the lesson. The above findings suggest that side conversations may be the most frequent form of distraction in a number of EFL classrooms and are a serious problem in many teacher managed classrooms.

Similarly, there were a number of comments made by teachers regarding students using their mobile phones in the classroom. Many teachers reported that the problem with students using their phones was that they were often used discreetly by students, meaning that a teacher may not always be aware that a student is using a phone in class. Tindell and Bohlander (2012) suggest that in a number of settings where mobile phones are permitted, there is evidence to show that they frequently result in students dividing their attention between the lesson being delivered and the information that they are receiving from their phone. Furthermore, the fact that many students now carry mobile phones with them at all times means that the problem of students using their phones in class is likely to become more, not less, of a problem in the future.

In addition to actively disrupting the classroom, some of the most common forms of behavior considered to be distractive were observed to be of a passive nature where students are physically present in the classroom but are not cognitively engaged in the lesson. The behavior where students are not engaged has been reported by a number of teachers throughout this study, and the reasons why some students are not engaged have been reported and can be considered from a number of different perspectives. It has been reported by a number of researchers (e.g. Fredricks, Blumenfeld & Paris, 2004) that passive disengagement from learning where students are not actively misbehaving but are not engaged at a cognitive level can have a similar effect on learning as some of the most serious forms of behavior considered to be disruptive in the classroom, and are therefore an important area that teachers must be aware of in order to maximize learning in the classroom.

Yet another set of behaviors reported by teachers included those that occurred during pair and group work when some students would continually interrupt their peers in order to make their comments. In some cases, these same students would laugh and

continue to dominate the conversation in spite of their peers' attempts to speak. In turn, less vocal students in the classroom would become hesitant to participate in future class discussions. Marzano, Marzano and Pickering (2003) maintained that a positive classroom environment where peer interaction is encouraged can foster the kind of participation that is typical of communicative language learning environments.

Some of the reasons behind these behaviors were also discussed by the teachers, for example: Some of the students are not engaged in lessons that are teacher-centered and consist of long explanations. These lessons lead to students becoming passive and later being distracted. This is in line with findings of Skinner and Belmont (1993). They stated that students' engagement is affected by the quality of the lessons and in particular by the degree to which tasks are relevant to students and by their motivation for participating in class activities. Other reasons, which were given by the teachers, were: students are tired, it is afternoon time and they are not as focused and motivated as they are in the morning. Their classes are usually held between 2 pm and 5 pm.

Similarly, the way in which that one student can be distracting to other students around them is influenced by their peers. In the study of classroom management that Weinstein and Romano (2015) carried out, they found that classroom behavior was socially influenced and would spread like wildfire around a classroom of students.

The findings suggest that distractive behaviors in the classroom are not random but are influenced by a combination of instructional methods, student motivation, peer dynamics, and classroom conditions. Rather than being solely student-related issues, these behaviors also reflect the level of engagement created by teaching practices. As emphasized by Jones and Jones (2012), student misbehavior is often a signal of instructional design quality, indicating that improving lesson structure and engagement strategies can significantly reduce classroom distractions.

5.2 The Effects of Distractive Behaviors on Teachers' Teaching Effectiveness, their Emotional Well-being and their Job Satisfaction

The findings of this study suggest that there is a need for schools, in particular private schools, to provide teachers with classroom management training as well as with support regarding their emotional well-being. Schools also need to develop a policy that deals with distraction in an effective manner.

Teachers who participate in this study state that the distracting behaviors of their students have an impact on several aspects of the classroom environment, including their teaching, their emotions, and their job satisfaction. The findings of this study note that, although the degree to which each of these aspects is affected varies from teacher to teacher, all of the teachers who participated in this study reported that the distracting behaviors of their students affects their teaching, their emotions, and their job satisfaction in some way.

