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THESIS REPORT

**A COMMUNICATIVE - LUDIC DIDACTIC STRATEGY TO INCLUDE
STUDENTS WITH DISRUPTIVE BEHAVIORS INTO THE ENGLISH CLASS**

TESIS DE GRADO

**ESTRATEGIA DIDÁCTICA COMUNICATIVO – LÚDICA PARA INCLUIR
ESTUDIANTES CON CONDUCTAS DISRUPTIVAS A LA CLASE DE INGLÉS**

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Final approval and acceptance of this dissertation is contingent upon the candidates submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTHOR

I, Mayra Alejandra Bonilla Portocarrero, affirm that the investigation in the present research report is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas

Mayra Alejandra Bonilla Portocarrero

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TABLE OF CONTENTS

DISSERTATION COMMITTEE.....	II
LIST OF FIGURES	VII
ABSTRACT.....	VIII
RESUMEN	VIII
INTRODUCTION	1
Theme Presentation.....	1
Problem statement	2
Justification	2
OBJECTIVES.....	3
GENERAL	3
SPECIFIC.....	3
CHAPTER I.....	4
1. THEORETICAL FRAMEWORK.....	4
1.1. Scientific theoretical foundation.....	4
1.1.3 Ludic	5
1.1.4 Disruptive Behavior	6
1.1.5 Etiology of disruptive behaviors.....	6
1.1.5.1 Internal factor	6
1.1.5.1.1 Seeking attention	6
1.1.5.1.2 External factor	7
1.1.6 Behaviorist Approach	7
1.1.7 Zone of proximal development	8
1.1.7.1 Teacher role	8
1.1.8. Neuroscience.....	8
1.1.9 The Humanistic Theory.....	9
1.2 Antecedents	10
CHAPTER II.....	13
METHODOLOGICAL FRAMEWORK	14
2.1. Context:	14
2.2. Type of investigation	14

2.3. Population and sample.....	14
2.4. Hypothesis.....	14
2.5. Variables.....	14
2.5.1 Dependent variable: The Inclusion of students with disruptive behavior	14
2.5.2 Independent variable:	14
2.6. Methods of investigation	15
2.6.1 Analysis and synthesis	15
2.6.2 Hermeneutics	15
2.6.3 Descriptive statistics:.....	15
2.7. Technique and instrument.....	15
2.7.1 Data processing.....	15
2.8. Instruments	¡Error! Marcador no definido.
CHAPTER III.....	16
RESULTS.....	16
CHAPTER IV.....	21
DISCUSSION	21
CHAPER V	23
CONCLUSIONS	23
RECOMENDATIONS	24
REFERENCES	25
APPENDICES	30
APPENDIX A	31
OPERACIONALIZATION OF THE VARIABLES	31
APPENDIX B SURVEY.....	32
SURVEY.....	32
OBJECTIVE:	32
APPENDIX C	37
COMMUNICATIVE - LUDIC BROCHURE	37

LIST OF FIGURES

Figure 1. Teachers' perceptions about the need to use strategies to include students with disruptive behavior into the English class.

Figure 2. Teachers' opinions regarding if students' disruptive behaviors affect the English language teaching – learning

Figure 3. To determine if teachers have needs concerning a didactic material to include students with disruptive behavior into the English class.

Figure 4. To choose some didactic strategies that can benefit the inclusion of students with disruptive behaviors into the English class.

Figure 5. To identify some relevant procedures that must never be done in a disruptive classroom.

ABSTRACT

To design a communicative-ludic didactic strategy to include students with disruptive behaviors into the English class, a mixed investigation was done in the current year 2023, with a population of 35 English teachers of various educational institutions from Esmeraldas. The methods applied were analysis, synthesis, hermeneutics, and the technique of the survey with a questionnaire. The results revealed that the majority of teachers needed communicative–ludic didactic strategies to include students with disruptive behaviors into the English class, the results as well showed that teachers needed teaching strategies with playful activities. Moreover, results showed that teachers mainly and unfortunately do not know enough ludic activities to apply in the classroom, which was highly a disadvantage to holding out Students'concentration and avoiding disruptive behaviors.

Key words: teaching, ludic didactic, strategies, disruptive behavior.

RESUMEN

Para diseñar una estrategia didáctica comunicativo-lúdico para incluir a los estudiantes con conductas disruptivas a la clase de inglés, se realizó una investigación mixta en el corriente año 2023, con una población de 35 docentes de inglés de diversas instituciones educativas de Esmeraldas. Se aplicaron los métodos análisis, síntesis, y la hermenéutica y la técnica del cuestionario de encuesta. Los resultados revelaron que la mayoría de los docentes necesitaban estrategias didácticas comunicativas-lúdicas para incluir a los estudiantes con conductas disruptivas en la clase de inglés, los resultados también revelaron que los docentes necesitaban estrategias didácticas con actividades lúdicas. Además, los resultados mostraron que los docentes, en su mayoría y lamentablemente, no conocen suficientes actividades lúdicas para aplicar en el aula, lo que fue una gran desventaja para mantener la concentración de los estudiantes y evitar comportamientos disruptivos.

Palabras claves: enseñanza, didáctica lúdica, estrategias, comportamiento disruptivo.

INTRODUCTION

Theme Presentation

Nowadays the English language teaching-learning process in modern times has become a necessity, as it is a process that links different actors to create communication and learning in any possible manner, in order to enhance language acquisition and social interaction among people. In addition, real communication is mainly verbal, using voice, in written form, using print and digital media or by emails, through sight, using the senses as a combination of a few some or as a combination of these.

Communication is the primary procedure to acquire information, and expressions among people, which is necessary that certain skills are required to be able to express that information. For this, communication in education is highly important because without communication there is not an interaction between individuals, well as through communication Verbal action can be applied, ludic strategies that contribute to the improvement of behavior.

