The Observation of Thai Students' Behaviors in a Chinese Language Class: Grade 7 at a Public School in Nonthaburi

การสังเกตพฤติกรรมในชั้นเรียนภาษาจีนของนักเรียนไทยชั้นมัธยมศึกษาปีที่ 1 ในโรงเรียนรัฐบาลจังหวัดนนทบุรี

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บทคัดย่อ

　　　　งานวิจัยฉบับนี้มีจุดประสงค์เพื่อศึกษาพฤติกรรมของนักเรียนชั้นมัธยมศึกษาปีที่ 1 ในชั้นเรียนภาษาจีนโรงเรียนรัฐบาลจังหวัดนนทบุรีและ เพื่อศึกษาเจตคติของนักเรียนที่มีต่อพฤติกรรมของนักเรียนคนอื่น ๆ งานวิจัยเชิงคุณภาพนี้ประกอบด้วยการสังเกตการณ์ในห้องเรียนและการสัมภาษณ์ ขั้นตอนการสังเกตการณ์และสัมภาษณ์ดำเนินการไปพร้อมกันเพื่อศึกษาสาเหตุที่ทำให้นักเรียนมีพฤติกรรมทั้งในเชิงบวกและเชิงลบและ เพื่อศึกษาเจตคติของนักเรียนที่มีต่อนักเรียนคนอื่น ๆ ผู้วิจัยวิเคราะห์ข้อมูลโดยใช้การวิเคราะห์เนื้อหา ผลที่ได้จากการสังเกตการณ์ถูกนำมาวิเคราะห์โดยใช้หลักความสัมพันธ์เชิงเหตุและผลผลการวิจัยพบว่า นักเรียนมีการแสดงออกผ่านพฤติกรรมเชิงบวก 18 พฤติกรรม และพฤติกรรมเชิงลบ 22 พฤติกรรม และพบว่านักเรียนมีพฤติกรรมเชิงลบ 2 รูปแบบที่เกิดขึ้นพร้อมกันคือ การเล่นและการพูดคุยกันในขณะเรียน สำหรับผลการสัมภาษณ์แสดงให้เห็นถึงความสัมพันธ์ระหว่างครูและนักเรียน ทัศนคติของนักเรียนกลุ่มหนึ่งต่ออีกกลุ่มหนึ่ง และการใช้กลยุทธ์ในชั้นเรียนของครู ผลการวิจัยพบว่า พฤติกรรมของนักเรียนเป็นเรื่องสำคัญที่ครูต้องคำนึงถึงในขณะที่มีการเรียนการสอน อีกทั้งพฤติกรรมของนักเรียนส่งผลต่อการเรียนการสอนทั้งในเชิงบวกและเชิงลบ ผลการวิจัยนี้ช่วยให้ครูชาวจีนสามารถเข้าใจพฤติกรรมของนักเรียนไทย พร้อมทั้งช่วยให้ครูหาเหตุผลและวิธีการจัดการกับพฤติกรรมเชิงลบนี้เพื่อนำไปสู่การพัฒนาสภาพแวดล้อมในการเรียนและประสิทธิผลในการสอนที่ดีขึ้นได้

คำสำคัญ: *การสังเกตการณ์ในห้องเรียน พฤติกรรมของนักเรียนไทย ชั้นเรียนภาษาจีน*

Abstract

　　　　This research aims to investigate Thai students' behaviors in Chinese language class of grade 7 at a public school in Nonthaburi and to explore the students' attitude toward the behaviors of other students. A qualitative research methodology, which was used in this study, consists of classroom observations and students' interviews. Observations and interviews were conducted in order to collect the data of students' both positive and negative behaviors in learning the language; and explore students' attitude among peers. The data was analyzed by using content analysis. The results of the observation were analyzed by using content analysis method, which showed 18 types of positive

