

# Action Research on Student Behavior

## ABSTRACT

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Middle School can be a particularly difficult time for student motivation in the classroom. A lack of motivation in the classroom can often lead to other classroom disruptions. As educators, it is our responsibility to engage and motivate every student in our class. This action research project stemmed from my failure to do so.

The purpose of this study was to try to limit the number of student disruptions by getting students physically involved with more aspects of the classroom procedure. Individual white boards were introduced to the classroom Q&A sessions and lesson plans were altered to focus more on using those white boards as response cards. This research mimics a 2006 study entitled "Effects of response cards on disruptive behavior and academic response during math lessons by fourth-grade urban students" (Lambert, Cartledge, Lo, & Heward, 2006).

In this research, I have utilized the strategies developed by Lambert, et al. to find out if I could achieve similar results for a middle school EFL class in Gijang, South Korea. I will be presenting the data collected over a two-month period of time and comparing it to the results of the original study.

### Biography:

Chris Birdsong is an EFL instructor at Daicheong Middle School in Gijang-eup, Busan. He has been in Korea for 7 years and has been at his current location since 2012. He has a BS in English from Southern Illinois University and has just completed an M.Ed. in Bilingual Education and TESOL at American College of Education. He is currently pursuing a teaching certificate in the state of Florida. He is a member of KOTESOL and he is the elected Treasurer of the Busan-Gyeongnam Branch. This will be his first time presenting.