As a result, it is important to master this language, it has many advantages since the English language is the third more spoken language in the world. English teachers have been struggling with the teaching – learning process, since English Teaching has become a challenge. The first reason for this is that many schools have faced with disruptive classrooms.

Problem statement

One of the great problems present in most educational institutions in any context is disruptive behaviors. It is a problem from which no educational institution in the city escapes, where some students have poor academic performance and show little interest in carrying out school activities that are assigned by the teacher, which makes it clear that disruptive behaviors affect academic performance.

The present investigation intends to show the educational community the consequences that can be generated in a classroom with disruptive behaviors. Therefore, it seeks to put into practice the development of playful didactic strategies in order to improve behaviors in the classroom. In addition, a communicative – ludic didactic strategy can enhance students behavior since the inclusion of students with disruptive behavior should be better through the application of a communicative – ludic strategy

This research analyzes the inclusion of students through the application of a communicative – ludic didactic strategy to include students with disruptive behaviors.

Therefore, the next research question has emerged:

How can students with disruptive behaviors be included into inthe English class?

Justification

Some teachers of the English area in many cases have to deal with students with disruptive behaviors, as well they have faced situations that do not contribute to develop some teaching strategies in the classroom. Therefore, the learning process is affected. Nowadays, it is highly important to apply strategies that involves students' interaction and respect in the educational process.

This research has a highly importance since it aims to enrich and facilitate the teaching-learning process through the application of playful didactic strategies, to contribute to the improvement of tearning procedures in students with disruptive behaviors, taking into account that through the development of playful didactic strategies, students can improve their academic performance and, may be included in the teaching-learning process successfully. In addition, the application of playful didactic strategies are not just to teachers

benefits, as well to students since in this manner it will be easier to teach, guide and establish meaningful learning, resulting in successful classrooms.

OBJECTIVES

GENERAL

To design a communicative-ludic didactic strategy to include students with disruptive behaviors into the English class, in Esmeraldas city, in 2023.

SPECIFIC

- To identify teachers' perceptions about the need to use strategies to include students with disruptive behavior to the English class.
- To describe teachers' opinions regarding if students' disruptive behaviors affect the English language teaching-learning process.
- To determine if teachers have needs concerning a didactic material to include students with disruptive behavior into the English class.
- To choose some didactic strategies that can benefit the inclusion of students with disruptive behaviors into the English class.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Scientific theoretical foundation

1.1.1 Communicative strategy

It can be mentioned that communicative language teaching or better known as CLT is a teaching approach that focuses mainly on interaction and seeks to develop communicative competence. It involves students in group work and task solving. This approach consists of a sequence that is divided into two parts, which is the one that gives and receives information. **Howatt (1984)** usually shows the strengthened part and the less strengthened part. On the other hand, Communicative language teaching is understood as a set of skills that are successfully acquired depending on the creativity of the teacher.

It is understood as communicative “to the practical functioning of the language that can improve communicative competence among individuals by creating activities that focus on one hundred percent language use” **Wilkins (1972, p 12)**. **About CLT Almanza et al. (2019)** state that it is more than a communicative competence, it is more over the ability to transmit and receive information in a coherent and organized way, indeed it has another important aspect to take into account since CLT helps students to develop sub-skills that allow them to be more dynamic, expressive and fluently (p. 250 -271).

1.1.2. Education

Education is understood as an action that occurs through procedures; it is an opportunity to succeed and get many opportunities throughout our lives because if people talk about education, there are only opportunities for those who are prepared because they have a clearer vision of what they want to be and get and it is a great advantage to study and follow a university career because it forces you to improve.

Therefore, all aspects of life are enhanced because it helps people to be better citizens and contribute to society in a fruitful way. It also helps to have financial freedom as to help people to be relaxed because they can be satisfied with their lives. As a result of that they

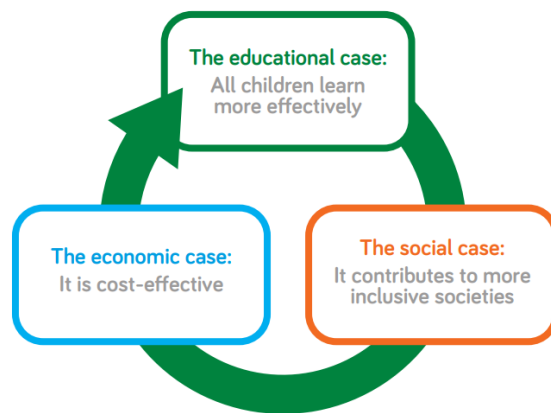
encourage friends to study and achieve what their lives goals. (Al-Shuaiare, Abdulghani 2014)

1.1.2.1 Inclusive education

Unicef, (2017). has defined inclusive education as the rights of people to have an equal education, It is a system that includes all students and provide them with recreational areas to be comfortable and sure, as well as it recognizes the same opportunities for all people (p. 1).

1.1.2.2 Importance of inclusive education

According to Unicef (2017) inclusive education is important because it promotes understanding, reduce prejudice and strengthens social integration. It has pointed out that it is not possible to achieve an effective education unless others rights are realized (p. 2).



1.1.3 Ludic

According to **Tamayo et al, (2017).** ludic is a tool that has been changed through generations to generations. He mentions that ludic has existed for many years, he has

conceived ludic as the primary tool in education in today's society. Ludic games incentive students free participation that develop their skills in the maximum level. As a result of this, ludic creates a good learning environment that promotes happiness and freedom (p. 23).

On the other hand, **Dianello (2007)** mentions that ludic is an option of understanding, which conceives new representations that creatively transform the phenomenological perception of the community, thus giving rise to new processes of knowledge, of creations and positive affective relationships that favor creativity and has as an attribute its ability to modify perspectives, in addition to producing and creating positive and pleasant environments and emotions in each individual (p.34).