behaviors and 22 types of negative behaviors. The researcher also found two kinds of negative behaviors that occurred at the same time, playing and chatting together. The results of the interviews established students' and teachers' involvement; the students' attitude toward the behaviors of other students, and the teacher's classroom strategies are two main factors that influenced learning. Based on findings, the students' behaviors were the concerns for teachers while they are teaching, and the students' behaviors influences the teaching and learning processes in both positive and negative ways. The results of the study will give Chinese teachers a better understanding of Thai students' behaviors, as well as finding the reasons for behavior problems that will give the teachers suggestions how to deal with the students' negative behaviors and, consequently, improve the effectiveness of teaching and establish a better learning environment.

Keywords: Classroom observation, Thai students' behavior, Chinese language class

1. Introduction

Learning Chinese language is becoming more and more popular in the world today. According to the data from the senior official at the Confucius Institute Headquarters, there were over 40 million foreigners learning Chinese as a second language in 2010 and that number keeps rising (Custer, 2011). In Thailand, a member of the Association of Southeast Asian Nations (ASEAN), learning the Chinese language has become popular. Chinese language courses are taught from kindergarten in schools to graduates in the universities, depending on their curriculum and purposes. Therefore, many Chinese teachers come to Thailand to teach the language, and the number of the students who wish to learn Chinese language is increasing at the same time.

However, teaching Chinese in Thailand is difficult. Teachers anywhere have significant problems with behavior management (Berliner, 1986). The ability to manage a class positively is recognized as a universal prerequisite for effective teaching (Shimahara, 1998). Good behavior management is good for the learning environment, and for students to focus on their studies. At the same time, good behavior management leads to effective use of time in the classroom and spares the teachers from wasting time and energy dealing with misbehavior. Therefore, it is necessary to investigate Thai students' behaviors in the Chinese class, and there is a need for developing teaching skills for Chinese teachers in Thailand that can enhance students' good behaviors and strengthen the quality of teaching.

2. Related literature reviews

The related literature reviews of this study gave some background of students' behavior as follow.

2.1 Definition of behavior

Behavior is a psychology terminology defined by many researchers. In a business dictionary, behavior is defined as the response of an individual or group to a stimulus. Sara C. Bicard and David F. Bicard (2012) pointed out behavior as something that a person does that can be observed, measured, and repeated. A person's behavior is a kind of action, not a personal motivation or feeling. The most prevalent definition of behavior is any observable overt movement of the organism generally taken to include verbal behavior as well as physical movements (Bergner, 2011). Behavior can also be defined as the way in which an individual behaves or acts. Therefore behavior is an individual's action, and is how an individual acts towards people. Behaviors are different between people and people (Guez & Allen, 2000). In summary, behavior is a person's action that can be observed, and in addition, every person's behavior is different.

The definition of behaviors will benefit to teachers and researchers to understand the behaviors of students, therefore, effectively deal with behavior problems.

2.2 Behaviorism

Behaviorism, also known as behavioral psychology, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Behaviorists believe that our responses to environmental stimuli shape our behaviors (Cherry, 2015). In behaviorism, learning is defined as a behavior that is stimulated by the exterior environment (Hoy & Miskel, 2007).

Skinner (year) considered that behavior lies in the middle of two external environments. One environment formed by antecedents, occurring before the behavior. The other one is composed by consequences, which happens after the behavior. However, there are two kinds of consequences, these are reinforcement and punishment. Reinforcement is the strengthening of the behavior. The reinforcement then is divided into two types: positive reinforcement and negative reinforcement. Positive reinforcements are favorable events or outcomes that are given to the individual after seeing the desired behavior. Positive reinforcements may come in the form of rewards and praises. Negative reinforcements typically are characterized by the removal of desirable or pleasant outcomes when the desired behavior is not met (Gerrig, Zimbardo, Campbell, Cumming & Wilkes, 2011).