In terms of teaching effectiveness, distraction reduce teaching efficiency and make teaching less effective. For example, of distraction are when students are not paying attention to what teacher are saying and when teacher have to repeat what they have already said. The above scenarios occur when students are not focused and are doing something else instead of paying attention to teacher. In this instance, teacher cannot continue teaching as planned and has to stop teaching in order to re-explain to students what they have already explained. This in turn reduce the amount of time teacher has to carry out tasks that require student participation such as communicative and practice-based activities. Kounin (1970) explained that teacher who manage to create smooth and continuous lessons are more effective than teachers who do not. The above examples of distraction affect teaching effectiveness because they reduce smoothness and momentum of teaching. As a result, students do not learn as effectively as they would in lessons that

are not disrupted by distraction.

Teachers reported that in some instances the frequency of disruptions had an impact on lesson length, with them having to cut short some lessons in order to complete all of the planned work for that class. It was also reported that on occasions whole lessons were modified in order to ensure that all students were able to complete all of the elements of the teacher had planned for that lesson. This view supports that of Brophy (2006) who wrote that the management of the classroom has a direct bearing on the amount of time that is spent on teaching and that effective teachers are able to manage the classroom in such a way that they are able to teach all of their students for the whole of the teaching time. Effective teachers, therefore, are able to manage the classroom so that they are able to deliver their lessons to all their students in a positive manner. They are able to teach and to allow their students to learn in the best possible way. As Kounin (1970) noted the effective management of the classroom is crucial for the learning of students in that classroom.

As for the second aspect, i.e. the emotional well-being of teachers, teachers reported levels of stress, frustration, and fatigue, which varied from very slight to extreme. This aspect of teaching seems to cause problems to teachers, which are exacerbated by recurrent behavioral problems in different lessons, even when these are managed successfully in one class. These findings are supported by those of Kyriacou (2001) regarding classroom management and teacher stress.

Likewise, being continuously exposed to disruptions in class can negatively affect a teacher's emotional well-being (Chang, 2009). However, it is how teachers manage to deal with disruptions that can have the greatest effect on how disruptions affect them. Teachers were able to acknowledge that there were times when they were frustrated or had felt stressed, but were able to deal with this in a professional manner. They maintained

control of the classroom, ensuring that lessons continued to run smoothly. This is an example of how teachers have to manage their emotions in order to complete their job. This is known as emotional labor (Sutton & Wheatley, 2003).

In terms of job satisfaction, the findings of this study indicated that there was a moderate impact on the participants. However, there were mixed feelings regarding the extent to which the behaviors that had been described created any affected their job satisfaction. It was stated that at times it could affect job satisfaction immediately after a lesson, however, it did not affect their long-term motivation. This could be due to the reasons that were stated by Herzberg (1959) in his Two-Factor Theory. He stated that negative factors in the workplace could cause dissatisfaction; however, they would not decrease the motivation of an individual as long as there were positive factors at work. In the case of the teachers in this study, they were motivated by seeing their students improve, achieve and succeed.

Furthermore, the quality of lessons was said to be very influential. Although a few dissatisfying lessons did not affect their overall job satisfaction, good lessons in which students worked well and achieved something could compensate for previous negative experiences. Thus, job satisfaction is not a constant feature of teachers' work but is highly changeable from one lesson to another.

5.3 Classroom Management Strategies and Teacher Adaptation

The findings of this study show that teachers use a wide range of classroom management strategies to deal with distractive behaviors and maintain effective learning environments. These strategies include establishing clear rules, using interactive teaching methods, applying positive reinforcement, and continuously adapting lesson design based on student responses. Overall, the results indicate that effective classroom management is not based on a single method, but rather on a combination of preventive, responsive, and

reflective practices.

In order to manage his or her classroom effectively, the teacher starts off by outlining the rules and the behavior he or she expects from his or her students in class. According to Marzano and Pickering (2003), a classroom management includes rules and the smooth running of a classroom that enable students to work in an atmosphere that is favorable to learning and teaching, and to feel secure, while teachers are able to teach effectively. The rules specified by teachers in this study ranged from general behavior such as listening, following instructions, remaining on task and showing respect to other students, to more specific behaviors such as putting away mobile phones, not using slang while speaking to their peers, raising their hands to speak to the teacher, not disturbing others while they are working on speaking tasks, not leaving their seats without permission, completing tasks assigned to them and making sure that they do their best in class. These rules were stated at the beginning of the course and teachers reminded their students of them when necessary.

