



STRATEGIC MANAGEMENT FOR IMPROVING STUDENTS'
CLASSROOM BEHAVIORS IN CHINESE COLLEGE EFL CLASSES



By
Mrs. Jianlan LI

A Thesis Submitted in Partial Fulfillment of the Requirements
for Doctor of Philosophy EDUCATIONAL ADMINISTRATION
Department of Educational Administration

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Title Strategic Management for Improving Students’
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This study investigates strategic management for improving students' classroom behaviors in Chinese college EFL (English as a Foreign Language) classes. Adopting the Ethnographic Delphi Future Research (EDFR) method, the research combined qualitative interviews with quantitative consensus-building among a panel of 19 experts in EFL education and educational administration. These experts, affiliated with eight higher education institutions, represented three groups—policy-making, implementing, and supervising—and possessed extensive professional experience, with more than two-thirds having over 15 years of practice in the field. The data were analyzed by mode, median and interquartile range.

The findings yielded a comprehensive framework of seven strategic domains with 38 sub-elements: 1. strategic goal setting and behavior planning (6 sub-elements), 2. classroom behavioral rules and management (4 sub-elements), 3. engagement and motivation strategies (6 sub-elements), 4. instructional differentiation for behavior improvement (4 sub-elements), 5. feedback, evaluation, and reinforcement (6 sub-elements), 6. problem behavior intervention and social-emotional support (8 sub-elements), and 7. strategic management and systemic improvement (4 sub-elements).

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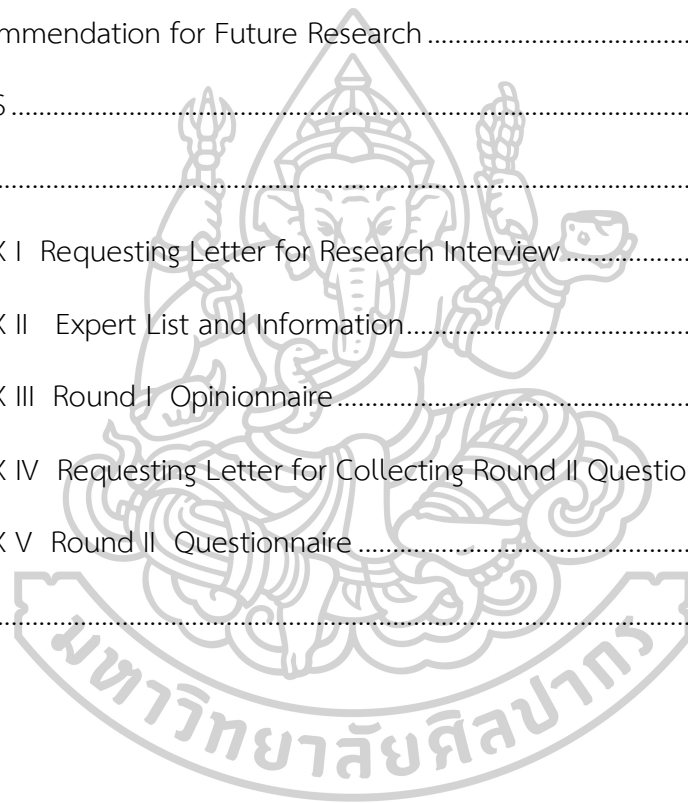
TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS	E
TABLE OF CONTENTS	F
List of tables	J
List of figures	K
CHAPTER I INTRODUCTION	1
CHAPTER II LITERATURE REVIEW	27
Strategic Management	27
Concepts and Definitions of Strategic Management	27
Theories of Strategic Management	38
The Process of Strategic Management	42
Kaplan and Norton's Balanced Scorecard	45
Students' Classroom Behaviors	49
Concept of Students' Classroom Behaviors	49
Basic Models in Understanding Students' Classroom Behaviors	55
Related Theories of Improving students' classroom Behaviors	59
Behaviourism Learning Theory	59
Cognitive Learning Theories	61
Constructivism	63
Social Learning Theory	64
Self-Control Theory	67

Reality Therapy and Choice Theory.....	69
The Theory of “Assertive Discipline”.....	72
Differentiated Instruction.....	75
Positive Behavioral Interventions and Supports.....	79
Self-Determination Theory	83
Social and Emotional Learning.....	86
Strategic Management for Improving Students’ Classroom Behaviors	89
EFL Classes.....	91
Theories and Concepts of EFL Classes.....	91
Concepts of Chinese College EFL Classes.....	97
Introduction to Chinese College EFL Classes at Colleges in Kunming.....	101
Related Research.....	108
Foreign Research.....	108
Domestic Research.....	121
Ethnographic Delphi Future Research.....	127
Introduction to Ethnographic Delphi Future Research.....	127
The Process of EDFR.....	136
Summary.....	141
CHAPTER III METHODOLOGY	144
Research Procedure	145
Research Methodology.....	148
Research Design.....	149
Expert Panel	150
Group one: Policy making group	150

Group two: Implementing group	151
Group three: Supervising group	151
Research Instruments	152
Data Collection	154
Data Analysis.....	155
Summary.....	157
CHAPTER IV DATA ANALYSIS AND INTERPRETATION	159
Basic Information of the Expert Panel	159
Interview Analysis of the Expert Panel	163
Interview analysis of Domain 1	164
Interview analysis of Domain 2	176
Interview analysis of Domain 3	185
Interview analysis of Domain 4	201
Interview analysis of Domain 5	209
Interview analysis of Domain 6	225
Interview analysis of Domain 7	244
Result from Round Two Questionnaire Data Analysis by EDFR Technique	259
The Analysis of Questions 1- 6 in Domain 1	260
The Analysis of Questions 7- 10 in Domain 2.....	267
The Analysis of Questions 11- 16 in Domain 3.....	271
The Analysis of Questions 17- 20 in Domain 4.....	278
The Analysis of Questions 21- 26 in Domain 5.....	283
The Analysis of Questions 27- 34 in Domain 6.....	291
The Analysis of Questions 35- 38 in Domain 7.....	300

Statistical Analysis Summary of Q1–Q38 Across Seven Domains	305
CHAPTER V CONCLUSION, DISCUSSION AND RECOMMENDATION.....	322
Conclusion of the Research Findings	323
Discussion	327
Recommendation	338
General Recommendation	338
Recommendation for Future Research	340
REFERENCES	343
APPENDIX	366
APPENDIX I Requesting Letter for Research Interview	367
APPENDIX II Expert List and Information.....	369
APPENDIX III Round I Opinionnaire	373
APPENDIX IV Requesting Letter for Collecting Round II Questionnaire.....	376
APPENDIX V Round II Questionnaire	378
VITA.....	388



List of tables

	Page
Table 1 Definitions of Strategic Management.....	36
Table 2 Basic Information of the Expert Panel.....	161
Table 3 Expert Consensus Mapping of Domain 1	165
Table 4 Expert Consensus Mapping of Domain 2	176
Table 5 Expert Consensus Mapping of Domain 4	201
Table 6 Expert Consensus Mapping of Domain 5	210
Table 7 Expert Consensus Mapping of Domain 6	226
Table 8 Expert Consensus Mapping of Domain 7	245
Table 9 The Summary Table of the Expert Panel Interview.....	254
Table 10 Statistical Summary Table of Domain 1	261
Table 11 Statistical Summary Table of Domain 2	267
Table 12 Statistical Summary Table of Domain 3	272
Table 13 Statistical Summary Table of Domain 4	279
Table 14 Statistical Summary Table of Domain 5	284
Table 15 Statistical Summary Table of Domain 6	291
Table 16 Statistical Summary Table of Domain 7	301
Table 17 Statistical Summary Table of Domain 1-Domain7	306

List of figures

	Page
Figure 1 The Conceptual Framework.....	23
Figure 2 The Development of Strategic Management by Sireen Khemesh.....	31
Figure 3 The Behavioral Change Process of Teachers and Students	53
Figure 4 The EDFR Process	147
Figure 5 The Research Design.....	149
Figure 6 7 Domains of Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes.....	321



CHAPTER I

INTRODUCTION

The classroom is a setting in which teachers can collaborate with each other to manage student behaviour and promote their learning.¹ One of the greatest challenges for any teacher - pre-service, beginning or experienced - is to maintain order in the classroom in order for effective teaching to occur.² However, when teachers teach in the classroom, it is common for them to be disrupted by students classroom behaviors. Inappropriate classroom behaviors cause many problems ranging from time management to the teachers' performance in the classroom.³ Some students' disruptive behaviors even may become unmanageable, which will badly influence all the students in the classes as well as lead the failure of achieving the teaching goals and objectives. In this case, it is of great significance to set up some effective management practices to improve the students' behavior, so that the

¹ Ming-tak, H., & Wai-shing, L. (2008). *Classroom Management: Creating a Positive Learning Environment*. Hong Kong University Press.

² Cabaroglu, N. (2012). Prospective EFL teachers' perceptions of classroom management and misbehaviour. *Çukurova University Faculty of Education Journal*, 41(1), 117–132. <http://egitim.cu.edu.tr/efdergi>

³ Chang, M.-L., & Taxer, J. (2020). Teacher emotion regulation strategies in response to classroom misbehavior. *Teachers and Teaching*, 27, 1-17. <https://doi.org/10.1080/13540602.2020.1740198>

school can achieve its goals of cultivating or nurturing talents. Adeyemo's research investigated the relationship between effective management practices and students' academic performance in Shomolu local Government also proved that effective classroom management practices have a strong and positive impact on student performance.⁴ Therefore, it is necessary for colleges to figure out an effective way of managing students' classroom behaviors.

Strategic management is the art and science of formulating, implementing and evaluating cross-functional decisions that will enable an organization to achieve its objectives. It is the process of specifying the organization's objectives, developing policies and plans to achieve these objectives, and allocating resources to implement the policies and plans to achieve the organization's objectives⁵. Therefore, it can be seen that strategic management combines the activities of the various functional areas of a business to achieve organizational objectives. As strategic management not only can provide overall directions but also be able to develop policies and plans to achieve organization's objectives, it is capable for academic organizations to take advantage of strategic management theories to

⁴ ADEYEMO, S. A. (2012). The Relationship Between Effective Classroom Management and Students' Academic Achievement. *European Journal of Educational Studies*, 4 (3), 367-381.

⁵ Ayitey, W. K. (2010). *A Simple Approach to Strategic Management*. METHODIST BOOK DEPOT LIMITED

manage the students' classroom behaviors to ensure their talents development objectives can be

Although it comes second to Mandarin in the total number of speakers, English is the language one will be able to use most widely, as it's spoken in more countries than any other language. There are around 1.5 billion people speaking English worldwide⁶ and it is widely used as a communication tool in higher education institutes. Therefore, if one wants to get into the first-class academic institutions, communicates with the top scholars comes around the world and reads the leading-edge academic research papers or works in his major, he needs to be proficient in English. Hence for a college student who is studying in academic institutions, English is one of the most essential and elementary tools that one have to master.

achieved.

China is a multilingual country, but English, as a global lingua franc, is still promoted as the key to modernization by policy makers⁷ and the importance of English language proficiency is highlighted in the context of higher education in China. Since Chinese universities increasingly recognize the role of English in academic and

⁶ Galan, S. (2025, April 14). The most spoken languages worldwide 2025. Statista. <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>

⁷ Qi, G. Y. (2016). The Importance of English in Primary School Education in China: Perceptions of Students. *Multilingual Education*, 6. <https://doi.org/10.1186/s13616-016-0026-0>

professional success, Chinese College English as a Foreign Language (hereafter EFL) courses have been compulsory courses which are integrated into curricula to equip students with essential language skills. These courses not only focus on enhancing students' listening, speaking, reading, and writing abilities but also aim to develop their intercultural communication competencies. By promoting learning English and improving English proficiency, Chinese colleges strive to prepare students for a competitive global market and to engage effectively in international discourse.

Since the Chinese college EFL (English as a Foreign Language) course are the main courses where Chinese college students can learn English, it is of great significance to implement effective strategic management to enhance students' classroom behaviors in the classes. In the context of Chinese colleges, where large class sizes and diverse student proficiency levels often present challenges, tailored management strategies might provide potential effect countermeasures to address students' behavioral issues and help the realizations of international talents cultivation.

Significance of the Study

English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country. Since the opening up of the country in the late 1970s, Chinese governments at all levels have attached great importance to English education and many official policies have been nailed down

and implement which has played a significant role in the booming development of English education in the Chinese Mainland.⁸ For example, *The Opinions of the Ministry of Education and Seven Other Departments on Accelerating and Expanding the Opening Up of Education in the New Era*⁹ clearly state there is a great need to cultivate talent with greater global competitiveness and vision.