Teachers can apply reinforcement and punishment any way they want, but the age and character should be considered. Teachers use operant conditioning will make class more efficient and students can get a better learning environment. Students and teachers can both get benefits from the appropriate management which combed with operant conditioning. Creating a benefiting environment by using classroom management strategies and a student conducive learning environment will be able to improve students' achievement

2.3 Students' positive behaviors

Positive behavior of the students refers to the behavior that helps students move towards the goal of becoming well-adjusted. Meanwhile, the positive behavior will lead to the good functioning of teachers (Hearron & Hildebrand, 2010). Otherwise, there is a researcher defining positive behavior as behavior that tends to satisfy the desires of the teacher (Geisel, 1944). In the class, students' behaviors will interact with teacher's behaviors. Therefore, the students' behavior make teacher fully function, thus leading to the high teaching efficiency.

Above all, positive behavior exists in the eyes of teachers. The students' behavior which can satisfy classroom expectations and lead to high teaching efficiency is positive behavior.

2.4 Students' negative behaviors

In the literature, different terms have been used to describe negative behavior. Kyriacou (1997) defines misbehavior as any behavior that undermines the teacher's ability to establish and maintain an effective learning experience in the classroom. Misbehavior may also be defined as "behavior that is considered inappropriate for the setting or situation in which it occurs" (Charles, 2008). The term disruptive behavior is defined as "behavior that proves unacceptable to the teacher" (Fontana, 1995). Arbuckle and Little (2004) defined disruptive behavior as "an activity that cause distress for teachers, interrupts the learning process and lead teachers to make continual comments to the student". The term problem behavior is also used to describe misconduct of a student. Problem behavior is referred to as all externalizing behaviors that violate explicit rules or implicit norms, disturb the classroom order, and irritate the process of teaching and learning (Vazsonyi, Chen, Jenkins, Burcu, Torrente & Sheu, 2010).

It is important to deal with negative behaviors early, so that it may not influence such negative behavior to surface during the class. There are a lot of references showing negative behavior's negative effects on teachers and classrooms. It is easy to imagine the effect of negative behavior in the class, but there are also farther reaching effects on other classmates and the students themselves.

Hollin (1993) summarized several negative influences of student misbehavior (Hollin, 1993):

1) It provokes and offends members of the teaching profession.

2) It is detrimental to educational progress of the "bad child.

3) It may have untoward effects later in the child's life.

4) It may hinder and disrupt the educational and social progress of "good children" who share a classroom with "bad children".

The classroom where negative behavior occurs frequently get less academically engaged time, and the students studying in this kind of classroom may find it difficult to be successful in their achievement tests. At the same time, fearful negative behavior will make teachers exhausted, and will prevent the growth of students. However, all teachers especially new teacher will need to deal with

student's behavior no matter how effective they are. It is essential and necessary to study negative behavior to help teachers and students.

2.5 The cause of negative behaviors

Logical Consequences is Dreikurs's Model for classroom Management. Students always want to feel they have value in the classroom; if this need is not met, students will participate with misbehavior (Guerrero, 2012). Drekurs has identified four goals:

1) Gaining attention

2) Exercising power

3) Exacting revenge

4) Displaying inadequacy

Understanding the cause of negative behavior is extraordinary to solve the problem. Teacher should consider the cause of negative behavior before taking an action to deal with students' negative behavior. These researchers' studies show that the causes leading to students' negative behavior existed in various aspects.

2.6 Teaching Chinese language in Thailand

A large number of Chinese immigrants have come to settle down in various parts of Thailand for over hundreds of years. They have assimilated with native Thais and integrated into the Thai community at large (Tangyuenyong & Choonharuangdej, 2009). Historically, Thailand and China had established relationships since the Sukhothai dynasty. Since then, the number of Chinese that migrated to Thailand has increased, and Chinese people have become an important part of the Thai society (Masuntisuk, 2015). Moreover, increasing number of Chinese people continue to come to Thailand with various purposes such as traveling, studying, or even working. This migration continues to increase the high popularity of the Chinese language in the society.