1.1.4 Disruptive Behavior

It is taken into account that disruptive behaviors has been defined as:

Behaviors and habits that have been learned and are used to reward difficulties of communication, that causes that people express their desires in a negative manner, their social interaction is limited as well as express negative behaviors, emotions and manners to do things. It can be classified in three forms that are destructive, inferential and restrictive, all three depends on the environment of students and how it can be affected. (Castillo and Rubio, P. 2 (2016).

1.1.5 Etiology of disruptive behaviors

1.1.5.1 Innternal factor

1.1.5.1.1 Seeking attention

According to **Bradshaw, et al (2008)**. students with disruptive or negative behaviors are highly linked to a negative environment, be it with family, friends and school, that is, in the places with the highest frequency and coexistence, which is their environment with greater emphasis on their school environment and proactive. Therefore, students are seeking attention while they are learning, for this reason the process of teaching is complicated and unsuccessful.

1.1.5.1.2 External factor

“The external factor in human behaviors depends on the learning that they have acquired by others, it also refers to cultural norms that people have acquired through generations as well as a family heritage” Lara, (2011).

1.1.5.1.3 Teaching - Learning Process

According to Sequeira, (2012) “The learning process should be considered as a permanent change in the actors of the teaching and learning process since students receive information that could modify their thoughts, coeither through teaching techniques or by using physical skills” (p.6).

On the other hand, this author mentions that the learning and teaching process can be affected by intrinsic and extrinsic factors and could lengthen the learning process. Therefore, she insists on the implementation of kinesthetic activities in the process, since in this way it could help to include the students Leopold, (2012) p.96.

1.1.6 Behaviorist Approach

First of all, the behavior is composed of reactions and movements that an organism gives and does in a certain situation. The term behavior is mostly used for actions that can be observed from outside. Behaviorist learning approach mostly focuses on how behaviors are acquired. Behaviorist approach claims that learning can develop by means of establishing a connection between stimulus and behavior, and that any behavior can be changed through reinforcement.

As is mentioned above, behaviorism has passed through three phases. It is clear that different ideas have been accepted in each of these phases. However, behaviorism is an approach founded by Watson and it is doubtless that it has got some fundamental qualities that have been influenced by the conditions of that day. The first behaviorists who tried to gain scientific qualities in psychology were influenced by physics largely and even they “imitated” them (Ormrod, 1990).

The learning of persons is compared as other living things' learnings. The same principles are valid about a Person's learning in the same way a dog learns. Therefore, behaviorists use the term organism in their definitions and the term organism comprises both people and animals. Depending on the first principle, behaviorists try to explain human behavior by means of the studies carried out with animals.

There are many factors that should be taken into account, for instance, is highly important to know how children were brought up, in which environment they raised, what was the family that they belong, their customs, values, and behaviors. In the worst case, teachers have faced with students that were browbeaten, abused, and mistreated.

1.1.7 Zone of proximal development

According to Vygotsky, (1997). the Zone of Proximal Development is the division among what people can achieve and what they do not achieve not even with help. Therefore, Vygotsky has defined that ZPD as the difference among development level and the level of potential development determined under the guidance of an adult and the guidance of others students p.106.

1.1.7.1 Teacher's role

According to Vygotsky, (1934). "Education is real when it has an impact in Students' knowledge, in that way the unconscious desire to learn is activated and knowledge begins to mature. Furthermore, students are included indirectly to enhance their self desire of learning".

On the other hand, Kozulin, (1990) mentions that the focus of Lev is to identify human behavior and cognition of the same as through the theory of genetic analysis were taken into consideration since those are intertwined, for that he mention that a person who is highly intelligent behaves in a better manner.

1.1.8. Neuroscience

Neuroscience is defined as a discipline that is seeking how brain functions take place in humans as perception, memory, language, behavior, and, even more conscience. As a result of that neuroscience has been important in education because it has contributed mainly to students behaviors, it has studied brain functions and has demonstrated that behavior in

many cases can be modified because the mind is what the brain does and uncover neurological activities Sierra, (2007) P.145.

It also seeks to understand why there are innate positive behavioral functions and why there are other negative functions that can become serious. It is necessary to know that brain functions are different and can change depending on the experience, environment, and decisions of each person.

Through the education process, teachers can contribute to the modification of behavior and as a result the inclusion of students providing them with the necessary tools to behave in a better way, and qualities, and helping them to be better human beings. The main duty of neuroscience is to explain how hundreds of millions of cells work in human brain resulting in human behavior and how they associate with the environment, which also studies how others behave (Jessel, et al. 1997).

On the other hand (Bransford, et al., 2003) Mentions that neuroscience contribute to a greater understanding and tolerance to understand others even making us have the desire to help others and mention that a functioning brain structurally alters behavior through learning. From another point of view, neuroscience mentions that through integration and dialogue between education and research students can achieve many goals cause it allows to discover new knowledge and activate the brain to be empowered in several areas.

In neuroscience it is essential to create healthy relationships between individuals to strengthen positive functions of the brain that makes the learning process even more successful. Ansari and Coch (2006) report that in the education process, the brain and the mind are identified through multiple methodologies and levels of analysis and in different areas and contexts, both in teaching and in research. They also write that only through awareness and understanding of the differences and similarities in the two traditional areas of research, both in education and in cognitive neuroscience, will it be possible to achieve a common basis necessary for a science of education, the brain, the mind, and learning.

1.1.9 The Humanistic Theory

Freire, (1999) affirms that the lack of education among people forces them to seek for comprehension to realize what they are doing right or wrong, to have a sense of morality,

and realize to do the right ever. In addition, it is necessary to educate to contribute to people taking decisions that are favorable for them to reach a respectful path in society.

Therefore, education is the key to changing people manners of lives and behavior since educated people have the option to do the right. Furthermore, Freire, (1999) has mentioned that education can achieve many goals in inclusive education providing each person with a set of values, opportunities, respect, and equalities for each one. On the other hand it is highly important to mention that the main action that humans need to do is to be educated, it does not matter their race, religion, social condition, or belief.