The first national syllabus for College English Teaching was introduced in the mid-1980s, and since then, English language education has been available to science students and then covered all the undergraduate majors in Chinese universities¹⁰. Under the circumstances, to improve the Chinese College students' English abilities and proficiency, to enhance the global awareness of the Chinese College students, to train international talents for the unprecedented economic development of China, English as a Foreign Language (EFL) teaching in China has been emphasized and accelerating. Nowadays, EFL courses in China have been introduced to almost

⁸ Zhang, H., & Shi, Y. (2023). Evolution of English language education policies in the Chinese mainland in the 21st century: A corpus-based analysis of official language policy documents. *Linguistics and Education*, 76, 101190. <https://doi.org/10.1016/j.linged.2023.101190>

⁹ Ministry of Education of the People's Republic of China, et al. (2020, June 23). *Opinions on accelerating and expanding the opening up of education in the new era* [关于加快和扩大新时代教育对外开放的意见]. Ministry of Education of the People's Republic of China. http://www.moe.gov.cn/jyb_xwfb/s5147/202006/t20200623_467784.html

¹⁰ Yi'an Wu. (2001). English Language Teaching in China: Trends and Challenges. *TESOL Quarterly*, 35(1), 191–194. <https://doi.org/10.2307/3587867>

every Chinese College and become one of the most important and prevailing courses that Chinese college students have to take.

Although EFL courses are significant for the development of Chinese college students, some students' classroom behaviors, especially misbehavior, have become serious issues that affect the effectiveness of EFL instruction. The forms of these behaviors in EFL classroom are varied such as disruptive talking, interfering with teaching activities, defiance and so on. They often interrupt the smooth functioning of learning process in the classroom which unsettle the teachers or other students in the class. Studies had shown that school misbehavior not only intensify with time but also lowers academic achievements and increases unruly behavior¹¹. As students' classroom behaviors are considered as one of the factors with a dramatic effect on education efficiency and creating a conducive learning environment where students can focus and actively participate in their language acquisition process, thus it is needed for the college administrators and teachers of EFL classes to figure out an effective and efficient management way to improve them.

Moreover, since one of the strategic management's function is assessing an organization's goals, environment, and strategies to meet its objectives, if the teachers and administrators in colleges seek to realize the objective of cultivating

¹¹ Caballes, D. G., & Palma, B. O. (2022, May). Students' misbehavior and behavioral classroom management practices as perceived by students and teachers: Basis for intervention program. *Instabright e-Gazette*, 3(4). <https://www.instabrightgazette.com>.

talent with greater global competitiveness and vision, it'll probably be good for them to cooperate with each other under the guidance of strategic management. If classroom behaviors of students especially the misbehavior of students can be managed in an effective way, it may also be helpful to create a more conducive environment for both the teacher and the students, leading to more effective learning outcomes¹². Therefore, with the increasing popularity of English education in Chinese colleges, figuring out effective strategies for improving students' classroom behaviors in Chinese college EFL classes is of dramatic importance.

Statement of the Problem

In the past 30 years, China's open-door policy and rapid economic growth have been accelerating English as a foreign language (EFL) teaching in an unprecedented way¹³. Since that time, English language education has been a subject of paramount importance in China, and proficiency in English has been widely regarded as a national as well as a personal asset. On the national policy level, English language education has been viewed by the Chinese leadership as having a vital role to play

¹² Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. *Learning and Instruction*, 58, 126-136. <https://doi.org/10.1016/j.learninstruc.2018.05.006>

¹³ Rao, Z. (2013). Teaching English as a foreign language in China: looking back and forward. *English Today*, 29(3), 34-39. <https://doi.org/10.1017/S0266078413000291>

in national modernization and development.¹⁴ The improvement of students' classroom behaviors in Chinese EFL classes is aligned with the nation policy of building the world's first-class academic institutions and disciplines and the policy of cultivating talents with global competitiveness and vision as these policies attach importance to cultivating talents with proficient English ability. And the EFL classes are the main places to improve students English ability in Chinese colleges.

Moreover, from the institutional level, the influence of globalization and digitization brings up a new picture in students' classroom behaviors which necessitates the needs of changes in the management of students' classroom behaviors in educational institutions. A 2018 study by the *Journal of the American Medical Association* found that the prevalence of attention deficit and hyperactivity disorder of students has increased from 6.1% to 10.2% over the last 20 years.¹⁵ According to the surveys of Education week research center, student behavior problems have continued to rise over the past three to four years. Seventy percent of educators—including 1,058 teachers, principals, and district leaders—say students in their schools are misbehaving more now compared with the fall of 2019. And that

¹⁴ Hu, G. (2005). English Language Education in China: Policies, Progress, and Problems. *Language Policy*, 4, 5-24. <https://doi.org/10.1007/s10993-004-6561-7>

¹⁵ Xu, G., Strathearn, L., Liu, B., Yang, B., & Bao, W. (2018). Twenty-Year Trends in Diagnosed Attention-Deficit/Hyperactivity Disorder Among US Children and Adolescents, 1997-2016. *JAMA Network Open*, 1(4), e181471-e181471. <https://doi.org/10.1001/jamanetworkopen.2018.1471>

percentage has held largely steady for a little more than a year, inching up slightly from December 2021.¹⁶ The same situation has also occurred in China. In past decades, the school education in China has been intensively criticized for its dominant instruction approaches being stereotyped, dogmatic, and teacher centered.¹⁷ Now, with the continuous innovation of science and technology, education in China has also been reformed and optimized in combination with artificial intelligence, big data, and other technical means.¹⁸ Thus, many Chinese educators were making efforts to improve the traditional school education by introducing some advanced approaches into classroom instruction including applying learner-centered instruction, blended learning, AI learning, MOOC programs, data technology, etc. In these ways, modern classroom systems established in educational institutions make students more interactive, student centered, and

¹⁶ Prothero, A. (2023, April 20). Student behavior isn't getting any better, survey shows. Education Week. <https://www.edweek.org/leadership/student-behavior-isnt-getting-any-better-survey-shows/2023/04>

¹⁷ Cheng, H.-Y., & Ding, Q.-T. (2021). Examining the Behavioral Features of Chinese Teachers and Students in the Learner-Centered Instruction. *European Journal of Psychology of Education*, 36(1), 169-186. <https://research.ebsco.com/linkprocessor/plink?id=63b41cfd-32ee-3d92-bb4b-a01680a198be>

¹⁸ Huang, Z., Feng, C., & Feng, Z. (2022). Analysis of Ideological and Political Classroom Based on Artificial Intelligence and Data Mining Technology. *Wireless Communications & Mobile Computing*, 1-9. <https://doi.org/10.1155/2022/7081165>

customized.¹⁹ However, with the changes brought by the time and transformations in Chinese education, the students' classroom behaviors have been significantly transformed in Chinese college classrooms as well and show some differences across regions and countries. For example, according to Zhao, he found that compared with western learners, Chinese students remained quiet and dependent instead of being autonomous and self-directed when their teachers conducted learner-centered designs.²⁰ Liu, Y, et al explore the relationships among psychological capital, learning motivation, emotional engagement, and academic performance for college students in a blended learning environment and found that the students' behaviors and performance are influenced by blended learning.²¹ Frambach et al conducted a comparative case study among East Asia, Western Europe and the Middle East also

¹⁹ Zouheir, T., Fady, A., Medha Mohan Ambali, P., Munkhjargal, G., & Luqman, A. (2023). Real-Time Attention Monitoring System for Classroom: A Deep Learning Approach for Student's Behavior Recognition. In *Big Data and Cognitive Computing* (Vol. 7, pp. 48-48): MDPI AG.

²⁰ Zhao, J. (2018). Reforming the instruction in the experimental course: Applying the learner-centered approach. *Journal of Higher Education*, 18(1), 132–134.

²¹ Yan, L., Shuai, M., & Yue, C. (2024). The impacts of learning motivation, emotional engagement and psychological capital on academic performance in a blended learning university course. *Frontiers in Psychology*, 01-12. <https://doi.org/10.3389/fpsyg.2024.1357936>

found that students' behaviors differ in different cultural contexts.²² Therefore, different institutions should adopt different strategies to improve the students' classroom behaviors based on the cultural context they're in and its unique learning environment.

From the course level, with the growing popularity of digital tools, online resources, and interactive learning platforms, technology has become increasingly integrated into language education in China. This trend has notably influenced how students learn English in EFL classes, particularly through computer-assisted, mobile-assisted, and technology-enhanced language learning approaches. Studies have demonstrated that the development of technology and society not only impacts students' behaviors in language classrooms but also brings significant changes to how language teachers help students improve their language skills in EFL classes. According to Hasumi and Chiu, students are now more accustomed to utilizing multimedia resources, which cater to different learning styles, making the learning

²² Frambach, J. M., Driessen, E. W., Beh, P., & van der Vleuten, C. P. M. (2014). Quiet or Questioning? Students' Discussion Behaviors in Student-Centered Education across Cultures. *Studies in Higher Education*, 39(6), 1001-1021. <https://research.ebsco.com/linkprocessor/plink?id=ddd31658-5d61-34ae-8a6c-7f9df8741b14>

process more dynamic and inclusive.²³ Meanwhile, in response to the evolving behaviors of students, teachers in China have implemented a range of innovative measures too. Various classroom behavior management mobile applications have been invented which led teachers in China to use smart applications such as Ding Talk, Rain Class, Superstar Learn, etc. to manage their students.²⁴

Overall, student behavioral issues have emerged as a global educational challenge, drawing growing interest from professionals in both psychology and education.²⁵ Research has shown that both novice and experienced teachers often perceive disruptive behaviors as a major source of concern in the classroom. In fact, many teachers report feelings of anxiety or helplessness when faced with sudden,

²³ Hasumi, T., & Chiu, M.-S. (2024). Technology-enhanced language learning in English language education: Performance analysis, core publications, and emerging trends. *Cogent Education*, 11(1), 2346044. <https://doi.org/10.1080/2331186X.2024.2346044>

²⁴ Hu Bo, X., Shijun, Chen, Hong. (2023). Online Teaching Strategies of Idioms for International Chinese Teachers Under the Digital Bloom's Theory. *Journal of Technology and Chinese Language Teaching*, 14, 44-61 <http://www.tclt.us/journal/2023v14n2/huxiaochen.pdf>

²⁵ Arbuckle, C., & Little, E. (2004). Teachers' Perceptions and Management of Disruptive Classroom Behaviour during the Middle Years (Years Five to Nine). *Australian Journal of Educational & Developmental Psychology*, 4, 59-70. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=EJ815553&site=eds-live&custid=ns013996>

unmanageable disruptions.²⁶ Therefore, it is evident that the rapid advancement of technology and societal changes have significantly altered students' behaviors in EFL classrooms which will also bring dramatic influence on teachers' performance and teaching efficiency, prompting a need for corresponding adaptations in classroom management strategies. In the context of Chinese college EFL education—where students are at the core of curriculum implementation—effectively managing classroom behavior is essential not only for achieving course objectives, but also for fulfilling broader national goals of talent cultivation. Therefore, it is imperative for institutions to develop scientifically grounded and efficient behavior management strategies tailored to the realities of today's classrooms.

Research Objective

The Objective of this research is to identify the strategic management for improving students' classroom behaviors in Chinese college EFL classes

Research Question

What is the strategic management for improving students' classroom behaviors in Chinese college EFL classes ?

²⁶ Silva, P., & Neves, I. P. (2007). Power and Control in the Classroom: Understanding Students' Disruptive Behaviours. *Pedagogies: An International Journal*, 2, 205 - 231.

Conceptual Framework

In the field of education, understanding the dynamics of students' classroom behaviors is critical for effective teaching and learning practices in colleges. This research is designed to guide the investigation of strategic management for improving students' classroom behaviors in Chinese college EFL classes. To facilitate this exploration, a comprehensive conceptual framework has been developed, serving as a guiding structure for the study.

The conceptual framework is designed to articulate the theoretical foundations that underpin the relationships among the key concepts - strategic management, students' classroom behaviors and Chinese college EFL classes. To successfully achieve the research's objective, Ethnographic Delphi Futures Research (EDFR) is employed to analyze and derive the research findings.

