

The Effects of Classroom Disruptive Behavioral Management Strategies for Middle School Students Talking out of Turn

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Abstract

The two concepts of classroom and management are understood to constitute the connotation of classroom management. Teachers not only have to undertake the task of "teaching", but also the task of "management". Teachers have to coordinate and control the relationship between the elements of the classroom teaching process so as to make it an organized whole to ensure the smooth running of teaching activities. In order to create a good learning environment for students, teachers have to take various activities and measures to reduce disruptive behaviors in the classroom, and among the various disruptive behaviors in the classroom, "talking out of turn" generally gives teachers a headache. This paper adopts the research method of case study, using observation, interview and document analysis to collect data and qualitatively analyze Chinese teachers' classroom teaching. Based on the observation and study of harmful behaviors, the following methods are proposed: flexible use of the "free talk" session to allow students to self-supervise and to improve teachers' classroom management skills. This study helps teachers to manage the harmful behaviors of "speaking off the cuff" in the classroom, and also provides a reference for teachers to optimize the classroom in the future.

Keywords: Classroom Management, Talking out of Turn, Disruptive Behaviors

Introduction

Classroom disruptive behavior of secondary school students occurs in the classroom, violates classroom discipline, interferes with normal teaching and learning activities, or affects teaching and learning efficiency to varying degrees. Classroom disruptive behavior not only affects the smooth running of classroom teaching activities and students' classroom learning activities, but also affects students' personality development socialization and harmonious teacher-student relationship (Bai, 2020). The importance of studying classroom disruptive behavior of secondary school students cannot be ignored. First of all, such behavior not only affects the quality of teaching and classroom order, but may also have long-term effects on students' mental health and personality development. Therefore, an in-depth study of this area can help educators and school administrators better understand the motivations for students' behaviors and take effective interventions to promote a positive classroom climate

(Shen, 2010). Through research, we can explore different types of disruptive behaviors and their causes so that targeted solutions can be developed. This will not only help reduce negative behaviors in the classroom, but also promote the overall development of students and improve their social skills and emotional management. Lastly, studying this topic can help improve teacher-student relationships. Understanding the reasons behind students' behaviors can help teachers adopt a more tolerant and understanding attitude and create a more harmonious teaching and learning environment (Alperin, Reddy, Glover, Bronstein, Wiggs & Dudek, 2023). This is important for developing students' socialization skills and building a positive school culture. Among the classroom disruptive behaviors, the most representative and influential one is "talking out of turn". Next, this paper will start from the main category of disruptive behavior and finally describe the characteristics and content of "talking out of turn", a branch of disruptive behavior.

Background and Significance of the Study

Classroom disruptive behavior is a major challenge to school learning, not only affecting students' academic performance, but also being a significant source of job stress for teachers (Gan, 2022). In the last two decades, students' behavior has changed significantly and teachers in education centers are facing great behavioral challenges (Zhu, 2021). The purpose of classroom management is to develop discipline and motivation and to engage students' cooperation in the learning process. If teachers fail to manage the classroom using a variety of teaching methods, the teaching and learning process will fail (Cheng, 2002). Classroom management refers to a series of measures taken by teachers to ensure that the teaching and learning process runs smoothly, even when students disrupt the classroom. The definition of the term includes preventive behavior, which is one of the most difficult aspects of teaching for teachers. On the other hand, it is a complex process in which the teacher must win the hearts and minds of students through interpersonal communication, even to the point of becoming emotionally attached to those who misbehave. Research has shown that students who support the development of such relationships have fewer behavioral problems in the classroom and perform better academically (Lu, 2006).

Behavioral problems in learners are challenging at all stages of learning. Disruptive behaviors are recurring and persistent behaviors of some students that disrupt teacher instruction and student learning. Most studies have shown that student misbehavior and classroom management is one of the biggest challenges and concerns faced by teachers (Saleem, Qureshi & Zia, 2021). Discipline problems can also lead to academic failure and negatively affect the academic climate and learning in the classroom. Most teachers believe that if there are frequent behavioral problems in the classroom, communication during the teaching and learning process will be disrupted, teachers will not be able to teach effectively, and students will find it difficult to concentrate on learning. Educational psychologists now believe that effective classroom management promotes learning opportunities for learners (Elias & Schwab, 2013). Instead of the traditional classroom management approach of getting angry, insulting students, or removing them from the classroom, there are effective classroom management strategies that every educator can use when faced with disruptive student behavior.