Interactivities and student-centered lessons are another strategy used by teachers to minimize distracting behavior in the classroom. These could be group work, pair work, role-plays, or task-based lessons that encourage students to use communication skills. As Doyle (1986) stated, well-structured lessons with meaningful tasks for students to complete will minimize opportunities for students to engage in misbehavior as they are constantly involved in learning activities. Furthermore, Vygotsky's (1978) Social Constructivist Theory suggests that students learn by interacting with their peers and that this type of learning will increase student engagement and reduce the likelihood of students being disengaged and off-task.

The findings of this study showed that teachers were of the view that the use of positive reinforcement was an effective way of dealing with distractions in the classroom.

In the above quote, the teacher stated that she or he praised students for good behavior, effort, participation and work completed. This approach of the teacher is consistent with that of Skinner (1953) in his Behaviorist Theory. He stated that positive reinforcement was a powerful technique for strengthening up behavior that is desirable and also for increasing the likelihood of the behavior being repeated.

However, not all of the management strategies used by teachers in this study were reported to be effective. For example, being overly strict was reported to create an uncomfortable learning environment and to reduce student participation in speaking activities. Such an approach would agree with that of Charles (2011) who stated that whilst an overly authoritarian approach to behavior might be controlled in the short term it could have a negative effect on student motivation in the classroom.

Similarly, where teachers reported ignoring some off task behavior of students, this sometimes had the opposite of the intended effect, with the behavior of individual students or of other students in the class increasing rather than decreasing. This supports the view of Emmer and Evertson (2016) that classroom management requires teachers to intervene in a timely manner in order to prevent behavior becoming more rather than less problematic.

Teacher reflection and teacher adaptation are key in improving and managing classroom situations. A teacher reflected on a lesson he had given a few days before. He concluded that although he had used some good activities, the students had not been successful in getting the students to engage in the learning task. He then changed a reading task into a competition and a grammar task into an interactive task. Students worked in groups and were able to discuss their answers with their peers. He stated that as a result of his reflection he was able to use more effective strategies in subsequent lessons to manage the classroom and improve student learning.

Effective classroom management is based on a balance of structures and flexibility, on establishing clear rules and on giving scope for students' creativity in well-structured lessons. A great teacher is able to adapt his/her teaching to the students' behavior, to use their potential and to create lessons that in themselves reduce distractions.

CHAPTER 6.

CONCLUSION

This study explored teachers' views of and their experiences with a variety of distractive behaviors that take place in EFL classrooms. Such behaviors affect not only how teachers perceive their efficacy, and their levels of job satisfaction, but also their emotional well-being and the ways in which they approach a variety of classroom management strategies. The study's aims were threefold: first, to seek data which would illuminate the ways in which teachers perceive a variety of behaviors which are deemed to be distractible in EFL settings; second, to examine data which would reveal the ways in which teachers cope with various behaviors which are perceived to be distractible by learners in EFL classrooms; and third, to gain insights into the ways in which teachers manage to utilize a variety of strategies in order to counteract a variety of negative behaviors which are perceived by the teachers to be very distracting in the English language classrooms in which they teach.

The study involved five English language teachers. The teachers were asked to describe in detail situations in their lessons when students displayed behaviors that the teachers perceived as being distracting to other students in the classroom. The findings were that in EFL contexts, a number of different behaviors were displayed by students in classrooms that were perceived by teachers as being in some way distracting to other students. The most commonly reported behaviors were talking while the teacher was explaining, using mobile phones, not paying attention, and, most commonly of all, interrupting other students during speaking activities. The teachers also reported that there were students in their classes who were physically present in the classroom but who were not mentally present in the sense that they were not engaging with the lesson.

The results of the study indicated that these sorts of behaviors negatively affected

the effectiveness of the teachers in the study. They reported having to reiterate directions, stop activities to manage certain students, and to alter lessons in order to reach their objectives. For some teachers, they reported that on occasion they were unable to complete all of the objectives of a lesson due to the lack of control of certain students.