Strategic Management

According to Sireen Khemesh, the emergence of strategic management comes quite late in the second half of the 20th century and originated from the long-term planning of the majority of the business sectors, then shifted to strategic planning to confront with the unexpected changes and at last expanded as strategic

management in the 1980s.²⁷ Based on what Baker found in the 30 years researches in strategy, strategic management is “the direct organizational application of the concepts of business strategy that have been developed in the academic realm. It entails the analysis of internal and external environments of a firm to maximize the utilization of resources in relation to objectives.”²⁸ From his definition, it can be seen that the components of strategic management should include conducting detailed internal and external environment analysis and efficiently using the resources to meet the objectives of the organization. Then, according to Eric, “reading the internal and external environment, setting direction for the organization, allocating resources, measuring outcomes, and a myriad of other pursuits that together can be called strategic management”²⁹, strategic management should provide direction and allocating resources for the organization besides the analysis of internal and external environment. Moreover, from the perspective of David et al, the strategic management is the art and science of formulating, implementing and evaluating cross-functional solutions allowing the company to achieve its goals³⁰ and sustain

²⁷ Khemesh, S. (2019). STRATEGIC MANAGEMENT/ Basic Concepts. Retrieved 03/14, from <https://www.researchgate.net/publication/33174480>

²⁸ Bracker, J. (1980). The Historical Development of the Strategic Management Concept. The Academy of Management Review, 5(2), 219–224. <https://doi.org/10.2307/25743>

²⁹ Eric, J. B. (2017). *Comprehensive Strategic Management : A Guide for Students, Insight for Managers* . Emerald Publishing Limited.

³⁰ David, F. R. (2001). *Strategic Management: Concepts & Cases*. Prentice Hall.

competitive advantages.³¹ Therefore, taking the basis of the various definitions given by these researchers, the components and definition of strategic management have been identified in this research which provide basis for data collection part of the research. Since the strategic management is the key term which related to the ultimate objective of the research, the theories and process of strategic management also have been reviewed to provide a theoretical base.

Improving Students' Classroom behaviors

The classroom is an experimental lab for students as they spend a significant part of their formative years in school and colleges for learning goals. Thibodeaux defines that students' classroom behaviors as the stimulus-driven responses that occur specifically within the classroom or how students are acting in the classroom in response to what is going on or present around them.³² Then, according to Lemmon, students' classroom behaviors is a complex interplay of interactions, activities, and conducts within a learning environment, specifically within the confines of a classroom.³³ Mainly based on these two scholars, the definition of students' classroom behaviors in the research paper has been drawn.

³¹ David, F. R., David, F. R., & David, M. E. (2019). *Strategic management: A Competitive Advantage Approach, Concepts and Cases* (17th ed.). Pearson.

³² Thibodeaux, W. (2018). *What Is Classroom Behavior?* Classroom. <https://classroom.synonym.com/classroom-behavior-6303858.html>

³³ Lemmon, C. (2023, June 19) Behaviors in the Classroom | Management, Strategies & Examples. Study.com. <https://study.com/academy/lesson/classroom-behavior-overview-management-strategies.html>

Furthermore, since there are various categories of students classroom behaviors, to make the research more smoothly, the researcher adopted the category which is in line with the perspectives of Scott³⁴ and Hemmeter et al³⁵. In this case, the behaviors in the research can be generally categorized into two kinds which are positive and negative behaviors. Positive behaviors refers to the actions which can cultivate a conducive learning atmosphere and are beneficial to the students' classroom learning. Meanwhile, negative behaviors refers to actions which will create a detrimental learning atmosphere that bring destructive effects on the students' classroom learning.

In addition, models of understanding students' classroom behaviors and theories of improving students' classroom behaviors also been employed in the paper to form the concept of improving the students' classroom behaviors.

Chinese college EFL classes

The concept of Chinese college EFL classes in this research derives from the definition of EFL given by Malkawi et al³⁶ and Oxford University, but combining with

³⁴ Scott, E. (2022). *The Classroom Behavior Manual : How to Build Relationships with Students, Share Control, and Teach Positive Behaviors*. ASCD.

³⁵ Hemmeter, M. L., Fox, L., Jack, S., & Broyles, L. (2007). A Program-Wide Model of Positive Behavior Support in Early Childhood Settings. *Journal of Early Intervention*, 29(4), 337-355. <https://doi.org/10.1177/105381510702900405>

³⁶ Malkawi, N., Attiyat, N., Momani, I., & Abu- Snoubar, T. (2023). A Study on the Ways to Generate and Facilitate Speaking in EFL Classes. *Theory and Practice in Language Studies*, 13, 1494-1505. <https://doi.org/10.17507/tpls.1306.18>

the characteristics of EFL education in Chinese context such as the guidance of *The College English Curriculum* promoted by Ministry of Education of the People's Republic of China. The concept of English as a Foreign Language (EFL) learning start early in China which can be traced back the the first English Language School which built by the Qing Dynasty to train the diplomats.³⁷ Being recognized it functions as a medium of instruction and under the influence of globalization, English has gained prominence in higher education of China as well. Like many non-English speaking countries, China has been initiating education policies that encourage EFL learning to enhance the country's international competitiveness in the global arena.³⁸ In this situation, EFL courses in most Chinese colleges are compulsory courses and the EFL classes have become an indispensable part where college students can acquire English knowledge and improve skills. To clearly illustrate the importance and concept of Chinese college EFL classes, the theories and concepts of EFL classes have been reviewed in advance to depict a big picture. Then, the researches of Norton and Wu³⁹, Taskiran, A., & Pan⁴⁰, Gu⁴¹ have been utilized to elucidate the

³⁷ Wolff, M., & Qiang, N. (2009). *Teaching EFL in China: What Every Foreign Teacher Should Know Before They Go*. Nova Science Publishers, Inc.

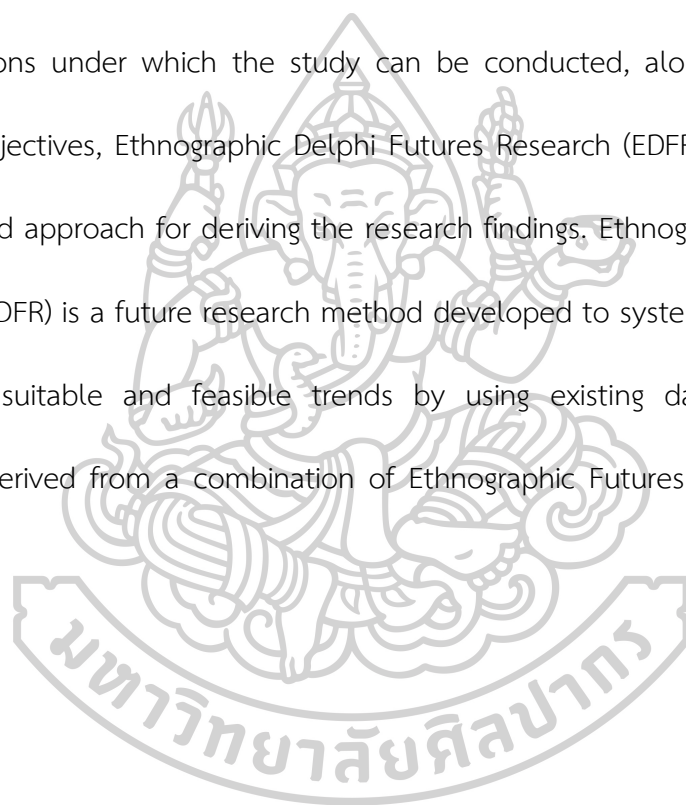
³⁸ Taskiran, A., & Pan, H. (2024). EFL Learners' Attributions and Causal Dimensionality Styles in the Chinese Higher Education Context. *IAFOR Journal of Education*, 12(1). <https://doi.org/10.22492/ije.12.1.04>

³⁹ Norton, B., & Wu, Y. A. (2001). TESOL in China: Current Challenges. *TESOL Quarterly*, 35. <https://doi.org/10.2307/3587867>

details and context of Chinese college EFL classes. These researches also highlight the need for a more holistic way to manage students' classroom behaviors in Chinese college EFL classes.

1. Ethnographic Delphi Futures Research (EDFR)

Due to the scarcity of references in this research area and taking into account the conditions under which the study can be conducted, along with the specific research objectives, Ethnographic Delphi Futures Research (EDFR) method is proved to be a valid approach for deriving the research findings. Ethnographic Delphi Future Research (EDFR) is a future research method developed to systematically survey and investigate suitable and feasible trends by using existing data.⁴² This modified approach derived from a combination of Ethnographic Futures Research (EFR) and



⁴⁰ Taskiran, A., & Pan, H. (2024). EFL Learners' Attributions and Causal Dimensionality Styles in the Chinese Higher Education Context. *IAFOR Journal of Education*, 12(1). <https://doi.org/10.22492/ije.12.1.04>

⁴¹ Gu, M. (2019). Challenges and Opportunities for EFL Learning in China: Reflections on 40 years of Reform and Opening-up. *Journal of Multilingual and Multicultural Development*, 40(7), 597-611. <https://doi.org/10.1080/01434632.2018.1534047>

⁴² Poonpatrachiwin, J. (2005). Practice research with EDFR technique. *Journal of Educational Administration Khon Kaen University*, 1(2), 19-31.

Delphi method.⁴³

Being involved in Ethnographic Futures Research (EFR) in 1976, EFR was first formally conceptualized by Textor in 1977,⁴⁴ and he described it as a method “which futures researchers employing a sociocultural approach can use with a sample of interviewees to elicit their perceptions and preferences among possible and probable alternative futures for their society and culture”.⁴⁵ Then, according to Brady, S. R., the Delphi method is a pragmatic research method which was first developed at RAND, a nonprofit institution, for use in policy making, organizational decision making, and to inform direct practices.⁴⁶ Therefore, based on these two concepts, EDFR can be seen as a hybrid research method that combines elements of EFR and the Delphi method to forecast future trends and developments.

In EDFR research, there is a key concept which is the expert panel. In this

⁴³ Aroonsrimorakot, S., & Sarapirom, K. (2020). The development of green office standard: Thailand initiative. *Interdisciplinary Research Review*, 15(2), 8-18. <https://ph02.tci-thaijo.org/index.php/jtir/article/view/240740>

⁴⁴ Textor, R. B. (1980). *A Handbook on Ethnographic Futures Research*. Stanford University.

⁴⁵ Textor, R. B. (1995). The ethnographic futures research method: An application to Thailand. *Futures*, 27(4), 461-471. [https://doi.org/https://doi.org/10.1016/0016-3287\(95\)00011-K](https://doi.org/https://doi.org/10.1016/0016-3287(95)00011-K)

⁴⁶ Brady, S. R. (2015). Utilizing and Adapting the Delphi Method for Use in Qualitative Research. *International Journal of Qualitative Methods*, 14(5), 1609406915621381. <https://doi.org/10.1177/1609406915621381>

research, the expert panel comprises three distinct groups, consisting of a total of 19 individuals. Each group brings a unique perspective and expertise, enriching the panel's collective knowledge and enhancing the quality of the research. Meanwhile, the research process mainly can be divided into three rounds which are listed as follows:

Round 1 Expert Interviews: The interviews used in the first round collected data on 19 experts' perspectives on students' classroom behaviors in Chinese college EFL classes, as well as their opinions on potential strategic management guidelines. These data will provide valuable insights into the attitudes, experiences, and opinions of those directly involved in Chinese colleges EFL education.

Round 2 Questionnaire Design and Data Collection: Based on the result of the expert interviews and literature review, the questionnaire of "Guidelines for Strategic Management to Improve Students' Classroom Behavior in Chinese College EFL Classes " should be designed and submitted to the 19 experts in the first round. Data collected from questionnaire are analyzed to report opinions of each expert based on mode, median and interquartile range of each question item in order to know similarities and differences of answers when compared with the group.

Round 3 Confirmation: If the answers of the questions in the round 2 that are not in the interquartile range, Experts are expected to confirm or amend their original answers in this round. Over multiple rounds, experts refine their responses based on

the collective feedback until a consensus is reached. In this research, since all the answers in the round 2 questionnaire are consensus, the round 3 was deemed unnecessary, thus was not conducted.

After the EDFR part was done, all the data are analyzed. A set of strategic management guidelines will be developed to improve students' classroom behaviors in EFL classrooms. These guidelines are tailored to the specific needs and context of Chinese college EFL education, considering cultural and educational factors. In addition, based on the findings from the research, practical suggestions and recommendations will be developed for teachers and administrators on effective management to improve students classroom behaviors in EFL classes in Chinese colleges in the future.

Overall, the conceptual framework not only contextualizes the study within the existing literature but also serves as a roadmap for the research design, guiding the selection of methods and the analysis of data. By establishing clear definitions and relationships among the key concepts, this framework positions the research to contribute significantly to the ongoing discourse on what is strategic management to improve students' classroom behaviors in EFL classrooms. Key details of the dissertation conceptual framework have been shown in the Figure 1.