Classroom management strategies are an important part of teacher preparation and involve knowledge and skills related to the education of students as well as familiarity with effective areas of learning for student development. Familiarity with non-conventional case studies

and classroom management skills is particularly important for teachers. Teachers need to be well prepared to deal with various challenges in the classroom. Different studies have investigated in depth classroom management skills and strategies to deal with disruptive student behavior. "Talking out of turn" is one of the most prevalent disruptive behaviors in classrooms of all ages. Research has shown that 'talking out of turn' is considered to be the most problematic behavior for teachers (FHKPS, 2013). In the classroom, this usually manifests itself as a student being disruptive and talking to other students about things that are not relevant to the class. Whether in elementary school or college, observers walking into a classroom always see many students whispering and not listening to the teacher. In most cases, these conversations are not relevant to the classroom.

When some researchers ask teachers which behavior is most troublesome in the classroom, they usually mention "talking out of turn" (McHoul, 1978). This behavior not only prevents the speaker from learning properly, but it also disrupts the motivation of other students and ultimately leads to a decline in the academic performance of the entire class. This is a series of disastrous consequences. Therefore, this paper will analyze a destructive behavior known as "talking out of turn" and discuss effective classroom management methods.

Purpose of the Study

The subjects of this study are junior high school students, who often experience the phenomenon of "talking out of turn" in the classroom as they are in the critical period of adolescent development. If left unchecked and neglected in classroom management, such behaviors will seriously affect the teaching environment of teachers and the learning atmosphere of students, which in turn will lead to an ineffective classroom. Therefore, this study aims to explore and evaluate the effectiveness of different strategies in managing this behavior through systematic observation of students' "talking out of turn" in the classroom, combined with in-depth interviews with teachers. Specific objectives include analyzing the root causes and characteristics of "talking out of turn" behavior, describing in detail the frequency, contexts, and specific manifestations of the phenomenon of junior high school students' "talking out of turn" through behavioral observation and data collection; assessing the effectiveness of existing classroom management strategies, and understanding the current strategies used to manage "talking out of turn" through teacher interviews and field research. "Talking out of turn" behavior, and assess its effectiveness and limitations; propose optimization strategies, based on the findings of the study, put forward specific suggestions to improve and optimize classroom management, and help teachers effectively deal with and manage students' "talking out of turn" behavior; and ultimately, through the optimization of management strategies, enhance the classroom management ability of teachers to create a more positive and effective learning environment. This study ultimately aims to provide practical guidance for educational practice, helping teachers to adopt more scientific and effective management methods when confronted with junior high school students' "talking out of turn" behaviors, so as to enhance the overall quality of teaching and students' learning experience.

Literature Review

Classroom disruptive behavior

There are various definitions of students' classroom disruptive behavior abroad. For example, American psychologists Lindgren and Zhang (1983) define disruptive behavior as: "any

behavior that causes trouble (interferes with the effective functioning of a student or class), or the trouble caused by such behavior (indicates a loss of effective functioning of a student or group)". Disruptive behavior encompasses a wide range of behaviors from tardiness to violence, may include disrespectful, offensive, or threatening behavior, and may manifest itself physically, verbally, or psychologically. The University of Washington (2017) refers to the following behaviors as examples of disruptive behavior, including aggression toward other students or teachers, threats of violence, unyielding arguments or debates, yelling in and out of the classroom, talking or laughing inappropriately, snoring in the classroom, using a laptop computer in a way that other students find disruptive, and listening to music at a volume that disturbs other students (Rassul, Hassan, Jukil & Ibrahim, 2024). Such behaviors have a negative impact in any learning environment by interfering with the learning activities of the actor and other students. It is important to note that all disruptive behaviors, regardless of their severity, reduce learning time. Even a minor issue like tardiness can cause serious problems for the teacher and classmates and must be dealt with immediately.

No matter what kind of class, disruptive behavior is present to a greater or lesser extent. In classroom teaching practice, classroom disruptive behavior cannot be generalized because each teacher does not have uniform criteria for judging classroom disruptive behavior. For example, some teachers believe that it is inappropriate for students to speak in class without the teacher's consent, which interferes with the normal order of teaching; while others believe that it reflects the concept of a new type of classroom, which is a manifestation of the students' quick thinking and active classroom atmosphere, and should be vigorously advocated (Cheng, 2002). Some teachers believe that students should be quiet in class, and if students discuss with each other in class, the teacher will consider it as disruptive behavior; while some teachers believe that it is also a kind of disruptive behavior if students are not talkative in class. There are also teachers who believe that students' inactivity in class is a sign of not really participating in the classroom and is disruptive behavior. Therefore, disruptive behavior is subjective to a certain extent (Wu, Zhang, Cheng & Hu, 2017), and everyone has a different view of disruptive behavior.