1.2 Antecedents

Azad Ali and Dorothy Gracey (2013) with their study “Dealing with Student Disruptive Behavior in the Classroom A Case Example of the Coordination between Faculty and Assistant Dean for Academics” discussed around the coordination between a professor and an assistant in addressing recurring disruptive behavior by a student in the professor’s classroom. Each is employed in a college of business at a large state university in Pennsylvania. The result of their cooperation led to a win/win situation for all participants. The first win was the termination of the disruption, and the second win was the student’s improved attitude, performance, and ultimate timely graduation.

Ghazi, et al. (2013) carried out a research entitled Types and Causes of Students’ Disruptive Behavior in Classroom at Secondary Level, have found that there are 13 causes of students disruptive behavior: inconsistent parenting, uncaring parents, over-protective parents, bad influences on a student’s local community, poverty, poor quality teaching, teachers negative attitude towards a student, repeating change in subject teacher, repeating the same class, lack of motivation from the teacher, load shedding and lack of alternative, classrooms poor conditions, and some psychological problems of a student. Besides, Belle (2017) stated that the school, the family, the peer pressure, the community, and the new media negatively affect student’s behavior.

Ali et al. (2014) have found several factors that cause disruptive in their study entitled: Factors Causing Students’ Disruptive Behavior in Learning English, like the schools, students, and the society at large contributed greatly to the acts of indiscipline among the

students. Besides they found that reduction strategies used by various schools are not effective and as a result, the study recommended among other things that a practical approach to manage students' discipline should be adopted by the administrators and other stakeholders of the schools.

Ardin, H. (2020) aimed to describe some factors that caused students' disruptive behavior in learning English, using a qualitative approach, based on a case study. The results revealed that the factors causing the student's disruptive behavior in learning English were seeking attention, classmate, close friend, learning environment, family, and social environment. It was interpreted that the most leading cause of student's disruptive behavior came from external factors.

In reference to a previous study, Ardin, H (2016). reported one student in SMP Negeri 18 Makassar who was considered as the most disruptive student in learning English based on a semi-structured interview with his EFL teachers, counselor, and classmates. In this study the author found that the types types of the student's disruptive behavior were coming late, ignoring the teacher explanation, being silent when the teacher was asking, chatting with his friend when learning process, sometimes leaving his seat and room while his teacher is still in the classroom, using a mobile phone, playing with stuff like hat and pen, sometimes sleeping in the learning process, distracting his friend's attention from the teacher explanation, cheating and copying his friend's assignment, not accomplishing his assignment and sometimes the rough language was uttered when interacting with his classmates.

Moyes & Douglas (2016) with their research called "The Impact of Disruptive Behavior in the Classroom: the student perspective" compared the results of a qualitative investigation into disruptive behavior in the higher education classroom in Italy, with results from a previous study in Scotland. The critical Incident Technique was used. The respondents were invited to describe those behaviors that affected them and what they believed tutors should do to manage such behavior. One main type of disruptive behavior was identified, namely, Noise. The Italian students' main concern was that other students were talking in class and that lecturers did not seem to manage the behavior effectively. Disruptive behavior by students is a problem that should be challenged and managed effectively from the beginning of a student's study. This research contributes to the development of this emerging

field by developing dimensions of 'jay' behavior and provides a rich insight into students' perceptions.

Khasinah, S. (2017) makes a description of how disruptive behaviors affect ESL or EFL classes. It is important to diagnose the disruptive behavior and how to take some actions to get the students behaved well in class. The author suggests a kind of code that should be agreed with students of how to behave in class, it means some behavioral expectations in the first day of classes, including: students' attendance, arrivals and departures, class participation, full English speaking and others. The teachers must try to help the students keep the code arranged using some strategies.

According to Quezada (2018), some behaviors may be affected due to the students' environment, he has referred to the fact that some students come from dysfunctional families. In addition, he mentioned that this behavior might be enhanced through the use of ludic activities that motivate students to be able to interact with others and those are important factors to take into account.

Pilu, R. (2019) investigated the students' disruptive behaviors in learning English and the teachers' strategies toward students' disruptive behavior in learning English. Following a qualitative approach and an interview, the results revealed strategies such as, doing personal approach, displacing the students to sit in front, giving warning to the students and admonishing degree for the students who make disruptive in the class at the learning process.

This research aims at finding out the students' disruptive behaviors in learning English and the teachers' strategies toward students' disruptive behavior in learning English. The sample of this research 4 teachers. This research applied descriptive qualitative method. With an interview. Teacher uses many strategies such as, doing personal approach, displacing the students to sit in front, giving warning to the students and admonishing degree for the students who make disruptive in the class at the learning process.

Nurul (2021), with her research *Managing Disruptive Behavior in the Class*, pointed out that Teachers must adjust themselves to various characters and behaviors from numbers of students. Positive or negative behaviors must be followed up by wise decision and attitude. Student negative behavior towards teacher's personality or the running activity is theoretically known as disruptive behavior. This topic has been included in the domain of

classroom management and being studied by practitioners, pre-service teachers, and other responsible stakeholders. Research was conducted to expose disruptive behavior in different setting and context. Scenarios, strategies, and practical decision had also proceeded by practitioners and being recorded to be evaluated, analyzed, criticized and developed.

CHAPTER II

METHODOLOGICAL FRAMEWORK

2.1. Context:

This research was carried out in the city of Esmeraldas, Ecuador, with English teachers from the “5 de Agosto”, “Sagrado Corazón”, “Margarita Cortés”, “Alfonso Quiñonez George” schools of Esmeraldas city, and some teachers from the Pontificia Universidad Católica del Ecuador Sede Esmeraldas.