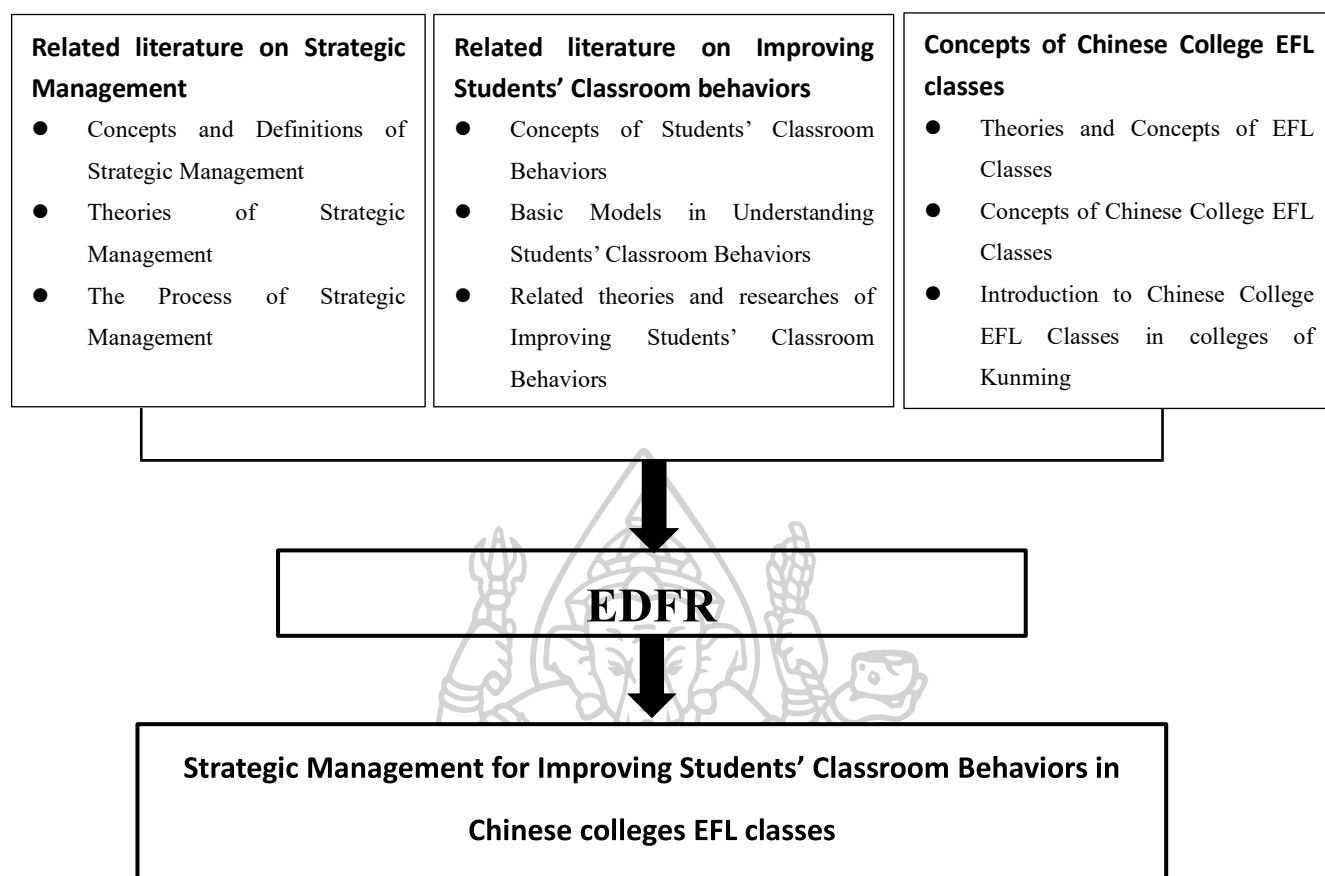


Figure 1 The Conceptual Framework

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<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=edsjsr&AN=edsjsr.257431&site=eds-live&custid=ns013996>

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Wolff, M., & Qiang, N. (2009). *Teaching EFL in China: What Every Foreign Teacher Should Know Before They Go*. Nova Science Publishers, Inc. [https:// research.ebsco.com/linkprocessor/plink?id=ad101160-dd7e-34a9-923f-e45f0aa0f85a](https://research.ebsco.com/linkprocessor/plink?id=ad101160-dd7e-34a9-923f-e45f0aa0f85a)

Definition of Terms

Strategic Management for Improving Students' Classroom Behaviors refers to the systematic process of formulating, implementing, and evaluating strategies which can improve students' actions, reactions, and interactions in the flow of the learning processes in the classroom.

Chinese College EFL Classes refers to classes of specialized courses designed to teach English to Chinese students who are non-native speakers, under the guidance of *The College English Curriculum* in Chinese higher education institutions. As this study is conducted at Colleges in Kunming, the term "EFL Classes" here refers to EFL classes at eight Colleges in Kunming.

CHAPTER II

LITERATURE REVIEW

The research entitled “Strategic Management for Improving Students’ Classroom Behaviors in Chinese College EFL Classes” was conducted under the guidance of strategic management theories, concepts and related studies. After detailed analysis of its theoretic base and related researches, Ethnographic Delphi Future Research (EDFR) methodology has been taken as the scientific way to do the research.

Strategic Management

Concepts and Definitions of Strategic Management

To understand what is strategic management, at first you need to figure out what is strategy. The concepts of strategy was formed in thousands years ago. The word “strategy” was first mentioned in the *Old Treatment* and comes from the Greek “strategos”. “Strategos” means “a general” in Greek and the root meaning of it are “army” and “lead.” When the word functions as a verb, it means “plan the destruction of one’s enemies through effective use of resources.” In ancient times, the concepts of strategy mainly were founded in military or political context and have been discussed by such major writers as Shakespeare, Montesquieu, Kant, Mill,

Hegel, Clausewitz, Liddell Hart, and Tolstoy. The strategic concepts developed by these writers have been used by numerous militarists and political theorists, such as Machiavelli, Napoleon, Bismarck, Yama-moto, and Hitler.⁴⁷

In ancient times, there are some famous examples of the strategy concepts application. From the *Old Testament*, one could see how Moses, the most important prophet in Judaism, used strategy to help his people the Israelites. According to *The Book of Exodus*, the second book of *Old Testament*, God sent Moses back to Egypt to demand the release of the Israelites from slavery.⁴⁸ To successfully move his people out from Egypt, he used hierarchical delegation of authority and divided the Israel people he summoned into smaller groups, which created a command structure that enabled strategies to be implemented. Apart from this example, the story of Trojan Horse also showed how strategy was implemented in a war. By hiding soldiers in the huge wooden horses and attacking the city from the inside, the Greeks won the Trojan war. Another example should be mentioned is King Arthur. King Arthur of Britain was recognized as a legendary king as he successfully leaded his people to won the battles against Anglo-Saxon invaders by drawing the wisdom of

⁴⁷ Bracker, J. (1980). The Historical Development of the Strategic Management Concept. *The Academy of Management Review*, 5(2), 219–224. <https://doi.org/10.2307/25743>

⁴⁸ Bruce M. Metzger, M. D. C. (1993). *The Oxford Companion to the Bible* (1st edition ed.). Oxford University Press.

his followers to nail down the strategies of war. All of these stories are famous examples of how the strategy concept was applied in the west countries.

Similarly, in Eastern ancient China, there is a book wrote by Sun Tzu's whose title is *The Art of War* providing a classic handbook on military strategy. There are thirteen chapters in the book which illustrated how to apply strategies in military from how to lay plan, wage war, attack by stratagem to tactical analysis, preparation, manoeuvre and march. Even now, the strategies mentioned in the book still used by many giant companies and businesses such as Gap Inc, Apple and so on.⁴⁹

Except from *The Art of War*, *Thirty-Six Stratagems* is another Chinese classic book which illustrates a series of stratagems used in politics and war, as well as civilian life., often through unorthodox means. Some stratagems in the book can be traced back to the Spring and Autumn Period (770-476 BC) in Chinese history. Three hundred years ago, an unknown scholar collected all the stratagems and composed them into a book. The stratagems in the book is divided into six categories. “Advantageous Stratagems”, “Opportunistic Stratagems” and “Attacking Stratagems” are used when you are in a winning situation. “Confusion Stratagems”, “Deception

⁴⁹ Edwards, J. (2014). *Mastering Strategic Management – 1st Canadian Edition*. BCcampus.

Stratagems” and “Desperate Stratagems” are used when you are in a disadvantageous or losing situation.⁵⁰

These two books mentioned above are demonstrated the ancient Chinese wisdom of how to win with effective and efficient strategies. From them, one can easily learn from the concepts of strategies in China.

In modern society, after the World War II, with the boom of economy, the needed for a concept of strategy in business world became greater and greater. Under this circumstance, the modern concept of strategy began to forge. The first modern writers who introduced the concept of strategy to business were Von Neumann and Morgenstern, with their theory of games. With the increasingly needs for strategy studies and development, many scholars had contributed their efforts to exploring and establishing a robust system of strategy studies and theories. Then the concept of strategic management appeared.

⁵⁰ Taylor, P. (2013). *The thirty-six stratagems: a modern interpretation of a strategy classic*. Infinite Ideas.

According to Sireen Khemesh, the emergence of strategic management comes quite late in the birth of the science of management and coincides with the second half of the 20th century. The concept of strategic management originated from the long-term planning of the majority of the business sectors, then shifted to strategic planning to confront with the unexpected changes and at last expanded as strategic management in the 1980s.⁵¹



Figure 2 The Development of Strategic Management by Sireen Khemesh

To traced back the historical development of strategic management concepts, in the research made by Backer, he analyzed all the researches in this field in the past 30 years before 1980 and found that from 1947 to 1979 the definitions and connotations of strategy were changing with times. In these studies, he found there are some characteristics that strategic management should have which are: “an environmental or situational analysis is used to determine a firm’s posture in its field, and then the firm’s resources are utilized in an appropriate manner to attain its major goals.” Based on what he found in the 30 years researches in strategy, he

⁵¹ Khemesh, S. (2019). STRATEGIC MANAGEMENT/ Basic Concepts. Retrieved 03/14, from <https://www.researchgate.net/publication/33174480>

defined strategic management as “the direct organizational application of the concepts of business strategy that have been developed in the academic realm. It entails the analysis of internal and external environments of a firm to maximize the utilization of resources in relation to objectives.”⁵²

From Sadler’s point of view, the literature of strategy in history can be divided into two groups, the first group is prescriptive school which mainly concerns about how to do strategies by applying formal and analytic methodologies, then the second school of strategy researches is descriptive school which attempts to portray what actually goes on in the processes of strategy formulation and implementation. In their research, they held the idea that strategy is a complex process of determining the actions that need to be carried out in order to achieve the organization’s purpose. Therefore, strategic management in a nutshell, he thinks, it refers to “the decision and management of strategies in two types, the first is corporate strategy, which is to do with the overall strategic purpose and direction of a company; the other, known as business or competitive strategy, is to do with the achievement of a sustainable competitive advantage in a specific market.”⁵³

⁵² Bracker, J. (1980). The Historical Development of the Strategic Management Concept. *The Academy of Management Review*, 5(2), 219–224. <https://doi.org/10.2307/25743>

⁵³ Sadler, P. (2003). *Strategic management (MBA Masterclass Series)*. Kogan Page Publishers.

Mir thought that strategic management is a modern tool that seeks the determination of long term goals and objectives of a firm, taking various courses of actions to achieve objectives and allocation of resources. Strategic Management has covered almost all the basic aspects that are today required by a firm to get success and development in this dynamic environment. It is one of the most fundamental areas of concern in this contemporary world.⁵⁴

According to David, the strategic management can be defined as the art and science of formulating, implementing and evaluating cross-functional solutions allowing the company to achieve its goals. Thus, the strategic management focuses on the integrated interaction of management, marketing, finance, production, research, and information systems to achieve organizational success. He emphasizes that the term “strategic management” is sometimes used as a synonym for the term “strategic planning”.⁵⁵

However, from Sergiy and his coworker’s point of view, David’s statement is completely wrong because the strategic planning is a preliminary stage of the evolution and it concerns only the formulation of strategy, while the term strategic management should be used to describe the complex process of strategy formation,

⁵⁴ Mir, A. (2018). *STRATEGIC MANAGEMENT: BASIC MCQS*. CSMFL Publications.

⁵⁵ David, F. R. (2001). *Strategic Management: Concepts & Cases*. Prentice Hall.

implementation and evaluation.⁵⁶ Thus, the term “strategic management” is can not be taken as a synonym for the term “strategic planning” .