In addition, findings highlighted the influence that such behaviors have on the teacher's emotional state. While most teachers stated that they generally felt tired, frustrated or mentally exhausted as a result of managing classes where students displayed a range of distraction behaviors, others reported feeling stressed, though were keen to comment that they managed to hide this from their students. Furthermore, the way teachers managed their own emotions was revealed through reference to the ways in which they engaged in reflection, in taking short breaks after lessons, and in communication with their colleagues.

Teachers' perception of job satisfaction did not seem to be influenced by distractive behaviors to a great extent. The issue of a number of very problematic lessons that have an impact on teachers' job satisfaction for a short time was brought up on several occasions by the teachers in this study. These instances were largely offset by situations in which there was good student participation and satisfactory progress by students in general.

The study also explored into the Classroom Management Strategies utilized by teachers in dealing with the issues of student's Distractive Behaviors in classroom. The Strategies were ranged from setting classroom rules at the very beginning of the course to managing students' behavior, to giving reminders to students for following classroom procedures, and to providing positive feedback to students who behave properly in classroom. In addition, teachers prefer using the Interactive Methods of teaching English such as pair work, group work, discussion in small groups, speaking activities, and other

activities which help students to remain engaged and not to get distracted during the lessons.

Teachers agreed that ignoring or dismissing certain forms of misbehaviour could have negative effects while imposing strict discipline on students could have the opposite effect and cause them to lose interest in learning. One of the most important things for teachers is to achieve a balance between being in control of their classroom and being able to encourage their students to take part in learning. For this to happen, teachers need clear instructions and classroom rules that are consistently applied.

Distractive behaviors are also affected by the lesson design and the level of students. Interesting and relevant tasks that are on the right level of students will make students more focused than a less engaging and less relevant task. Moreover, students get distracted more easily when a task is too difficult for them or too easy for them.

The results of this study provide evidence of the reality of the EFL classroom where distractions to learning are a normal feature of teaching. The teacher does not stop teaching because of some of the students' behaviors but has to find ways and means of teaching in the circumstances and making the best of a bad job by using a variety of classroom management strategies and techniques and by selecting a variety of activities and lessons which will engage the majority of the students in the learning process.

The study has a number of limitations and it would be worthwhile to pursue further research of this kind, perhaps with a larger sample of teachers, in different contexts. It may also be worthwhile to explore this issue from the students' perspective to discover their attitudes, reasons for not engaging in class, and to identify the strategies that can be implemented in the classroom to deal with any instances of distractible behavior.

6.1 Policy and Practice Implications

The study can have important implications for the policy and practice in and

outside the settings where the study was conducted. First, schools should provide teachers with the necessary support when dealing with disruptions in the classroom. This can be achieved through offering teachers professional development opportunities that focus on teaching students how to manage their behavior in the classroom, teachers' emotional resilience, as well as students' behavioral support.

Second, review school policies regarding mobile phone use, classroom management, student engagement and implement them as necessary. Teachers may also benefit from clear administrative procedures to deal with recurring problems in the classroom.

Third, tackling of problems of the kinds studied in this research project would benefit from teachers, parents, school counselors, and administrators working collectively. They need to be provided with opportunities of sharing and working with each other for improving school environment for students to learn effectively and achieve their full potential.

Findings from this study could help school administrators and policy makers recognize that teacher well-being is as important as student learning in order to produce effective teachers who can manage to work in effective classrooms.

6.2 Limitations and Recommendations for Future Research

Based on the study's findings, recommendations are provided for future research on classroom distractions in EFL settings.

More studies, however, are needed. Large numbers of participants from different parts of the world, from different school environments, and of different levels and years of teaching experience should be involved in order to be able to draw more general conclusions and to further investigate the issue of classroom distraction in various learning settings.

Further research into the area of classroom distractions could incorporate students' views on why they engage in certain behaviors and how they perceive lessons that are being disrupted by other students. The perspectives of teachers and students on the causes of and solutions to classroom distractions could also be compared to gain greater insight into this issue and to identify the most effective ways of minimizing the occurrence of such disruptions.

A follow-up study to this research could focus on how the classroom, as well as the lesson and the material, affects distractible behaviors in EFL classrooms. If lessons that are more engaging than others cause less distractible behavior, then a follow-up study could look into specific strategies, materials, and activities in order to implement them in the EFL classroom in order to decrease the occurrence of such behaviors.