According to many researchers, many teachers have problem in student's negative behavior especially for new teachers (Berliner, 1986). The Chinese educational method is teacher-centered which requires students to be disciplined, as the teacher focuses only on teaching and not the classroom environment. Most of Chinese students are disciplined by nature without any need for control. They sit quietly in the class and listen to the teacher carefully. The Chinese teachers who just arrived to work in Thailand will unconsciously apply this method to teach Thai students. In fact, Thai classrooms are student-centered; students are free to choose their seats, they like studying in a comfortable environment, and they like playing in class. In addition, most of the Chinese teachers lack the ability to communicate in Thai, which makes classroom management extremely difficult. Thus, establishing an orderly classroom management is necessary, because orderly classroom environments are consistently related to student achievement and student assumption of responsibility for learning.

3. Research objectives

This research aims to investigate Thai students' behaviors in Chinese language class of grade 7. This research has two objectives:

1) To investigate Thai students' behaviors in a Chinese language class: grade 7 at a public school in Nonthaburi and

2) To explore the students' attitudes towards the behaviors of other students.

4. Terminology

Student's behaviors-- described as the students' behaviors that occurs in a Chinese language class, includes both positive and negative behaviors.

Chinese language class – refers to Mandarin Chinese class, the official language of China.

Observation – a qualitative method to investigate Thai students' behaviors in a Chinese language classes.

5. Methodology

A qualitative research methodology was used in this study. This included the observation and interview methods.

5.1 Research design

In this research, Thai students in Grade 7 Chinese language class of a public school Nonthaburi are studied and observed their behaviors to find the reasons that lead to negative side. Therefore, the report applies a qualitative research design, observation, and interview methods to evaluate.

Student's behaviors are identified by observation method in the classroom. The data of this observation method is collected as the types of students' behavior.

Furthermore, face to face interview is conducted after observation step. There are five students who always show positive behavior and another five students who always have negative one selected to complete the questions evaluating the reason that lead to negative behaviors.

5.2 population and sample

In this study, the population was comprised of 663 students of Grade 7 in total, who were studying the Chinese language in the academic year of 2015. Fifty-one students from Grade 7 of class 8 were randomly selection. Purposive sampling techniques were used in the interview sampling to select 10 students from Grade 7 of class 8 students. The 10 students were selected according to the observation result, the researcher selected 5 positive behavior students and 5 negative behavior students as interviewees. In this research, the positive behavior students are abbreviated by letter G, and the negative behavior students are abbreviated by letter N.

5.3 Data Collection

Data was collected by using the research instruments consisting of 1) Surveys for students of demographics, 2) Observation of students' behaviors, and 3) Interviews of the students.

A natural observation method was applied to investigate Grade 7 students' behaviors in Chinese classes, the result showed the type of behavior of the students. The observation took a complete period 50 minutes. The researcher did 4 times of observation in one month.

10 students were selected to use a face-to-face interview for this research. Moreover, in the interview, questions were asked in order to explore the interviewees' perceptions of negative behaviors. Those 10 students were divided into two groups; of negative and positive groups, and each group has five members. The interview aim to explore the different students' attitudes towards the behaviors of other students.

The average time of an interview was about 30 minutes, and it included the following six questions that are based on Do2learn of National of Health Small Business Innovative Research:

1) Are you aware of the inappropriate behaviors? If yes, what kinds of inappropriate behaviors?

2) Can you describe or explain feelings that help create an explanation of the occurrence?

3) How do you feel after a behavioral incident?

4) Do you perceive and/or interpret the classroom expectations?

5) How do you treat classmates after their negative behavioral outburst?

6) How do you communicate your needs, wants, and ideas to others in the class?

5.4 Data analysis

Data analysis was done in observation and interview method, furthermore the data analyzed by content analysis method.