With the time passing by, in the new book *Strategic Management: A Competitive Advantage Approach, Concepts* written by Fred R. David, he changed his definition about strategic management, and its definition goes like that “Strategic management consists of the analyses, decisions, and actions an organization undertakes in order to create and sustain competitive advantages.”⁵⁷

Moreover, Mohamed and Basar think that strategic management is a process that organizations use to plan and direct their activities in order to achieve specific goals and objectives. It is often used by larger companies to help them stay competitive in a rapidly changing business environment.⁵⁸

⁵⁶ Sergiy, L., Olha, P., Tatyana, L., Oksana, V., & Maksym, K. (2023). Transformation of Strategic Management Principles of Air Transport and Logistics Enterprises in Conditions of Instability. *Communications*, 25(3), A111-A123. <https://doi.org/10.26552/com.C.2023.049>

⁵⁷ Ward, B. (2018). Fred R. David, F. R., David, F. R., & David, M. E. (2019). *Strategic management: A Competitive Advantage Approach, Concepts and Cases* (17th ed.). Pearson.

⁵⁸ Mohamed, R., & BaŞAr, P. (2023). Impact of Strategic Management on Competitive Advantage. *Stratejik Yönetimin Rekabet Avantajına Etkisi.*, 37(1), 46-56. <https://doi.org/10.5152/TBE.2023.1000204>

Based on the ideas of Eric, “reading the internal and external environment, setting direction for the organization, allocating resources, measuring outcomes, and a myriad of other pursuits that together can be called strategic management”.⁵⁹

In addition, in the paper written by Omalaja and Eruola, they concluded that “strategic management is the process and approach of specifying an organization’s objectives, developing policies, programs, paradigms and plans to achieve these objectives, and allocating resources so as to implement the policies, programs, paradigms and plans. In other words, strategic management can be seen as management of combined components of the three stages of the strategy process; that is, strategy development, strategy implementation and strategy evaluation.”⁶⁰

Overall, many experts and scholars have delved into the theories and concepts of strategic management and offered their own definitions of it. To present their views more clearly and concisely, the researcher has summarized their definitions of strategic management in the table below.

⁵⁹ Eric, J. B. (2017). *Comprehensive Strategic Management : A Guide for Students, Insight for Managers*. Emerald Publishing Limited.

⁶⁰ Omalaja, M. A., & Eruola, O. A. (2011). Strategic Management Theory: Concepts, Analysis and Critiques in Relation to Corporate Competitive Advantage from the Resource-Based Philosophy. *Economic Analysis*, 44, 59-77. <https://www.library.iien.bg.ac.rs/index.php/ea/article/view/194/190>

Table 1 Definitions of Strategic Management

No.	Author	Definition of Strategic Management
1	Backer	The direct organizational application of the concepts of business strategy that have been developed in the academic realm. It entails the analysis of internal and external environments of a firm to maximize the utilization of resources in relation to objectives.
2	Sadler	The decision and management of strategies in two types, the first is corporate strategy, which is to do with the overall strategic purpose and direction of a company; the other, known as business or competitive strategy, is to do with the achievement of a sustainable competitive advantage in a specific market
3	Mir. Aasim	A modern tool that seeks the determination of long term goals and objectives of a firm, taking various courses of actions to achieve objectives and allocation of resources.
4	F. David	The art and science of formulating, implementing and evaluating cross-functional solutions allowing the company to achieve its goals.
5	Fred R. David	Strategic management consists of the analyses, decisions, and actions an organization undertakes in order to create and sustain competitive advantages.
6	Mohamed & Basar	Strategic management is a process that organizations use to plan and direct their activities in order to achieve specific goals and objectives. It is often used by larger companies to help them stay competitive in a rapidly changing business environment.

No.	Author	Definition of Strategic Management
7	Eric	Reading the internal and external environment, setting direction for the organization, allocating resources, measuring outcomes, and a myriad of other pursuits that together can be called strategic management
8	Omalaja and Eruola	Strategic management is the process and approach of specifying an organization's objectives, developing policies, programs, paradigms and plans to achieve these objectives, and allocating resources so as to implement the policies, programs, paradigms and plans. In other words, strategic management can be seen as management of combined components of the three stages of the strategy process; that is, strategy development, strategy implementation and strategy evaluation.

In conclusion, the definitions of strategic management are varied from researchers to researchers. However, there are some elements and content are shared and similar. At first, strategic management needs a detailed analysis of the internal and external environment. Then, it related to how to fully use the resources of an organization and efficiently allocate them. Moreover, strategic management has involved in bringing new perspectives, approaches and directions for organizations to take actions and make outstanding achievement in the competitive world. In addition, strategic management can be employed to specify the goals and objectives of an organization in different periods to maintain its competitive edge. In the end,

strategic management is a series of complex process. Therefore, we can conclude that the main components of strategic management are (1) conducting detailed internal and external environment analysis (2) efficiently using and allocating resources (3) bringing new perspectives, approaches and directions (4) specifying the goals and objectives (5) maintaining competitive edge (6) strategically designing the management process.

Furthermore, taking the basis of the various definitions given by different researchers, it can be concluded that strategic management can be defined as the systematic process of formulating, implementing, and evaluating strategies which can help the organization create or sustain its competitive advantage and organizational success with the accomplishment of its goals and objectives. It involves the careful analysis of internal and external factors that impact an organization's direction, making informed decisions about resource allocation, setting clear goals, and developing plans to achieve those goals.

Theories of Strategic Management

Although the concepts of “strategic management ”have been important throughout history, strategic management theory has not become a field of study until the past century.

In modern age, the field of strategic management began to take shape with contributions from business schools such as Harvard Business School and Stanford Graduate School of Business in 1950s. However, the concept of “strategic management” did not become firmly established in business thinking until the early 1970s, where after years of economic growth and worldwide sales of mass, standardized products, there was clear evidence that markets were becoming saturated and at the same time, people had recognized the finite nature of natural resources⁶¹. From the perspective of Omalaja and Eruola, they believed that strategic management theories actually stem mainly from the systems perspective, contingency approach and information technology approach to corporate management.⁶²

Then, on the late 1980s-1990s, strategic management theories mainly focused on the the scientific development of strategic management on its own basis. At that time, the resource concept was actively developing and became the core of the strategic management theory. There are emerging a division of strategic goals and resources, along with almost complete compliance of the content, process and

⁶¹ Burkhard, S., & Klaus, S. (2009). *Management Between Strategy and Finance : The Four Seasons of Business*. Springer.

⁶² Omalaja, M. A., & Eruola, O. A. (2011). Strategic Management Theory: Concepts, Analysis and Critiques in Relation to Corporate Competitive Advantage from the Resource-Based Philosophy. *Economic Analysis*, 44, 59-77.<https://www.library.iien.bg.ac.rs/index.php/ea/article/view/194/190>

context of the successful enterprise development. Until now, the resource concept is still popular, although its existence is possible only as an integral part of the basis of the new theory of the company.

With the development of enterprises in the context of globalization, the organizational culture has been taken as a significant factor in the strategic management, and the high dynamics of change in the world markets. They formed the basis of the concept of dynamic capabilities. This concept is characterized by the joint development of both external and internal competitive advantages, full compliance with the content, process, and context of the management strategies, the effective management of resource groups' flows and the effective combinations of them, as well as creating new forms of the enterprise management.⁶³ The study of Shuen could be taken an interesting continuation of the concept of dynamic capabilities as he proposed a new paradigm of Web 2.0 strategies for business based on the reconfiguration of outsourcing competencies using the synergy effect.⁶⁴

In accordance with the analysis of the recent researches, the next stage in development of the theory of strategic management was identified. It is based on

⁶³ Shastitko, A. (2007). Katkalo V. S. The Evolution of the Theory of Strategic Management. *Voprosy Ekonomiki*, 143-145. <https://doi.org/10.32609/0042-8736-2007-12-143-145>

⁶⁴ Shuen, A. (2008). *Web 2.0: A Strategy Guide: Business thinking and strategies behind successful Web 2.0 implementations*. O'Reilly Media.

further implementation of fundamentally new strategies, providing competitive advantages based on new paradigms of Web 2.0 strategy, implementation of the network business innovation cycle models, bio-adaptive management, etc. At the same time, the updated concept of dynamic abilities based on foresight competencies and other derivatives becomes dominant. Competitive advantages are formed as a result of the symbiotic complex development of internal and external advantages, ensuring absolute consistency of the content, process, and context. This stage was fully formed in the early 2020s although some of its components were successfully implemented in the previous decade.

In addition, following David and Mohd, the common strategic management theories noted which are applicable to modern industrial and governmental organizations are the profit-maximizing and competition-based theory, resource-based theory, survival-based theory, human resource based theory, agency theory and contingency theory.⁶⁵

In conclusion, theories of strategic management have evolved into a field of study over the past century which borrows many ideas from ancient uses of strategy over time and has been influenced by key business and academic events throughout

⁶⁵ Omalaja, M. A., & Eruola, O. A. (2011). Strategic Management Theory: Concepts, Analysis and Critiques in Relation to Corporate Competitive Advantage from the Resource-Based Philosophy. *Economic Analysis*, 44, 59-77. <https://www.library.iien.bg.ac.rs/index.php/ea/article/view/194/190>

history.

The Process of Strategic Management

As for what is the process of strategic management, many scholars put forward their insights as well.

Based on the ideas of Eric, the process of strategic management contains: (1) Risk and Uncertainty Assessment (2) Financial Analysis (3) visioning (4) planning (5) building and maintaining organizational cohesion (6) managing (7) leadership.⁶⁶

According to Ansoff, the father of strategic management, strategic management is a systematic approach for managing strategic change, which consists of the following processes: (1) Positioning the firm through strategy and capability planning; (2) Real-time strategic response through issue management (3) Systematic management of resistance during strategy implementation.⁶⁷

Based on the ideas from David, the strategic management process can generally be divided into three stages: planning, implementation, and evaluation.⁶⁸ The planning stage is where the organization sets its goals and objectives, and develops a comprehensive plan to achieve them. This stage is also known as the strategy

⁶⁶ Eric, J. B. (2017). *Comprehensive Strategic Management : A Guide for Students, Insight for Managers*. Emerald Publishing Limited.

⁶⁷ Ansoff, H. (2007). *Strategic Management* (Classic ed.). Palgrave Macmillan.

⁶⁸ David, F. R. (2001). *Strategic Management: Concepts & Cases*. Prentice Hall.

formulation stage, and it typically involves a thorough analysis of the organization's internal and external environment, including a SWOT analysis. It is the stage where the organization identifies the opportunities and threats in the market, and develops a strategy to capitalize on opportunities and overcome threats.

The second stage, the implementation stage, which is also known as the strategy execution stage. In this stage, the organization puts the plan into action which involves allocating resources, establishing systems and procedures, and communicating the plan to all stakeholders. It plays vital role in the success of the strategy since effective coordination and execution of the plan are required in this period.

Finally, the evaluation stage is where the organization evaluates the performance of the strategy and the achieved results. This stage is crucial for continuous improvement which ensures that the organization stays on track to achieve its goals and objectives. At the stage, it is essential to systematically monitor and evaluate the effectiveness of the strategy, while also making necessary adjustments to ensure its continued alignment with the desired objectives.

To sum up, the strategic management process is a cycle that includes planning, implementation, and evaluation. The planning stage is where the organization sets its goals and objectives and develops a comprehensive plan to achieve them. The implementation stage is where the organization puts the plan into action, and the

evaluation stage is where the organization evaluates the performance of the strategy and makes adjustments as necessary.

In the planning stage, it typically involves several interconnected steps that guide organizations towards achieving their goals. Firstly, organizations need to conduct a thorough environmental analysis, assessing both internal and external factors that could impact their strategic direction. This involves understanding the current market trends, competitors' strategies, technological advancements, and internal strengths and weaknesses.

Once the environmental analysis is complete, organizations move to the next step of strategic formulation. In this phase, senior management and key stakeholders brainstorm potential strategies that align with the organization's mission and vision. They consider various options, weighing the pros and cons of each, and ultimately select a strategy that they believe will best position the organization for success.

Following strategic formulation, organizations need to implement their chosen strategy into specific action plans. Thus, the implementation stage comes. This involves breaking down the overall strategy into smaller, manageable tasks and assigning responsibilities to individual teams or departments. It's essential to ensure that everyone within the organization understands their role in executing the strategy and is equipped with the necessary resources and support. Once the action plans are in place, teams begin to execute the tasks outlined in their respective plans. It's

crucial to maintain close communication and coordination throughout this phase to ensure that everything is progressing as planned.

However, even the best-laid plans can encounter unexpected challenges or obstacles. Therefore, organizations need to continuously monitor and evaluate their progress against the strategic plan. This involves collecting data, analyzing performance, and identifying any deviations from the original plan. When necessary, organizations should be prepared to make adjustments or pivots to ensure that they remain aligned with their strategic objectives. That's why evaluation stage is needed.

Finally, strategic management is not a one-time event but a continuous process of evaluation, refinement, and adaptation. As the external environment and internal conditions change, organizations need to revisit their strategies regularly to ensure that they remain relevant and effective. This iterative approach allows organizations to stay agile and responsive in the face of changing market conditions and competitive landscapes.