2.2. Type of investigation

The investigation followed a mixed approach, that is qualitative and quantitative, with a descriptive scope.

2.3. Population and sample

The population was formed by English teachers from the “5 de Agosto”, “Sagrado Corazón”, “Margarita Cortés”, “Alfonso Quiñonez George” schools of Esmeraldas city, and some teachers from the Pontificia Universidad Católica del Ecuador Sede Esmeraldas. The sample coincided with the population.

2.4. Hypothesis

A communicative - ludic didactic strategy may contribute to include students with disruptive behaviours into the English class.

2.5. Variables

The operationalization of the variables (Appendix 1)

2.5.1 Dependent variable: The Inclusion of students with disruptive behavior

2.5.2 Independent variable: A Communicative-Ludic Didactic Strategy

2.6. Methods of investigation

2.6.1 Analysis and synthesis

These methods were used to analyze information about ludic and didactic strategies to include students with disruptive behaviors. They were used to analyze the obtained data and to synthesize the relevant information.

2.6.2 Hermeneutics

According to Abulad (2007), interpretation is also conceived by subjectivity and mentions that interpretation depends on the creativity and capacity of each of the researchers. Hermeneutics helped interpret the information found in the survey that was applied.

2.6.3 Descriptive statistics:

It was used to process the data obtained.

2.7. Technique and instrument

The technique that was used was a survey. The instrument was a questionnaire with 8 questions aimed to teachers of the English area in some schools of Esmeraldas city, mentioned above.

2.7.1 Data processing

All the information obtained from the application of the survey was tabulated through the Microsoft excel program, the collection of data was taken and the results were graphed.

CHAPTER III

RESULTS

The results of the survey revealed the following:

According to teachers' needs to include students with disruptive behaviors into the English class, (figure 1) the results revealed that the 55 % agreed that it is important.

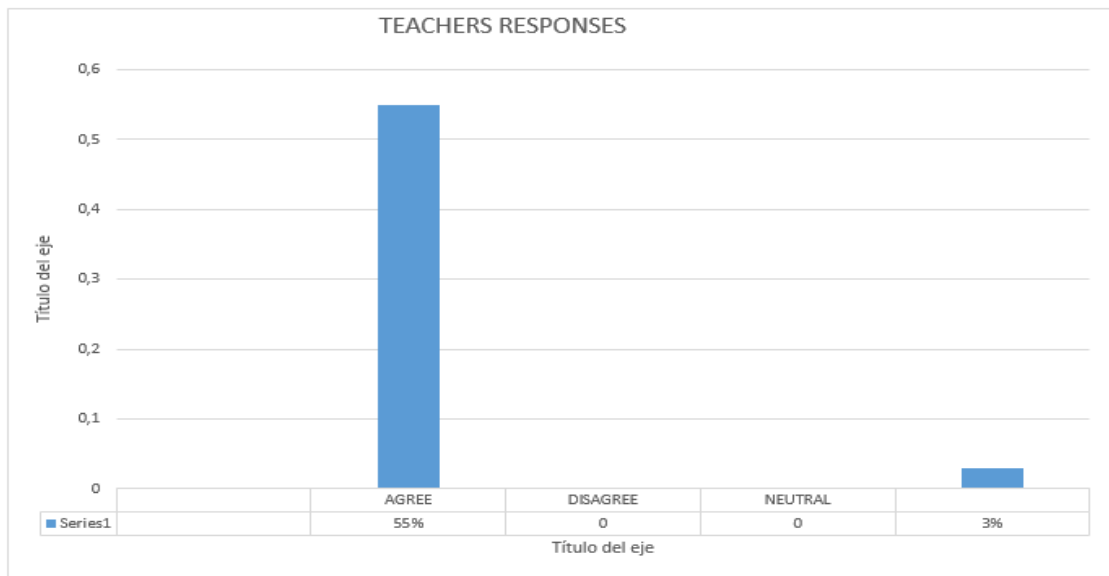


Figure 1. Teachers' perceptions about the need to include students with disruptive behaviors into the English class

Source: Survey applied to teachers of the English area.

According to the use of some didactic strategies to include students with disruptive behaviors (Figure 2), the majority of teachers, the 41,20% strongly agreed, and the 35,30% agreed.

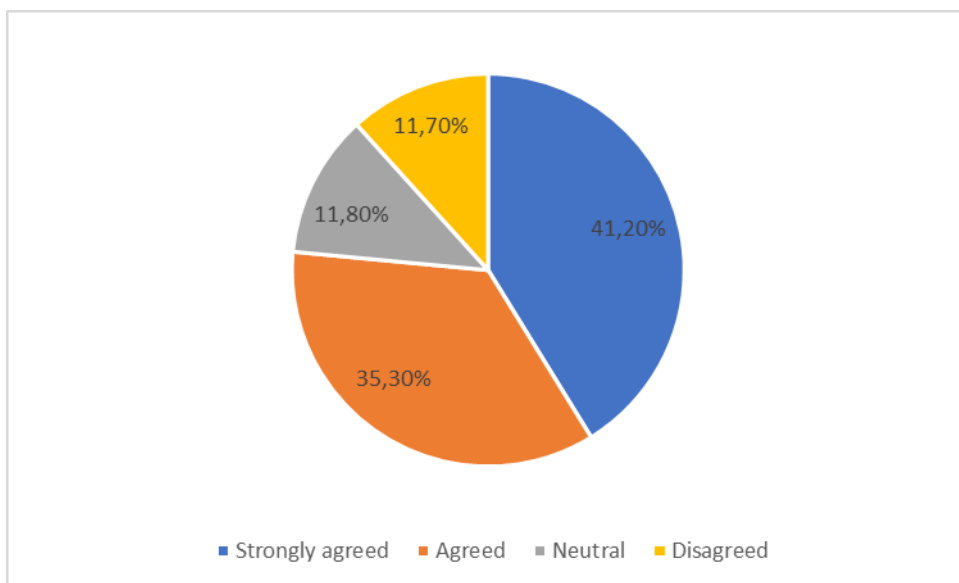


Figure 2. Teachers’ opinions regarding the need to use some didactic strategies to include students with disruptive behaviors into the English class

Source: Survey applied to English teachers.