For the observation, the collected data was analyzed to find what types of behavior occurred in the classroom. In addition, used content analysis to descript the observation process and identified the reasons for the negative behavior.

For the interview, the researcher collected the data and described the students' responses.

6. Results and discussion

The purpose of the research was to observe Thai students' behavior in Chinese language class at a public school in Nonthaburi and to explore the students' attitudes toward the behaviors of other students. The researcher included 51 students to participate in the study.

6.1 Demographic Information of Students

The 51 students of Grade 7 from class 8 participated in the research. The students consist of 25 males and 26 females, ages 12-13 years old. The interviewees were selected in a total of 10 students, five male students and five female students.

6.2 Types of students' behaviors

The collected observations data in Table 1 and Table 2 show the types of students' behavior. The researcher classified the behaviors into negative behaviors and positive behaviors. There are 40 behaviors that have been observed, including 22 negative behaviors and 18 positive behaviors. Table 1 and Table 2 were administered during regular class time.

Table 1: Types of Positive Behavior

Positivebehavior
Coming to class on time
Respecting teacher
Preparing before class begins
Following teacher's instructions
Sitting properly before class begins
Studying well
Raising hand for questions
Keeping quiet
Asking permission to leave classroom
Helping teacher when teacher needs help
Sitting well when teacher is teaching
Not making noise
Focusing on teacher's teaching
Always following teacher's teaching
Asking teacher when confused
Communicating with teacher after class
Helping classmates
Telling classmates be quiet when the classroom very noisy

Table 1 shows the types of positive behaviors. There are 18 types of positive behaviors that were observed. According to logical consequences, when the students do not behave badly in the class, their needs in the classroom are satisfied. They can feel that they are a part of the class and are willing to learn, thus, students can improve their academic achievement. Teachers need to build a positive environment for students, since it is difficult to learn well in a chaotic environment (Barbetta, Norona & Bicard, 2005).

Students' positive behavior has a significant influence to the class. As positive behavior functions in a way that makes children move along towards the goal of becoming well- adjusted, fully functioning adults (Hearron & Hildebrand, 2010). Students' positive behavior can help teachers build a positive environment for the students. Beside this, positive behavior will enable students to progress on their academic achievement. At the same time, the students' behavior also contributes to the teachers' teaching.

Therefore, positive behavior has a significant influence in the class. Teachers should pay attention to their students' positive behavior and reinforce it.

Table 2: Types of Negative Behavior

Negative behavior
Dealing with personal issues during teacher teaching
Doing homework of other subjects
Using electronic devices
Reading non-relevant materials
Non-relevant drawing
Eating/Drinking
Playing
Clowning
Chatting with classmates during instruction
Being noisy
Interrupting classmates
Verbally teasing classmates
Verbally attacking classmates
Speaking foul language
Disobedienceor refusing to carry out instructions
Interrupting teacher
Changing seat
Wandering around the classroom
Striking classmates
Pushing classmates
Being unprepared
Tardiness

Table 2 shows the types of students' negative behavior. There were 22 kinds of negative behavior that have been observed. The negative behavior is very troublesome for teacher and parents. Many teachers spend considerable time and energy trying to manage students' behavior in their teaching career as they are expected to make a good learning environment for students. Discussing

how to deal with negative behavior has extraordinary meaning for teachers and students. According to Viennese psychiatrist Alfred Adler (1958), all behaviors have a purpose and all behaviors of students are goal-driven. Other researchers also indicate that students' behavior do not occur without rhyme or reason. For instance, in a regional training seminar on guidance and counseling indicates that every individual behavior has motives, driving forces behind his or her actions, and needs or intentions. Those needs and expectations are shown in different forms (Guez & Allen, 2000).

In addition, the researcher also found two kinds of negative behavior that have occurred at the same time. Such as playing and chatting together. Furthermore, the researcher also found the students' negative behaviors are concerned with teachers teaching. As some items' frequency of the second time is higher than the first time.