Kaplan and Norton's Balanced Scorecard

Kaplan and Norton's Balanced Scorecard (BSC), introduced in the early 1990s, is a strategic performance management framework that expands performance evaluation beyond traditional financial metrics to include non-financial dimensions

essential for long-term success.⁶⁹ In the book *The Balanced Scorecard: Translating Strategy Into Action*, it is clear that Balanced Scorecard integrates four perspectives—financial, customer, internal processes, and learning and growth—providing organizations with a comprehensive view of performance and aligning day-to-day activities with strategic objectives.⁷⁰

Since its inception, the BSC has been widely applied in both corporate and educational sectors. Kaplan and Norton⁷¹ emphasized its role in strategy execution, arguing that organizations must translate vision into operational terms. In higher education, studies highlight its usefulness for evaluating teaching quality, enhancing accountability, and aligning educational outcomes with stakeholder needs⁷². Research has shown that universities adopting the BSC can achieve improved

⁶⁹ Kaplan, R. S., & Norton, D. P. (1992). The Balanced Scorecard: Measures that drive performance. *Harvard Business Review*, 70(1), 71–79.

⁷⁰ Kaplan, R. S., & Norton, D. P. (1996). *The Balanced Scorecard: Translating Strategy Into Action*. Harvard Business School Press.

⁷¹ Kaplan, R. S., & Norton, D. P. (2001). *The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment*. Harvard Business School Press.

⁷² Karathanos, D., & Karathanos, P. (2005). Applying the Balanced Scorecard to Education. *Journal of Education for Business*, 80(4), 222–230. <https://doi.org/10.3200/JOEB.80.4.222-230>

integration of academic and administrative functions, better resource allocation, and clearer focus on student learning outcomes.⁷³

In higher education, and particularly within the context of Chinese English-as-a-Foreign-Language (EFL) classrooms, the BSC also could provide a useful framework for linking institutional strategy with classroom-level behavioral management and learning outcomes. The financial perspective of Balanced Scorecard emphasizes the efficient allocation of institutional resources and the cost-effectiveness of teaching and support systems. When it applied to education area, institutions are able to ensure fiscal responsibility while maintaining the quality of education and student services by linking expenditure to outcomes.

Then, from the customer (Students and Stakeholders) perspective, as higher education institutions increasingly operate within a competitive environment, student satisfaction, stakeholder trust, and measurable learning outcomes have become key indicators of success. The need to prioritize students' educational experiences should be highlighted and respond to external expectations regarding graduate readiness for the labor market.

⁷³ John Cullen, John Joyce, Trevor Hassall, Mick Broadbent; Quality in higher education: from monitoring to management. *Quality Assurance in Education*, (2003) 11 (1): 5–14. <https://doi.org/10.1108/09684880310462038>

The internal process dimension focuses on the quality and efficiency of core academic operations. During the this process, effective classroom management routines, well-structured teaching processes, and behavioral support systems are essential to sustaining positive learning environments. In this sense, internal processes serve as the operational backbone that connects institutional strategies to classroom practices.

At last, from the learning and growth perspective, long-term institutional success depends on cultivating faculty and student capacity. Faculty professional development, teacher motivation, and student skill-building represent investments in human capital that strengthen the institution's adaptability to evolving educational demands. This perspective recognizes that continuous learning at both the teacher and student levels is indispensable for improvement.

Taken together, these four perspectives ensure that educational institutions do not restrict their evaluation to immediate outcomes alone. Instead, it might offer a strategic framework for improving classroom behavior in Chinese EFL higher education. By linking behavioral outcomes with institutional goals across financial, customer, internal process, and learning and growth perspectives, the application of BSC ensures that the strategic management for improving students' classroom behaviors can be a strategic, measurable, and sustainable practice.

Students' Classroom Behaviors

Concept of Students' Classroom Behaviors

According to the *Oxford English Dictionary*, the earliest known use of the noun behavior is in the Middle English period in a translation by William Caxton, printer, merchant, and diplomat. It defines the word “behavior” as “the manner of conducting oneself in the external relations of life; demeanour, deportment, bearing, manners.”⁷⁴ From the definition, one could know that there are external factors which can influence people’s behaviors. Similarly, in the behavior management area, Jennifer and Colleen think that behavior, sometimes referred to as a response, is any activity in which a human engages. Thus, they hold the view that behaviors are observable and measurable actions which can influence the environment and include everything we do. Talking, running, laughing, smiling, eating, sleeping, and playing sports are all behaviors.⁷⁵

⁷⁴ Oxford English, D. (2024). behaviour | behavior, n. In Oxford University Press. (n.d.). Behaviour | Behavior, n. In Oxford English dictionary. Retrieved September 15, 2025, from <https://doi.org/10.1093/OED/5943371974>

⁷⁵ Jennifer, D. W., & Colleen, B. (2022). *Behavior Management: Systems, Classrooms, and Individuals*. Plural Publishing, Inc.

The classroom is an experimental lab for students as they spend a significant part of their formative years in school and colleges for learning goals.⁷⁶ Based on the definition given by the *Business Dictionary* of behavior, Thibodeaux defines that students' classroom behaviors as the stimulus-driven responses that occur specifically within the classroom or how students are acting in the classroom in response to what is going on or present around them.⁷⁷ Then, Lemmon builds his definition about students' classroom behaviors with a focus on the interplay of all elements related to it. He thinks that students' classroom behaviors is a complex interplay of interactions, activities, and conducts within a learning environment, specifically within the confines of a classroom. It represents a multitude of factors ranging from: (1) The emotional state of students; (2) Their attitudes toward learning, (3) Interpersonal skills; (4) Cultural norms; (5) Behavior tendencies. Therefore, he believes that students' classroom behaviors are not merely reflections of student

⁷⁶ Suja, R. N., & José Manuel, S.-Á. (2019). *Handbook of Research on Ethics, Entrepreneurship, and Governance in Higher Education*. Information Science Reference.

⁷⁷ Thibodeaux, W. (2018). *What Is Classroom Behavior?* Classroom. <https://classroom.synonym.com/classroom-behavior-6303858.html>

conducts but also encompass the rules, policies, and expectations set forth by the institution and educators.⁷⁸

When it comes to the categories or types of students' classroom behaviors, different scholars have their unique opinions on it. According to Yuanfei, on the basis of their level of complexity, students' classroom behaviors can be broken down into four different categories: posture, individual action, interactive action, and grouping behaviors.⁷⁹ From the empirical study of 909 junior high school students and 416 second grade pupils on 24 scales by classroom observation and cluster analysis, Veldman and Murray identify four syndromes of classroom behavior: good students, outgoing, rebellious, and withdrawn.⁸⁰ Classroom behaviors of these students are varied from one another. Angie also thinks that there are four types of classroom behaviors which are disruptive classroom behavior, defiant classroom behavior, attention seeking classroom behavior and disrespectful classroom behavior. In her opinion, disruptive behavior should be addressed before it comes to form. Defiant

⁷⁸ Lemmon, C. (2023, June 19) Behaviors in the Classroom | Management, Strategies & Examples. Study.com. <https://study.com/academy/lesson/classroom-behavior-overview-management-strategies.html>

⁷⁹ Yuanfei, Z. (2022). A Personalized Recommendation System for English Teaching Resources Based on Learning Behavior Detection. *Mobile Information Systems*, 1-8. <https://doi.org/10.1155/2022/4531867>

⁸⁰ Veldman, D. J., & Worsham, M. (1983). Types of Student Classroom Behavior. *The Journal of Educational Research*, 76(4), 204-209. <http://www.jstor.org/stable/27539972>

behavior is the toughest kind of behaviors that teachers need persistence to solve. Attention Seeking behavior usually happen but teacher can control, while disrespectful behavior will discourage teachers and hardest to cope with.⁸¹ Furthermore, Cheng et al believe that classroom regular behaviors can be grouped into three subscales which are attentional, participating, and responding behaviors. They catering students' behaviors commonly presented in the classroom, such as attending to the instruction (e.g. observing, listening, and taking notes), participating (e.g. asking questions, participating in classroom activities, operating the assigned tasks), and making responses (e.g. answering questions, making eye contact with the teacher).⁸²

Based on the frequency and difficulties of managing students' classroom behaviors, *Practical Approaches to behavior Management in the Classroom: A handbook for Classroom Teachers in Primary Schools* composed by Welsh Government divided students' classroom behaviors into four groups, difficult behaviors, moderate behaviors, minor behaviors and acceptable behaviors. To be

⁸¹ Happily Ever Preschool. (2021, December 13). *4 types of classroom behaviors & how to deal with them (behavior management in the classroom)*. Happily Ever Preschool. <https://happilyeverpreschool.com/four-types-of-classroom-behaviors-how-to-deal-with-them/>

⁸² Cheng, H.-Y., Tian, R.-M., & Mei, X.-X. (2022). Comparing the behavioural differences of teachers and students in learner-centred classrooms between China and the USA. *European Journal of Psychology of Education*, 38. <https://doi.org/10.1007/s10212-021-00592-8>

more concise and clear, it illustrated the behavioral change process of teachers in the figure 4 to show how the teachers could manage different kinds of behaviors. From the figure, we can see that the frequency and level of rewards given to children depends on the level of behavior. If a child is displaying frequent and quite difficult to manage behavior, then the frequency and level of reward must be high.⁸³

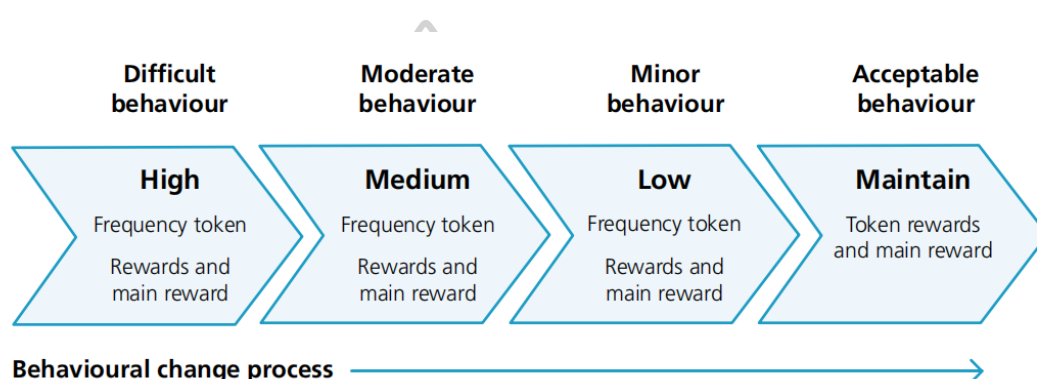
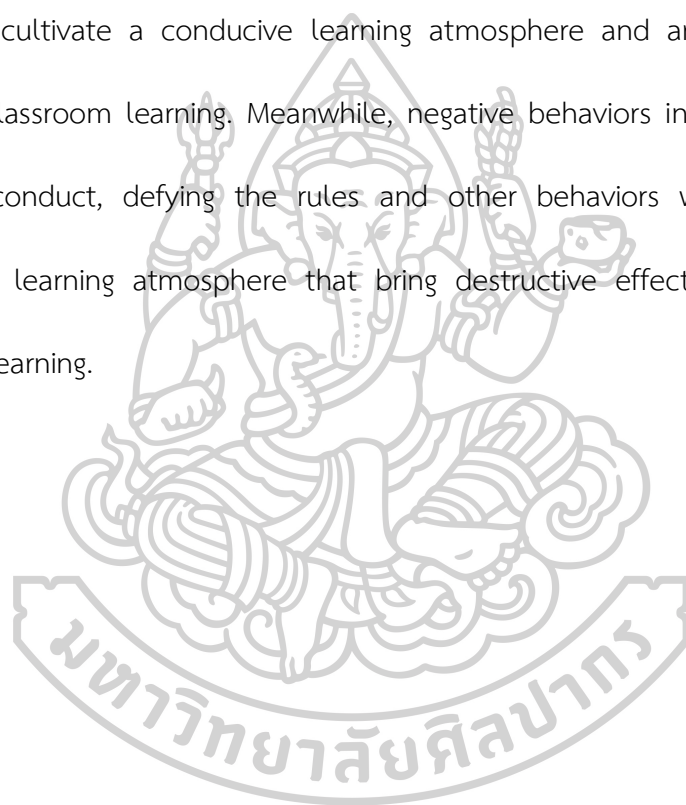


Figure 3 The Behavioral Change Process of Teachers and Students

⁸³ Welsh Assembly Government. (2010, August). *Practical approaches to behaviour management in the classroom: A handbook for classroom teachers in secondary schools* (Information document No. 086/2010). <https://www.gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-secondary-schools.pdf>

In this research, the author inclines to adopt the prevailing category of students' classroom behaviors used by most scholars (such as Lemmon⁸⁴, Scott⁸⁵, Hemmeter et al.⁸⁶) and believes that students' classroom behaviors can be generally categorized into positive and negative behaviors. Positive behaviors include active participation, respect for others, taking responsibility for actions and other behaviors which can cultivate a conducive learning atmosphere and are beneficial to the students' classroom learning. Meanwhile, negative behaviors include attentiveness, disruptive conduct, defying the rules and other behaviors which will create a detrimental learning atmosphere that bring destructive effects on the students' classroom learning.