Regarding teachers’ opinions if students’ disruptive behaviors affect the English language teaching-learning process (Figure 3), the results revealed a 80% who answered affirmatively.

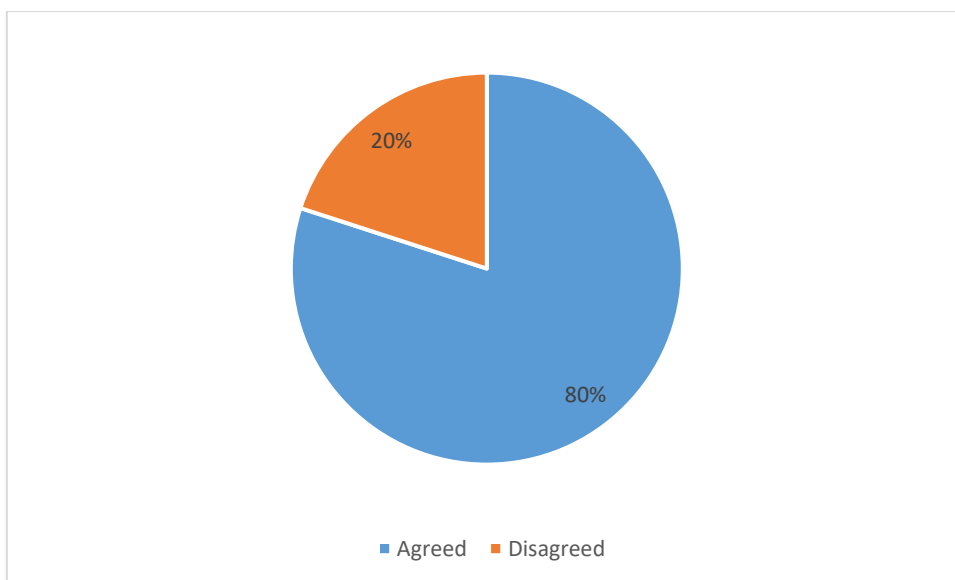


Figure 3. Teachers' opinions if students' disruptive behaviors affect the English language teaching-learning process

Source: Survey applied to English area teachers.

Using the technique of **documentary review**, the most frequent disruptive behaviors found in an English as a Foreign or Second Language class are presented below (Figure 4).

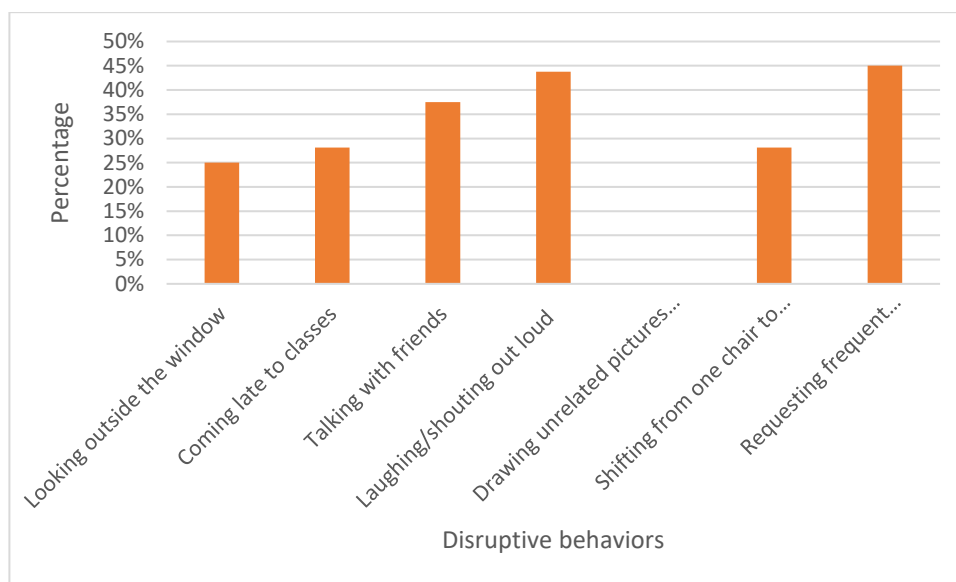


Figure 4. The most frequent disruptive behaviors found in an English as a Foreign or Second Language class

Source: documentary review

In relation to the ways in which disruptive behaviors affect the English Language Teaching-Learning process, the findings are summarized in table 1. This information was obtained through a documentary review of several articles published on the matter.

Table 1. How disruptive behaviors affect the English Language Teaching-Learning process

Disruptive behaviors	How They affect the English Language TL process
Disturbance of students' attention	It impedes students' concentration to class
Shouting loudly	Students' distractions and loss of focus
Talking to friends	Loose the lesson track
Frequent requests to go to the bathroom	Students' lack of participation. Tasks delayed
Shifting from one chair to another	Students' lack of concentration and disorientation
Chronic avoidance of work	Students' loss of class contents
Using offensive language	Creation of a bad learning and teaching atmosphere
Using mobile phones	Students' absence in class, disturbing others
Walking around the class	Students' loss of concentration
Teasing classmates	Creation of a bad teaching and learning atmosphere that impedes learning

Source: Documentary review

About teachers' needs concerning a didactic strategy to include students with disruptive behaviors into the English class, the results showed that the majority, 90%, agreed, as shown in Figure 5.