Thus the negative behaviors are concerned with both teacher and student. The causes of negative behavior are extremely important in helping to deal with their solutions. Thus, identifying the reasons and goals of behavior will help teachers deal with negative behavior.

From the observation, the researcher found that there were both positive behavior and negative behavior occurred in the Chinese classroom. Both of the behaviors affect teaching and learning process. Therefore, the teacher should pay attention to both positive behavior and negative behavior. For the positive behavior, teacher should have reinforcement and encouragement. For the negative behavior, teacher should understand the situation and try to find a suitable approach to reduce its occurrence in the classroom.

6.3 The reasons of negative behavior

The 22 kinds of negative behaviors are analyzed by logical consequences for understanding the negative behavior. The negative behaviors explained the student's goals or the reasons why they behave negatively. In this research, one behavior may have more than one goal. Otherwise, the reasons of behavior need analysis from many aspects, for instance, family, student's character, or objective reason. The students' goals and the related behaviors are shown in Table 3.

Table 3: The Students' Goals of Behavior

Goal	Behavior
To seek attention	Clowning,
	Being noise,
	Interrupting classmates,
	Interrupting teacher,
	Wandering around the classroom
To gain power	Verbally teasing classmates,
	Verbally attacking classmates,
	Speaking foul language,

Goal	Behavior
	Striking classmates,
	Pushing classmates
To seek revenge	Verbally testing classmates,
	Verbally attacking classmates,
	Speaking foul language,
	Striking classmates,
	Pushing classmates
To avoid failure	Dealing with personal issues,
	Doing other subject's homework,
	Using electronic devices,
	Reading non-relevant materials,
	Non-relevant drawing,
	Playing,
	Chatting with classmates during instruction,
	Interrupting classmates,
	Disobedience/Not completing instructions,
	Interrupting teacher,
	Changing seats,
	Wandering around the classroom,
	Being unprepared,
	Tardiness

Table 3 shows that failure avoiding was the common goal in this study. Beyond that, revenge seeking and power seeking always occur at the same time, sometimes revenge seeking is the result of power seeking. Meanwhile power seeking and revenge seeking are not fearful in the class. Attention seeking and failure avoiding is the most major behavior problem in the classroom. The research shows that Chinese teacher in this class has to take a lot of time in managing student's attention seeking behavior and failure avoiding behavior.

6.4 Student interviews

In this study, the researcher selected 10 students in total for group interviews. The following are questions and answers replied by the interviewees.

Q1.   Are you aware of any inappropriate behavior? If yes, what kind of in appropriate behavior?

A1.   All students answered yes. They admitted they had some negative behavior. Some students mentioned that they often chat with classmates in class. This suggests that chatting with classmates while teacher teaching is a common problem in the Chinese class. The other research has shown that negative behavior is a complex problem for all teachers in their career, and that it is a common problem in the class (Supaporn, Dodds & Griffin, 2003).

Q2.   Can you describe or explain feelings that help create an explanation of the occurrence?

A2.   There were six students who answered that they felt bored, and they wanted to do something else. Three positive behavior students answered that they felt confused by the teacher's teaching. Moreover, one student with negative behavior answered that he does not know why he behaves the way he does, but he just does what he likes to do.

We have to admit that teachers may also behave inappropriately in the class and this will strongly influence the student behavior. There is some truth in the assertion that children's behavior in the classroom is a reaction to the teachers' behavior towards them. Kyriacou (1997) highlighted four types of teachers which particularly "provoked" students into misbehavior: 1) teachers who are boring; 2) teachers who could not teach; 3) teachers whose discipline was weak; 4) teachers who made unfair comparisons. As the students' answers, teacher's boring teaching and poor teaching skills may lead students to inappropriate behavior to occur in the classroom.

Q3.   How do you feel after a behavioral incident?