⁸⁴ Lemmon, C. (2023, June 19) Behaviors in the Classroom | Management, Strategies & Examples. Study.com. <https://study.com/academy/lesson/classroom-behavior-overview-management-strategies.html>

⁸⁵ Scott, E. (2022). *The Classroom Behavior Manual : How to Build Relationships with Students, Share Control, and Teach Positive Behaviors*. ASCD.

⁸⁶ Hemmeter, M. L., Fox, L., Jack, S., & Broyles, L. (2007). A Program-Wide Model of Positive Behavior Support in Early Childhood Settings. *Journal of Early Intervention*, 29(4), 337-355. <https://doi.org/10.1177/105381510702900405>

Basic Models in Understanding Students' Classroom Behaviors

Since education is the basis for empowerment and development for every nation which plays a crucial role in transforming one's culture, beliefs, and values, it is vital for educators to have a profound understanding of the students' classroom behaviors. Without it, any behavior strategy will be sustainable. According to the handbook give by the Wales government, there are five basic models in understanding students' classroom behaviors which are biological, behavioral, cognitive, systemic and psychodynamic⁸⁷.

The biological model indicates that students have a tendency to interact with the environmental influences around them and this interaction informs their behavior. This model shows that both nature and nurture are involved in our development, although when dealing with behavior attention needs to be paid to creating a positive environment and experiences to promote good behavior.

Then, the behavioral model stresses that students' classroom behaviors can be modified through "conditioning". In the book, there are two types of conditioning,

⁸⁷ Welsh Assembly Government. (2010, August). *Practical approaches to behaviour management in the classroom: A handbook for classroom teachers in secondary schools* (Information document No. 086/2010). <https://www.gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-secondary-schools.pdf>

one is the classical conditioning which refers to a situation that a behavior is connected with a certain stimulus, for example a child feels happy and excited on a Friday afternoon class. In this case, Friday afternoon functions as the external stimulus which affect students' classroom behaviors. While, the other one is operant conditioning which means providing students by teachers operations in which students' behaviors are connected and repeated by rewarding the positive behavior and issuing sanctions for the negative behavior.

The third type of model is cognitive model which can be used to help the students judge and reason effectively and have a perception of their surroundings. The way in which we behave is influenced by our thinking. The cortex is the conscious, rational-thinking part of the brain and determines the students' responses to certain situations. Researches (McLaughlin et al.⁸⁸, Ilyka et al.⁸⁹ Evans et al.⁹⁰) have shown that if an infant is constantly being subjected to negative situations, for

⁸⁸ McLaughlin, K. A., Weissman, D., & Bitrán, D. (2019). Childhood Adversity and Neural Development: A Systematic Review. *Annual Review of Developmental Psychology*, 1(Volume 1, 2019), 277-312. <https://doi.org/https://doi.org/10.1146/annurev-devpsych-121318-084950>

⁸⁹ Ilyka, D., Johnson, M. H., & Lloyd-Fox, S. (2021). Infant social interactions and brain development: A systematic review. *Neurosci Biobehav Rev*, 130, 448-469. <https://doi.org/10.1016/j.neubiorev.2021.09.001>

⁹⁰ Evans, G. W., Li, D., & Whipple, S. S. (2013). Cumulative risk and child development. *Psychological Bulletin*, 139(6), 1342-1396. <https://doi.org/10.1037/a0031808>

example experiencing domestic violence and/or neglect, their cognition and perception of things will be limited and distorted. Then, the students' classroom behavior will be influenced as well.

The fourth type is the systemic model which looks at targeting the individual's behavior within the system. These systems can include the students' family, friends, school, classmates, communities, outside school clubs and so on. The quality of these systems is a great influence on the students' classroom behavior. For example, a student living in a family where domestic violence takes place will naturally struggle within another system, i.e. school. The behavior the student experiences at home, for example shouting, violence and/or aggressiveness, will not work in a school context which can cause problems for the student. In situations such as this, working with the family to understand the environment in which the student lives is paramount in finding solutions to help their behavior.

The last model is psychodynamic model which is used in a clinical setting as it focuses on understanding and intervening by unravelling past conscious and unconscious experiences in order to help the students deal with them. These five models are interacted with each other and influence students' classroom behaviors.

Based on the concepts and models put forward in the former part of the research, a conclusion can be drawn that students' classroom behaviors refer to the collection of actions, reactions, and interactions expressed by students in the flow of

the learning processes in the classroom. . They can be influenced by many factors including biologic, behavioral, cognitive, systemic and psychological reasons.

By combining this definition with the definition of strategic management, we can define “strategic management for improving students’ classroom behaviors” as the systematic process of formulating, implementing, and evaluating strategies which can improve students’ actions, reactions, and interactions in the flow of the learning processes in the classroom. The components of it involve (1) the detailed analysis of internal and external factors that impact the improvement of students’ classroom behaviors; (2) efficiently using and allocating the learning resources related to Chinese college EFL classes; (3) bringing new perspectives, approaches and directions for improving students’ classroom behavior in Chinese college EFL classes (4) specifying the goals and objectives of improving students’ classroom behavior in Chinese college EFL classes (5) maintaining competitive edge of Chinese college EFL education (6) strategically designing the process of improving students’ classroom behavior in Chinese college EFL classes including planning, implementation, and evaluation.

Related Theories of Improving students' classroom Behaviors

In the classroom, how to improve students' behaviors has become an issue in school setting and education systems. There are a range of theories which can provide some references for teachers, educators and administrators in the education systems on improving students' classroom behaviors. Here are some of the key theories which can effectively guide the teachers and educators to manage the students' behaviors and create positive learning environments.

Behaviourism Learning Theory

Behaviorism is the name given to several approaches to psychology, especially to the study of both animal and human learning, which arose in - and flourished during - the 20th century. These approaches dismissed introspective methods and focused on studying behavior, its modification, and observable antecedents and consequences as the sole objective sources of data.⁹¹ There are many famous pioneers of this theory such as B. F. Skinner, John B. Watson and so on.

When it comes to its application in education, Barron thinks that the core of behavioral learning theory is the role of feedback, especially reinforcement and

⁹¹ Phillips, D. C. (2012). Behaviorism and Behaviorist Learning Theories. In *Encyclopedia of the Sciences of Learning* (pp. 438-442). Boston, MA: Springer US.

punishment. Positive reinforcement rewards desired behaviour, negative reinforcement prevents a negative outcome following desired behaviour, and punishment is given for undesired actions. The strengths of applying behaviorism learning theory in education is that systematic approaches be used to break complex subjects into digestible parts, facilitating easier measurement of learning outcomes. However, over-reliance on positive reinforcement can diminish its impact, potentially stunting students' motivations as they become overly accustomed to constant praise.⁹²

Moreover, from the perspective of Skinner, he believed that the best way to modify behaviour, was to modify the environment.⁹³ Zajda's work analyses current research in the use of behavioral motivational theories in schools to improve students' performance, classroom control and classroom management which examines the impact of behavioral theory on students' motivation, and the quality of engaging learning environments in inclusive classroom.⁹⁴ From this research, it can be seen that if one wants to improve students' classroom behavior, he needs to

⁹² Barron, J. (2023 -9-2). *Classroom Behaviour Management Theories – Influential Thought Leaders*. Start Teaching. <https://start-teaching.com/theories-of-behaviour-management/>

⁹³ Skinner, B. F. (1965). *Science And Human Behavior*. Free Press.

⁹⁴ Zajda, J. (2023). Behaviourism as a Major Motivational Model to Improve Performance in Schools. In J. Zajda (Ed.), *Globalisation and Dominant Models of Motivation Theories in Education* (pp. 17-29). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-42895-1_2

improve the classroom learning environment. Therefore, we can draw a conclusion that behavioral learning theory is a theory can be adopted to guide the improvement of student's classroom behaviors.

Cognitive Learning Theories

Pedagogues hold the idea that all the theories on how a person learns and how learning can be efficient could be classified into three categories which are behaviorism, cognitivism and constructivism.⁹⁵ In the above part, behaviorism learning theory has been illustrated. Here comes the cognitive learning theories.

As a great figure in cognitive theory development, Jean Piaget proposed the theory of cognitive development. This is a comprehensive theory about the nature and development of human intelligence which deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it.⁹⁶ It explores

⁹⁵ Mohamed, A. (2004). Foundations of educational theory for online learning. In T. Anderson (Ed.), *The Theory and Practice of Online Learning*. Athabasca University Press. https://eddl.tru.ca/wp-content/uploads/2018/12/01_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf

⁹⁶ Cognitive development. In *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals*. Retrieved from https://search.credoreference.com/content/topic/cognitive_development

how students' cognitive processes influence their behavior in educational settings. Understanding the developmental stages helps educators tailor their approaches to improve students' classroom behaviors.⁹⁷

However, Piagetian accounts of cognitive development have been challenged on several grounds. For example, as Piaget himself noted, development does not always progress in the smooth manner his theory seems to predict. *Décalage*, or progressive forms of cognitive developmental progression in a specific domain, suggest that the stage model is, at best, a useful approximation.⁹⁸ Moreover, Piaget's theory has been recognized for underestimating the impact of culture on cognitive development. While he outlines several stages of cognitive growth through which a child independently arrives at conclusions, he overlooks the significant role that a child's sociocultural environment plays in this process.⁹⁹ Social interactions provide

⁹⁷ Rebecca, J. N. (2011). *Classrooms: Management, Effectiveness and Challenges*. Nova.

⁹⁸ Salkind, N. (2005). *Encyclopedia of Human Development*. In. SAGE Publications, Inc.

⁹⁹ Kail, R. (2015). *Children and their Development : Global Edition*. Pearson Deutschland.

vital learning experiences that shape a child's understanding of the world and facilitate their progression through the cognitive stages.¹⁰⁰

Constructivism

Constructivism is a theory of learning or meaning-making that enables people to create their own new understanding based on an interplay between what they already know and believe and the concepts and knowledge with which they interact.¹⁰¹ Contrary to the teacher-centred instructions advocated by the behaviourist school of thought, constructivism advocates student-centred learning in which the teacher serves as a facilitator of the learning process. Thus, the central tenet of constructivism is that human learning is constructed and that learners construct new knowledge on the basis of prior learning.¹⁰²

¹⁰⁰ Assan, E. A., & Sarfo, J. O. (2015). Piagetian Conservation Tasks in Ghanaian Children: The Role of Geographical Location, Gender and Age Differences. *European Journal of Contemporary Education*, 12(2), 137-149. <https://research.ebsco.com/linkprocessor/plink?id=8691d17e-74d5-3845-820c-c756f19d35ef>

¹⁰¹ Lauren, R. (2016). *Knowing, Learning, and Instruction : Essays in Honor of Robert Glaser*. Routledge. <https://research.ebsco.com/linkprocessor/plink?id=b649876e-9241-352c-9021-864fd3012d50>

¹⁰² Chand, S. (2024). Constructivism in Education: Exploring the Contributions of Piaget, Vygotsky, and Bruner. *International Journal of Science and Research (IJSR)*, 12, 274-278. <https://doi.org/10.21275/SR23630021800>

Constructivism necessitates that teachers facilitate students in becoming active participants in their learning, enabling them to forge meaningful connections between their prior knowledge, new insights, and the processes of learning.¹⁰³ In this case, students are active participants in their learning journey and knowledge is constructed based on their own experiences.

Since this theory is vital to understanding how students learn, as an educator, it is important to understand the theory of constructivism. As stated by Woolfolk learning is active mental work, not passive reception of teaching.¹⁰⁴ Each student in the classroom has his unique perspective on life that has been created by his own unique experiences. To improve the students' classroom behaviors, it is essential for all the educators to understand the significance of motivating students to build new knowledge on what they have already had and pay attention to the entry point of their learning journey.