To sum up, classroom disruptive behavior should be a behavior that should not happen, but students who are the object of education deliberately make it happen, disrupting the smooth progress of teaching (Bai, 2020). In determining whether a certain behavior is disruptive to the classroom, the following aspects should be considered: the frequency of disruptive behavior, the circumstances in which it occurs in the classroom, and whether it violates school rules and regulations. Taking "talking out of turn" as an example, this behavior is highly recognizable. First of all, it is a talking behavior that usually occurs between two or more people and therefore is a group behavior (FHKPS, 2013). At the same time, this behavior conflicts with classroom management and affects classroom order.

Causes and effects of students talking out of turn

"Talking out of turn" may be due to the unmet needs of the pupils. These needs include the need to be noticed and the need to be recognized. Some students with poor academic performance tend to seek attention by disturbing their teachers and classmates when they find that they are not recognized by their teachers and classmates in their studies or in life. In addition, many students try to avoid unpleasant situations or activities (Li, 2021). If a student is repeatedly frustrated, he may intentionally disrupt the classroom in order to escape.

Some students are not interested in the course content and believe that it is not useful for

social life, which leads them to show "talking out of turn" behavior in class (Qian, 2004). Irrational curriculum arrangement is also one of the important reasons for classroom disruptive behavior and "talking out of turn". In actual teaching, some teachers adopt the sea of questions tactic and overload students with indoctrination, which leads to tremendous psychological pressure on students due to frequent exams, overloaded coursework and fierce competition among classmates, thus triggering anorexia and rebellious behaviors, and even seriously disrupting the classroom order (Zhong & Fan, 1998).

In addition, some teachers overreact to students' disruptive behaviors, deal with problems nonchalantly, simply and roughly, and even abuse punishment (Weiss, Muckenthaler & Kiel, 2021). They often reprimand students and make them feel apathetic in the classroom, which leads to the emergence of "talking out of turn" behavior. Some teachers favor students with good academic performance and turn a deaf ear to the mistakes of these students, while they are excessively strict with students with poor academic performance, which leads to the resistance of these students and easily induces various "talking out of turn" phenomena.

Teachers' professional basic theoretical knowledge is not solid and their business ability is poor, which is also one of the important reasons leading to students "talking out of turn" (Wang, 2010). Although some teachers graduated from higher education institutions, their professional theories and knowledge are not solid due to various reasons, coupled with the fact that they are not willing to take the effort to enrich their knowledge and do not pay attention to the updating of knowledge in their work (Zhou, 2021). As a result, they are not able to understand, organize and deal with the teaching materials, especially the current new teaching materials, which are still in the primary stage in many issues, which eventually leads to students "talking out of turn".

The theories of managing destructive behavior

Looking at the three basic orientations of motivation theory in the classroom "talking out of turn". Motivation is an internal state of mind that excites, directs, and maintains a behavior, and it explains why people choose different behaviors (Gregory, 2020). The perspective of motivation theory can guide us to further understand the intrinsic causes of students' disruptive behaviors, which involves the three basic orientations of motivation theory: behavioral, cognitive, and person-centered orientations.

Behaviorism suggests that individuals behave in a certain way because of a connection between the previous behavior and the stimulus. The connection is strengthened by the reinforcer and its frequency and duration increase (Ertmer & Newby, 2013). According to the Behavioral Orientation Theory of Motivation, the motivation for an individual's behavior is derived solely from external incentives. An individual's motivation to behave is stimulated if he or she is able to receive satisfaction after displaying a certain behavior.

Cognitive orientation focuses on the intrinsic motivation of an individual's behavior and argues that an individual's behavior is not determined by external rewards or punishments, but is the result of the individual's thinking (Meece, Blumenfeld & Hoyle, 1988). Achievement goal theory suggests that individuals are influenced by achievement goals to engage in certain activities in order to obtain or achieve valuable outcomes or goals (Zhang, 1997).