A3.   One student who always showed negative behavior answered that she felt nervous (N1). Two kinds of students said they felt bad after a behavioral incident, but they won't change (7 students total).

The students' answers show that the teacher may not have solutions for students' misconduct. Therefore, students do not understand the effects and consequences of their behavior. Without any punishment or solution for their inappropriate behavior, students will not know their behavior causes problems for the teacher and for their classmates. An effective action is informing the student that there are consequences to inappropriate behavior (Hardin, 2006). The different answers of students show that the teacher may not have a classroom management system for dealing with students.

Q4.   Do you perceive and/or interpret the classroom expectations?

A4.   All students answered that they did not know the classroom expectations. (10students).

Classroom expectations for student are the behavior that teacher expect student act out what kind behavior in the class. The students answered, "We don't know what is classroom expectations teacher never told us". The students' answers means teachers didn't explain clearly his or her expectations to students. Therefore, students do not know what they can do and what they can't do in the classroom. As the book Classroom Management & Culture Toolkit mentions, if there is a doubt about expectations for behavior in the classroom, students may develop their own patterns for behaving (Teach for America, 2011). For good classroom control, explaining the teacher's expectations clearly is very necessary. Expectations will let students know which behaviors are unacceptable to teachers, and which ones are appropriate in the classroom. Otherwise, when students unknowingly fail

to meet the teacher's expectations they are often at heightened risk for a range of undesirable outcomes (Fuchs et al., 1990).

Q5.   How do you treat classmates after their negative behavioral outburst?

A5.   Two students with good behavior explained they warn their classmates sometimes, but it is almost useless so they give up. The remaining students expressed that they just ignore misbehaving students, because it is not their business. Finally, all the students expressed that they feel distracted by their classmates when they are learning.

The answers of students show that the students' negative behaviors are not an independent issue. Negative behavior influences other students in the classroom. According Garner and Hill's (1995, as cited in Bentham, 2002) theory negative behavior will affect other pupils' learning. Therefore, teachers needs to implement effective strategies to deal with the students' negative behavior in the classroom.

Q6.   How do you communicate your needs, wants, and ideas to others in the class?

A6.   Three students answered that sometimes they would call on the teacher and ask her for help. There were five students who answered that they would quietly ask their friends. Three students answered that they will do what they want and do not need to tell anyone.

Psychological Factor as Causal explanations of Behavior Motivation is channeling or directing behavior towards a need or needs. (Bicard&Bicard 2012) These questions aimed to survey students and learn how they act when they need help. According to their responses, the students do not know how to seek help; when they need help they just call teacher while teacher teaching, and then speak out their questions directly to the teacher. As a result, when students sought help, the classroom became disorderly as some students called on the teacher, some students asked classmates, and some students just left their seats to go solve the problems by themselves.

The questions of the interview also intended to explore the students' attitudes toward the negative behavior of students, and to survey the teachers' classroom strategies. In summary, concluding from the interview data, the teacher did not have a set of rules for the students. Nor did the teacher explain the expectations to the students. Furthermore, students were unaware of how to seek help and unaware of what behavior was permitted in the classroom. Since every individual behaves with motivation toward their needs, and if the teacher lacks a strategy for addressing these needs, the class will be thrown into disarray when students do not know how to express their needs.

7. Conclusion

The result of this study shows that positive behavior and negative behaviors existin the Chinese language class. Both behaviors affect the teaching and learning processes. Students will benefit from their own positive behavior. However, the students' negative behavior will also affect the learning process. Teachers should pay attention to both behaviors. The research results also show that the teacher's ability to deal with negative behavior affects the student's ability to learn. If the teacher has a clear set of classroom rules and expectations, and they are explained clearly to students, the classroom's negative behavior will dramatically be reduced.

In summary, the findings of the study will help teachers to understand their students' behavior in the classroom. Also it will provide data to help teachers improve their overall teaching.

8. Acknowledgment

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