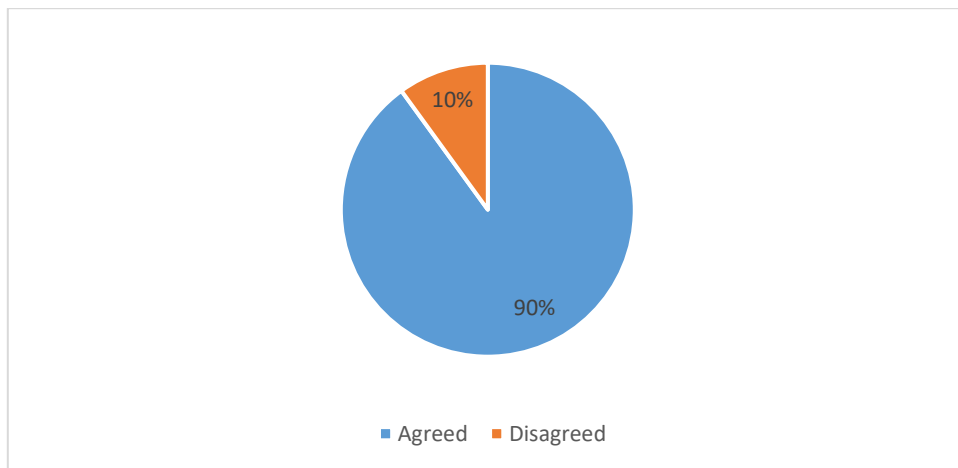


Figure 5: Teachers' opinions about their needs concerning a didactic strategy to include students with disruptive behaviors into the English class

Source: Survey applied to English area teachers.

The obtained data allowed to notice that many teachers have a high necessity of the use of didactic strategies to include students with disruptive behaviors to the English class, since with these strategies students' behaviors may improve. The didactic strategies that contain playful activities may be very useful. They may turn the classes more dynamic, with a motivational environment that keep a closer relationship among teachers and students. The dynamism and engagement in class may be also benefitted by the use of strategies based on communicative language teaching, which make the students be more interactive, moving from one place to another, learning the language by communicating.

CHAPTER IV

DISCUSSION

Throughout this investigation it was possible to obtain information about teachers' perceptions concerning the need to use didactic strategies to include students with disruptive behaviors into the English class. It was also described teachers' opinions concerning how disruptive behaviors affect the English language teaching-learning process. With this information, it was possible to design a didactic ludic-communicative strategy to carry out the process described.

The results obtained regarding the need to use some strategies to include students, the results obtained coincided with the investigation done by Ortega (2016), at technological university equinoccial in her investigation titled Play therapy to modify disruptive behaviors in children in the third grade of education Basic general, in Teresa Molina in Las Piñas city school. Has relevance with my research work since both were focused on including students with disruptive behavior into the English classes using didactic strategies. Therefore both applied communicative – ludic activities to enhance students behavior, that research work struggled with the problem of bad behaviors in students of the educational centers. As well both investigations used the survey technique to have the results of the investigation.

On the other hand there is another study made by Quezada (2018), in his investigation made at Simón Bolívar Andean University in Quito Ecuador Who affirmed that children have a lot a distratctions in classroom and he mentioned that it is important to enhance these behaviors with playful activities, it has a high level of concordance with my investigation because he had the same idea, he thought that the application of didactic strategies that involves students interacting with others was relevant in the teaching - learning process. Both investigations have similar characteristics to obtain the results using a questionnaire and it is similar to the survey that was used in my research.

Gómez (2017), in her investigation titled analysis of the perception of teachers about the disruptive behaviors existing in children of elementary and middle school of the Cristo Rey school that is located in Bartolomé Ruíz has a considerable similarity cause both have the same affirmation about disruptive behaviors and have apply a questionnaire and she can

observe that teachers do not use the necessary techniques to improve the environment of the classroom.

On the other hand Ali and Gracey (2014), in their investigation dealing with disruptive behavior in classroom made in Indiana University Of Pennsylvania United States were focused on the eradication of these behaviors and in contrast it is similar to my investigation because the main objective in my research is eliminate these behaviors into class through the use of communicatives – ludic didactic strategies. As well they were dealing with this cases with the administrators guidance of the university.

As a matter of fact Nurul (2021) with his investigation titled Managing Disruptive Behavior in the Class, made in Indonesia in Islam Negeri university was dealing with the manage of disruptive behavior in class in her investigation since she found many cases of disruptive behavior on education field it has an important relevance according with my investigation since both were analyzing the effect of these behaviors in education field. Therefore both have been working on contribute positively in education field.

CHAPER V

CONCLUSIONS

The present investigation concludes that:

English teachers' perceptions about the need to use strategies to include students with disruptive behaviors into the English class were identified. This diagnosis revealed that the majority of teachers are conscious of the fact that they need to design and apply didactic strategies to solve the problematic analyzed.

A description of how disruptive behaviors affect the English language teaching - learning process was made: disruptive behaviors affects directly student's performance, the way of being of each one, the teaching process, the learning process, socio – affectives relationships.

It was determined that English teachers need a didactic material with some strategies that allow them to include students with disruptive behaviors into the English class.

Many didactic strategies teachers use to include students with disruptive behaviors into the English class were identified, among them playful activities for instance, jigsaw game, the broken cellphone, guess the wheater and sequence tale and what is happening in the picture.

A communicative – ludic didactic strategy was designed with a set of games that teachers can use to include students with disruptive behaviors into the English class.

RECOMENDATIONS

According with the conceived in this research, the following recommendations are pointed out:

It is relevant to teachers to have enough information about the hard process of education, even more when they are dealing with disruptive behavior, teachers must to manage disruptive behaviors treating students in greatest.

To the educational institutions and authorities, they must demand that teachers use communication as a work tool and include students with courtesy and being respectful among them.

To the parents, they should be involve academically with their represented. As well, they must treated them respectfully and with love, it must enhance students's acttituds and the way that they behave.