Humanism advocates a human-centered approach that emphasizes the creative development of human potential and personality with the goals of self-actualization, self-selection, and a healthy personality (Li, 2023). In the 1970s, humanism began to focus on human needs in the form of empirical and objective issues such as values and goals, and as a result, self-

determination theory was born. Self-determination theory suggests that organisms are constantly striving for autonomy, self-determination, and connection with others in order to fulfill the three most basic psychological needs of competence, autonomy, and belonging (Wang, 2023). In order to gain a sense of self-worth and competence, people always tend to think of themselves as good and competent. However, when students cannot consistently experience pleasure and success in learning tasks and their competence needs are not met, they choose to avoid participating in tasks in various ways (Yang, 2003). Thus, this could explain why students with poor learning abilities often do not do their homework or refuse to participate when their teachers ask them to complete a task. The main reason is that they are unable to experience a sense of competence from constant failure. When confronted with unavoidable tasks, students protect their sense of self-worth by deliberately procrastinating, copying from others, cutting corners, and completing work in a haphazard manner.

Research Method

This study utilizes a fully qualitative research methodology. Qualitative research, while not as dependent on large samples as quantitative methods, can still provide important insights and findings (Tian, Guo, Liu & Shi, 2022). In this study, the qualitative research method of literature analysis, observation and interviews were used to collect data and conduct a case study to systematically explore the causes and management strategies of secondary school students' classroom "talking out of turn" behaviors and provide practical guidance for educational practice. Qualitative research is the study of a This does not need to be statistically significant, but the experience, sensitivity and related techniques of the researcher can provide a practical guide to educational practice. This does not need to be statistically significant, but the experience, sensitivity and related techniques of the researcher can provide effective insights into the behavior and motivation of the subjects, as well as their possible effects and so on. (Hu, 2010).

The design of this study was divided into three stages: first, a literature analysis was conducted to understand the definition, causes, and management strategies of existing studies on classroom "talking out of turn" behavior by reviewing related literature. This laid the theoretical foundation for the subsequent study. Secondly, this study only selected an excellent junior high school English teacher from a key middle school in Jilin Province, China, to conduct in-depth The researcher went into the classroom of secondary school students to obtain first-hand information by observing the phenomenon of students' "talking out of turn". During the observation, students' behavioral performance and classroom environment were recorded in detail for in-depth analysis. Meanwhile, observation and interviews were conducted simultaneously. The researcher not only observed the actual situation in the classroom to obtain more comprehensive data. Through interviews with teachers, the researcher also explored the reasons for the formation of "talking out of turn" behavior and proposed corresponding countermeasures based on the observation results. Teacher interviews helped to understand teachers' perceptions of the behavior and their management strategies. Finally, the researcher coded and analyzed the collected data, summarized the solutions and strategies, and conducted experimental verification in the classroom.

Data analysis will be conducted mainly through coding and thematic analysis. First, the data collected through literature analysis, classroom observations, and teacher interviews were initially organized and coded to be imported into NVivo11 Key concepts and patterns related

to the research theme were identified through detailed reading and annotation of the observation transcripts, interviews, and related literature.

Data Analysis

This study collected data on students' disruptive behaviors through observation and interviews in an English teacher's classroom. The subject of the study was an English teacher with extensive teaching experience in a classroom that included 58 students. The purpose of the study was to analyze the challenges of classroom management of the disruptive behavior of "talking out of turn" and to make recommendations for improvement.

Data collection methods included classroom observations and semi-structured interviews. All audio recordings of interviews were transcribed into text and observation notes were organized into an analyzable format. After an initial reading of these texts and notes, open coding was conducted to identify initial codes related to the research questions. The initial codes were categorized through axial coding to identify major themes and sub-themes, which were further integrated to form core concepts.

Analysis of the First Observation

In the first classroom observation, the teacher under study used methods such as direct teaching, game learning and group activities. However, these methods mainly catered to students who listened attentively, while students who did not listen attentively were not given the opportunity to speak, resulting in their frequent disruptive behavior in class, especially "talking out of turn". Despite repeated reminders and criticisms by the studied teachers, the behavior of these students did not improve, seriously affecting the classroom order and the learning of other students. The phenomenon of "talking out of turn" was more serious when the classroom atmosphere was active. The teacher played different videos in the classroom for each group of students to guess and answer questions, and although the classroom atmosphere was active, disruptive behaviors increased, and some students started talking to each other. The classroom management approach in this case was relatively conservative, relying mainly on discipline management and control, which failed to address the root causes of the problem.