Another area for future research is the positive use of digital technologies in EFL classrooms to engage students in learning. Given that the major source of distraction in the study reported on here are mobile phones and online platforms, it would be worthwhile to carry out research into how these technologies can be used to enhance learning in the EFL classroom, rather than to distract from it.

Longitudinal studies focusing on the evolution of classroom management and student behaviors over time could also help to see whether the strategies designed to tackle DIs are likely to have a long-term impact on teaching and learning in EFL classrooms.

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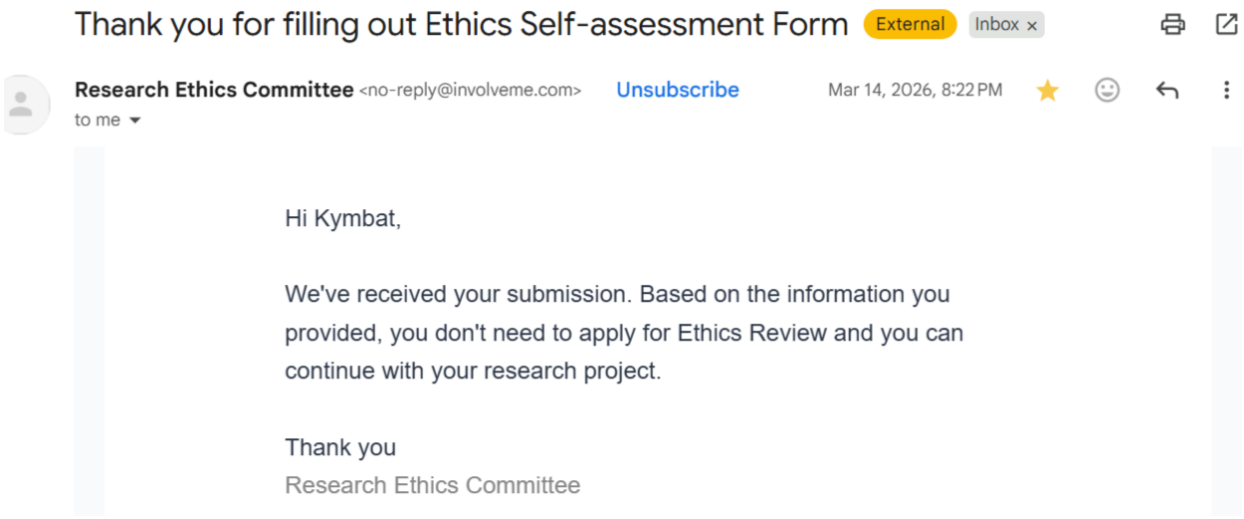
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Appendix A



Thank you for filling out Ethics Self-assessment Form External Inbox ×

Research Ethics Committee <no-reply@involveme.com> Unsubscribe Mar 14, 2026, 8:22 PM

to me

Hi Kymbat,

We've received your submission. Based on the information you provided, you don't need to apply for Ethics Review and you can continue with your research project.

Thank you
Research Ethics Committee

Appendix B

Semi-Structured Interview Questions (Teachers)

1. Can you describe your experiences with students' behaviors that are distracting in the classroom? What are some of the behaviors that occur most frequently for you?

2. How frequent are the aforesaid distracting behaviors and how do they affect the process of teaching on a day-to-day basis.

3. How do students' distractive behaviors influence your teaching effectiveness and ability to deliver lessons as planned?

4. How do classroom disruptions impact your emotional well-being and stress levels as a teacher?

5. Does dealing with frequent distraction affect your job satisfaction or how motivated you are to your work as teacher, and if yes, how?

6. What strategies do you use to manage distractive behaviors in your classroom, and how effective do you find them?

7. What support or changes do you feel are required to minimize distractions in the classroom to aid your teaching and be more effective?

Is there anything else you would like to add in terms of possible classroom distractive behaviors or their management in lessons?

Thank you for your time to share with me your thoughts and experiences with regards to the behaviors of distraction in the classroom. The findings from this research will aim to provide new insights into classroom behaviors and their effects on teaching and learning, and I shall ensure that your contributions are recognized.