To teachers, be prepeared to deal with disruptive behavior, remember that nowadays we can find too much information about dealing with disruptive behavior, teaching techniques, strategies, methods and so on.

Lastly, I recommend to teachers community, that they must be active in this hard process, never must give up, always is possible to reach the teaching goals, besides teachers remember that our constance can achieve and enhance any difficulty.

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APENDIX B SURVEY

SURVEY

The following survey was only for research purposes to carry out my thesis, it is completely anonymous, so I kindly ask you to be honest. Thank you very much, Research student.

OBJECTIVE: To acquire the following responses to obtain the required information.

Select according to the category:

CATEGORY

1 STRONGLY AGREE

2 AGREE

3 NEUTRAL

4 DISAGREE

5 COMPLETELY DISAGREE

Choose

Question 1

Do you consider that is necessary apply didactic strategies in order to include students with disruptive behavior into the English class.?

STRONGLY AGREE

AGREE

NEUTRAL

DISAGREE

COMPLETELY DISAGREE

Question 2

Do you consider that a brochure can contribute to the teaching – learning process ?

STRONGLY AGREE

AGREE

NEUTRAL

DISAGREE

COMPLETELY DISAGREE

Question 3

Do you agree that an action plan with ludic didactic strategies can contribute to the improvement of students behaviors?

STRONGLY AGREE

AGREE

NEUTRAL

DISAGREE

COMPLETELY DISAGREE

Question 4

Do you agree that communication is a important tool to improve students behavior?

STRONGLY AGREE

AGREE

NEUTRAL

DISAGREE

COMPLETELY DISAGREE

Question 5 Type

From your perception, what should not be done in the face of disruptive behavior in the classroom? you can underline more than one.?

- raise your voice to the student
- get the student's attention
- take the student out of the classroom

- discriminate against the student
- try to understand the student

Question 6 Type

Which are the most perceived behaviors into class?

Question 7 give opinion

Why do you consider is relevant to include students with disruptive behaviors?

Question 8

Do you consider that disruptive behaviors affect the teaching – learning process.

STRONGLY AGREE

AGREE

NEUTRAL

DISAGREE

COMPLETELY DISAGREE

APENDIX C

COMMUNICATIVE - LUDIC BROCHURE

Objective.

This ludic brochure was created with the aim of helping teachers in the English area to improve the methodology of teaching English with the use of ludic to include students with disruptive behaviors into the English class.

There are many playful activities useful; It has, vocabulary, games, roleplays, and teaching methods.

Its relevant to apply warm ups in all the activities.

Methological orientation to use the communicative - ludic brochure

It has been divided by sections: dynamic section, motivational, inclusive section.

Interactive section

Sequence tale game

Skill to be developed : listernig, speasking and writing

Objective: incentivate students participation in interactive games and develop the before mentioned skills.

Tools: cards, Scotch tape, board and students

Category: pair work

Procedure:

1. sit students in a circle
2. give each students cards with the simple form of the verb
3. you start a tale by saying out loud a sentence. Going around in the circle, each students add a sentence to the tale using their verb in past tense. The tale will be serious or funny.
4. After all students have participate need to repeat the verbs that they have lerned

5. Lastly write it down of the board for students to check grammatical structures and spelling words.



Source : <https://www.freepik.com/search?format=search&query=sequence%20tal>

Methological orientation to use the communicative - ludic brochure

It has been divided by sections: dynamic section or kinesthetics, motivational, participatory section, inclusive section

Dynamic or Kinesthetics section

Objective : Students are able to make crafts in order to participate actively in the activity.

Tools: board, cardboard and markers

Category: group work

Skill to be developed: visual thinking

Procedures:

1. Teacher provides students with materials such as, photos with active verbs
2. Students must guess the verb presented by other student
3. Students who has the photo with the action verb should give the clues to the another
4. Before 3 action verb the roles, the verbs must change
5. Finally teacher will write on the board how many correct answers each student has



Source:<https://www.freepik.com/search?format=search&query=kids%20playing%20outside%20in%20the%20school>

Motivational section

The magic ball

Objective: students will learn to work autonomously

Tools: an index card per, student, pen, bag and magic ball

Category: individual work

Skill to be develop: writing, reading, speaking and grammar reinforcement.

Procedure:

1. Give each student a index card
2. Have students write two predictions to their classmates
3. One using will and the other using going to
4. Tell them to make a general prediction, can be serious and fun an should be positive
5. Put all the cards into a bag
6. Each students choses a card and wrote replace it and choses another
7. The student read one of the prediction of the card, turn it over, and on the back write a question that migh come before the prediction.



Source:<https://www.freepik.com/search?format=search&query=the+magic+ball+animated>

Inclusive section

Drawing together

Objective:. To work together among teacher and students including them in all activities.

Tools: sheet of paper, and pencils, and colors.

Category: group work

Skills to be develop: listening

Procedure:

1. Teacher ask students to make a circle and take out a sheet of paper
2. Teacher give the instructions for carrying out the activity
3. Students have to listening carefully to the teacher instructions of some physical features, so students have to draw the first factor that teacher says and then pass their sheet to their next partner.
4. Then teacher gives them the second description and students have to draw it too, and pass it again.



Source: <https://www.freepik.com/search?format=search&query=children%20drawing>

Participatory section

Objective: to include all students into the class activities, interacting among them and being respectful

Tools: board, markers, cardboard, shiva ribbon

Category: autonomous and pair work.

Skill to be developed: reading and writing

Procedure:

1. Students must observe to the board and memorize the most words as they can.
2. Teacher will eraser these words
3. Teacher will ask them if they remember some of these words
4. Students should have memorized these words
5. The ones that more have memorized and write on the board will win



Source : [https://www.freepik.es/foto-gratis/profesor-clase-ingles_26325899.htm#from view=detail serie](https://www.freepik.es/foto-gratis/profesor-clase-ingles_26325899.htm#from_view=detail_serie)