Talking out of turn is the most serious behavioral problem in this class and interferes with the pace of instruction and classroom order. Students may talk out of turn because they want attention or forget classroom rules. Unable to effectively grasp the content of the classroom, these students often fail to keep up with the pace of instruction, leading to inactivity and self-loathing, which further affects the atmosphere of the classroom (**Table 1**).

Table 1

Summary of Behavioral Records from the First Classroom Observation

Destructive Behavior Type	Frequency	Description
Talking out of turn	15	Students speaking without authorization.
Playing with cell phones	8	Student using cell phone in class for non-learning related activities.
Sleeping	5	Students dozing off in class.
Panel discussion out of control	10	Students do not follow the required discussion during group activities.

Analysis of the first interview

The results of the interviews revealed that the teachers under study believed that some students' rambling in the classroom had a great impact on normal teaching and learning. These students were specifically characterized as talkative, attention-loving, poor listeners, and unprepared to learn in class. The studied teachers usually stopped lecturing and stared at these students until they stopped talking or reprimanded them directly. However, these management methods were not effective in improving students' behavior. Interviews revealed that the main reason for students' rambling was to gain the attention of their classmates and to become the "cool guy" in the class. In addition, long-term poor study habits led to their inability to keep up with the teaching progress, which in turn led them to abandon their studies and turn to disruptive behaviors to seek presence and attention.

Analysis of the Second Observation

In the second observation, the researcher suggested adding a "free talk" session to give students the opportunity to express their ideas and stories freely. Group activities were set up in the classroom, with students taking turns to present on the stage and competing in groups, with a combination of point and reward system. In this way, students' disruptive behaviors were significantly reduced, and they actively participated in the classroom, showing higher interest and initiative in learning.

In terms of classroom management, the teacher under study established student discipline monitors in the classroom to manage others as well as themselves. This not only reduced disruptive behavior but also made students aware of the importance of self-management. In the process, students' classroom discipline and participation improved significantly (Table 2).

Table 2

Summary of Behavioral Records from the Second Classroom Observation

Destructive Behavior Type	Frequency	Description
Talking out of turn	5	Students speaking without authorization.
Playing with cell phones	3	Student using cell phone in class for non-learning related activities.
Sleeping	1	Students dozing off in class.
Panel discussion out of control	3	Students do not follow the required discussion during group activities.

Analysis of the second interview

In the second interview, the studied teacher indicated that the strategies of "free talk" and student self-monitoring were effective in reducing "talking out of turn" behavior. Students were more active in the classroom, disruptive behavior was significantly reduced, and classroom order was improved. The teacher believed that by increasing students' participation and attention, they could effectively stimulate their interest and initiative in learning. At the same time, the studied teacher also pointed out that these methods need to be optimized according to the actual situation. For example, closely integrating the "free talk" session with the course content and setting up more interesting and relevant topics can further motivate students' learning. She also suggested that teachers should continue to improve their classroom management skills and flexibly use a variety of strategies to cope with different student behavioral problems.

Summary of Results

Through reading the literature and analyzing the observation and interview data, this study found that the main challenge in classroom management is students' "talking out of turn" behavior. Traditional management methods have limited effect on this problem, but by adding "free talk" sessions and students' self-monitoring, classroom order and students' learning initiative can be significantly improved, and teachers also need to improve their own qualities in order to better cope with classroom situations. This finding provides teachers with new ideas and approaches in dealing with disruptive behavior and helps to establish a more positive and orderly classroom environment.

Results and Discussion

Through classroom observation and semi-structured interviews, this study analyzes in depth the disruptive behavior of students' "talking out of turn" and its management strategies in the English classroom. The main findings and conclusions are as follows: the seriousness of disruptive behavior: students' "talking out of turn" behavior is common in the classroom, which seriously affects the teaching progress and classroom order. Despite teachers' repeated reminders and criticisms, the effect is not significant, indicating that traditional discipline management methods are difficult to effectively solve this problem. Students' unmet needs: Many students do not have good study habits or are not interested in the classroom content, which leads them to "talking out of turn" in the class. Talking out of turn" behavior often stems from a need for attention and recognition or a lack of understanding of classroom rules and expectations. Limitations of management strategies: Literature, observation, and interview data suggest that teachers fail to address the root causes of problems when their management strategies are relatively conservative and rely primarily on discipline and control. This approach ignores the central purpose of classroom management, which is to create an environment conducive to learning for students. Effectiveness of innovative management methods: Classroom order and student participation improved significantly through the introduction of "free talk" sessions and student self-monitoring mechanisms. These methods not only reduced "talking out of turn" behavior, but also enhanced students' sense of responsibility and self-management skills.

Practice Recommendations

In order to help teachers better manage students' "talking out of turn" behavior, the following specific practical suggestions are proposed:

Set up "Free Talk" Sessions

Arrange a fixed time in the classroom for students to share their stories, opinions or engage in debates. This not only satisfies students' need for expression, but also stimulates their interest and motivation in learning (Brophy, 2006). Teachers can guide students to choose topics related to the curriculum and deepen their understanding of what they are learning through discussion and interaction. For example, in an English classroom, students can be asked to discuss current hot topics, role-play or simulate situational dialogues (Emmer & Sabornie, 2015).

Introduce Student Self-Supervision Mechanisms

Work with students to develop classroom rules that specify disciplinary requirements and incentives. Enhance students' sense of responsibility and participation by involving them in the rule-making process (Freiberg, 2002). Elect disciplinary monitors who are responsible for monitoring and managing the behavior of their classmates. This not only reduces teachers' management burden, but also develops students' leadership and self-management skills (Bao, 2016). After each class, groups or individuals who perform well can be rewarded, such as reducing or eliminating homework or giving small gifts, to motivate students to be disciplined.

Improve Teachers' Classroom Management Skills

Teachers should attend regular trainings and workshops to learn the latest classroom management strategies and teaching methods. By continuously improving their professional competence, they can respond more effectively to different types of disruptive behaviors (Plevin, 2018). Teachers are encouraged to adopt positive classroom management techniques, such as positive feedback, emotional support and interactive teaching, to establish good teacher-student relationships and a positive classroom atmosphere (Chen, 2018). In actual teaching, teachers can use a variety of teaching methods, such as group cooperative learning, project-based learning and inquiry-based learning, to stimulate students' interest and initiative in learning and reduce the occurrence of disruptive behavior.

Limitations and Future Research Directions

This study only focuses on one teacher and a class of 58 students as the research sample, although an in-depth study was conducted using completely qualitative research, future research should expand the sample to cover classes in different grades, subjects and schools, which can better enhance the generalizability and representativeness of the findings. This study mainly used the literature research method, observation and interview methods, and future studies can incorporate quantitative data, such as questionnaires, classroom behavior records and academic performance data, to provide a more comprehensive and multidimensional analysis. With the support of quantitative data, the effectiveness of management strategies and changes in student behavior can be more accurately assessed, enhancing the scientific validity and credibility of the study (Freiberg, 2002). This study focused on short-term observations, and future research should focus on the long-term

effects of management strategies to assess their applicability and sustainability in different teaching stages and environments. Long-term follow-up studies can provide an understanding of the lasting effects of management strategies on student behavior and academic performance and provide teachers with more practical guidance (Good & Lavigne, 2017).

Explore and validate the effectiveness of more classroom management strategies, especially in response to other types of disruptive behaviors, such as student inattention, tardiness, and cheating, in order to create a more comprehensive and systematic classroom management system. For example, classroom management methods in different cultural contexts and the application of information technology in classroom management can be studied to provide more diverse and innovative solutions.

By exploring the above suggestions and future research directions, teachers can better understand and manage disruptive behaviors in the classroom and create a positive environment conducive to student learning and growth. At the same time, these studies provide important references for educational policy makers and educational research organizations, which can help to improve the quality of education and teaching effectiveness.

Conclusion

This study examined the effectiveness of classroom disruptive behavior management strategies on secondary school students' out-of-sequence speaking behavior. Teachers not only need to teach, but also need to manage the classroom, coordinating all the elements to ensure that teaching and learning go smoothly. This paper presents a case study of a secondary school teacher's classroom management in Jilin, China, through the use of observation, interviews, and documentation to collect data, and a case study to qualitatively analyze the classroom management of a secondary school teacher, and proposes ways to flexibly utilize the "free talk" session, introduce students' self-supervision mechanisms, and improve the teacher's classroom management skills, in order to reduce "disruptive" behavior and to improve teachers' classroom management skills. These strategies not only help teachers to manage the classroom, but also help them to optimize the learning environment by reducing "talking out of turn" behavior. These strategies not only help teachers manage the classroom, but also provide references for future classroom optimization.

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