Social Learning Theory

Another influential theory in managing students' classroom behaviors is the social learning theory (SLT) put forward by Albert Bandura. In the theory, he posits

¹⁰³ Tangney, S. (2014). Student-centred learning: a humanist perspective. *Teaching in Higher Education*, 19(3), 266-275. <https://doi.org/10.1080/13562517.2013.860099>

¹⁰⁴ Kay, M., & Anita, W. (2023). *Educational Psychology* (6th edition ed.). Pearson.

that individuals learn behaviors through observation, imitation and modeling. Self-efficacy is a key concept in the theory which refers to an individual's belief in their ability to achieve specific goals or perform certain tasks.¹⁰⁵ This concept has been identified as the strongest predictor of academic performance in tertiary education¹⁰⁶, with a more recent systematic review study from Honicke and Broadbent.¹⁰⁷ The influence of self-efficacy on managing student behavior has been crucial since it affects various aspects of human behavior, such as motivation, academic achievement, choices, effort and persistence.¹⁰⁸

What's more, the social learning theory has been taken as a bridge between "Behaviourism Learning theory" and "Cognitive Learning theory" since it encompasses attention, motivation and memory. Behaviorism focuses on one particular view of learning: a change in external behavior achieved through the use of reinforcement and repetition to shape behavior which relates to rote learning.

¹⁰⁵ Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.

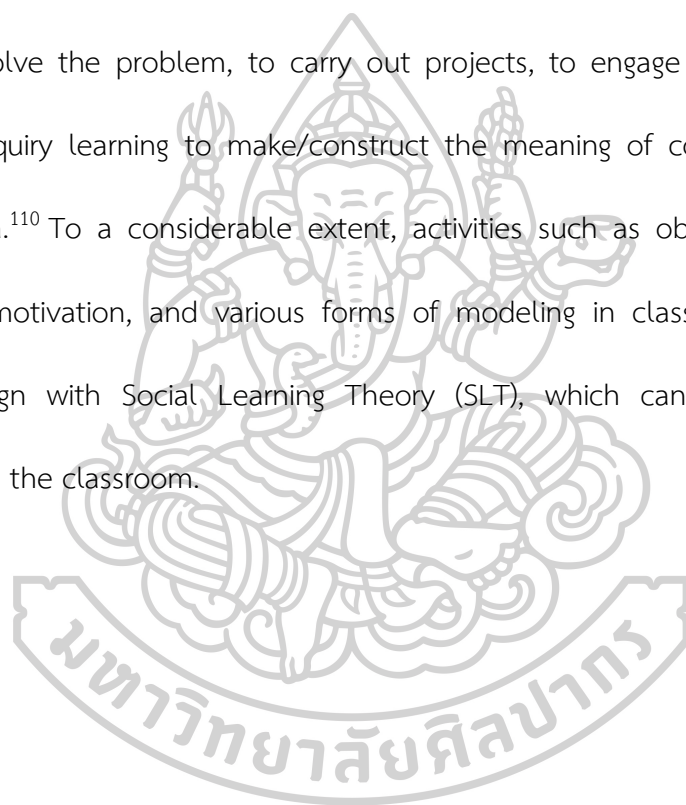
¹⁰⁶ Richardson, M., Abraham, C., & Bond, R. (2012). Psychological Correlates of University Students' Academic Performance: A Systematic Review and Meta-Analysis. *Psychological Bulletin*, 138(2), 353-387. <https://research.ebsco.com/linkprocessor/plink?id=1c1cc1f0-8827-3232-b315-c2ecbb6ddc84>

¹⁰⁷ Honicke, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. *Educational Research Review*, 17, 63-84. <https://doi.org/https://doi.org/10.1016/j.edurev.2015.11.002>

¹⁰⁸ Schunk, D. H., & DiBenedetto, M. K. (2021). Chapter Four - Self-efficacy and human motivation. In A. J. Elliot (Ed.), *Advances in Motivation Science* (Vol. 8, pp. 153-179). Elsevier. <https://doi.org/https://doi.org/10.1016/bs.adms.2020.10.001>

Cognitive learning theory advocates that the different processes concerning learning can be explained by analyzing the mental processes.¹⁰⁹ Thus, social learning theory is often described as an intermediate between behaviorism and cognitive theory.

Nowadays, Social Learning Theory (SLT) is still a valid theory supporting the teaching and learning. It helps learners develop skills by engaging them to work in a group to solve the problem, to carry out projects, to engage in role-play and to conduct inquiry learning to make/construct the meaning of concepts, issues, and phenomena.¹¹⁰ To a considerable extent, activities such as observation, attention, retention, motivation, and various forms of modeling in classroom teaching and learning align with Social Learning Theory (SLT), which can enhance students' behaviors in the classroom.



¹⁰⁹ Rumjaun, A., & Narod, F. (2020a). Social Learning Theory—Albert Bandura. In B. Akpan & T. J. Kennedy (Eds.), *Science Education in Theory and Practice: An Introductory Guide to Learning Theory* (pp. 85-99). Springer International Publishing. https://doi.org/10.1007/978-3-030-43620-9_7

¹¹⁰ Rumjaun, A., & Narod, F. (2020b). Social Learning Theory—Albert Bandura. In *Science Education in Theory and Practice : An Introductory Guide to Learning Theory* (pp. 85-99). Cham: Springer International Publishing.

Self-Control Theory

By articulating a general theory of crime and related behavior, Michael Gottfredson and Travis Hirschi first present Self-control theory (SCT) in their book *A General Theory of Crime*.¹¹¹ Since that time the theory has been intensely discussed, and there are numerous empirical studies were conducted by scholars and educators to test the theory and compare it with other criminological theories.¹¹² The notion of self-control figures prominently in the study of adolescence. Most notably, in psychopathology, deficiencies in self-control tend to be used in other names such as delay of gratification, self-regulation, impulsivity, and self-discipline. It highlights the centrality of self-control to healthy development, such as impulsivity and its place in impulse control problems, conduct disorders, and addictions.¹¹³

In the application of self-control theory to teaching and students classroom behavior management, Frederic Jones is one of the pioneering scholars who has offered his unique insights. In his book *Tools for teaching: discipline, instruction, motivation*, he suggests that teachers need to help students develop self-control. It

¹¹¹ Gottfredson, M. R., Hirschi, T., & Press, S. U. (1990). *A General Theory of Crime*. Stanford University Press.

¹¹² Opp, K.-D. (2020). *Self-control theory*. Routledge. <https://doi.org/10.4324/9780429026980-12>

¹¹³ Levesque, R. J. R. (2011). Self-Control Theory. In R. J. R. Levesque (Ed.), *Encyclopedia of Adolescence* (pp. 2541-2542). Springer New York. https://doi.org/10.1007/978-1-4419-1695-2_597

is necessary for teachers to employ appropriate body language, utilize an incentive system, and provide efficient assistance to learners to help students exercise self-control. He also suggests that learning self-control empowers students and prepares them for the future.¹¹⁴

To sum up, self-control plays a crucial role in improving students' classroom behaviors, thus, it is necessary for teachers and educators to adopt some strategies to enhance students' ability to manage their own behavior but also promote a conducive learning atmosphere where all students can thrive academically and socially.

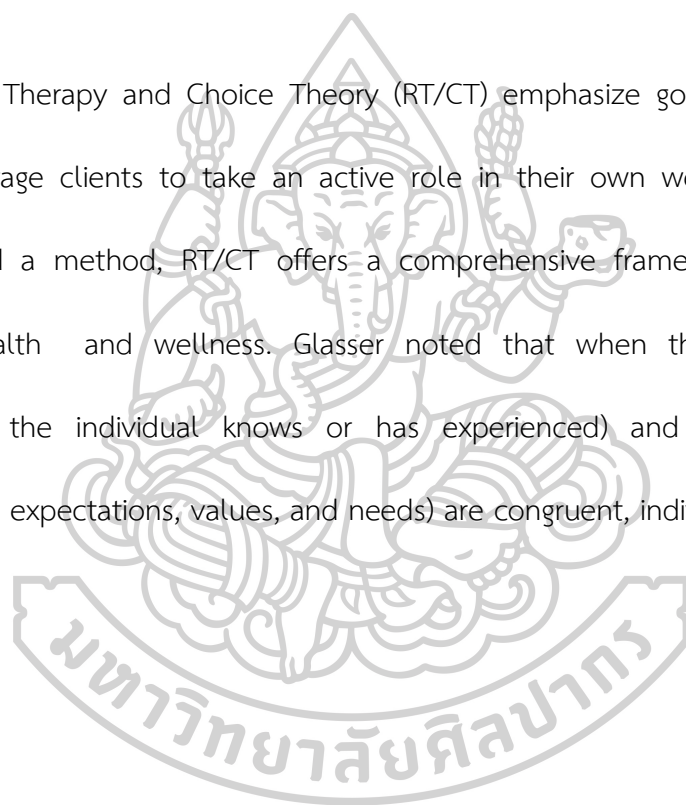
Apart from learning theories, various classroom management theories have been developed, focusing on strategies to promote positive behavior and minimize disruptions as well. Lee Canter's Assertive Discipline and Fred Jones' Tools for Teaching are examples of approaches that seek to improve behavior in the classroom.

¹¹⁴ Jones, F. H. (2000). Tools for teaching: discipline, instruction, motivation. In. Santa Cruz, CA: F.H. Jones & Associates.

Reality Therapy and Choice Theory

The key theorist of Reality Therapy and Choice Theory is William Glasser. Reality Therapy refers to a counseling model that was introduced by Dr. William Glasser in 1965.¹¹⁵ After that, based on the practices of Reality Therapy, he further promoted Choice Theory.¹¹⁶

Reality Therapy and Choice Theory (RT/CT) emphasize goal-oriented behavior and encourage clients to take an active role in their own well-being. As both a system and a method, RT/CT offers a comprehensive framework for promoting mental health and wellness. Glasser noted that when the perceived world (everything the individual knows or has experienced) and the quality world (individual's expectations, values, and needs) are congruent, individuals are generally



¹¹⁵ Can, A., & Robey, P. A. (2021). UTILIZING REALITY THERAPY and CHOICE THEORY IN SCHOOL COUNSELING to PROMOTE STUDENT SUCCESS and ENGAGEMENT: A ROLE PLAY DEMONSTRATION and DISCUSSION. *International Journal of Choice Theory & Reality Therapy*, 40(2), 37-45. <https://research.ebsco.com/linkprocessor/plink?id=5ada2f0d-41cf-3ea3-bfc9-98dea6abb9b4>

¹¹⁶ Glasser, W. (1998). Choice theory: a new psychology of personal freedom. In. New York: Harper Collins Publishers.

content. It is when their worlds are not congruent that the individual may become frustrated and therefore their behavior is affected.¹¹⁷

Moreover, he proposed that all people are motivated by five basic needs, which include survival, love & belonging, fun, freedom, and power. All behaviors are purposeful and goal-oriented, driven by the desire to satisfy one or more of our basic needs, and can be viewed as positive or negative depending on the context and specific actions taken.¹¹⁸

In its application to school, this theory is focused on giving students maximum choice in the classroom with the trust that they will make decisions that enhance their own wellbeing and the wellbeing of others in the class. In this case, teachers should be aware of these five needs and make sure the classroom meets all five of these needs. When these needs are not met, students may misbehave.¹¹⁹ In this situation, RT/CT can provide different addressing methods for managing students'

¹¹⁷ Guzman, Yenitza Z.; Can, Ahmet; and Robey, Patricia A., (2023). Utilization of Choice Theory and Reality Therapy to Promote Career Development with Adolescents in School Settings. *Faculty Authors and Creators Reception*. 317. <https://opus.govst.edu/fac/317>

¹¹⁸ Glasser, W. (1998). Choice theory: a new psychology of personal freedom. In. New York: Harper Collins Publishers.

¹¹⁹ Drew, C. (May 30, 2024). *13 Effective Classroom Management Theories*. HelpfulProfessor.com. <https://helpfulprofessor.com/classroom-management/>

negative behaviors.¹²⁰ In addition, RT/CT also can help school counselors support other faculty and staff to have a better understanding of students' behaviors and make positive changes in the school context overall.¹²¹

The Reality Therapy and Choice theory can create a safe space to learn because the student belongs to their own space of learning which they have decided and created and therefore they are responsible for their learning. Therefore, students are allowed to construct the rules themselves and be responsible for them. Based on this, Edward Ford proposed "responsible thinking process" which can create mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. The key component of this classroom discipline process is its focus on how students can achieve their goals without getting in the way of others who are trying to do the same thing.¹²²

¹²⁰ Barker, C. (2021). INFUSING CHOICE THEORY INTO FUNCTIONAL BEHAVIOURAL ASSESSMENT. *International Journal of Choice Theory & Reality Therapy*, 41(1), 35-47. <https://research.ebsco.com/linkprocessor/plink?id=1349c78f-40e5-3aca-9c44-88bd17c1aaa9>

¹²¹ Hale, J. V. (2022). WAYS TO FACILITATE IMPROVEMENTS WITHIN THE EDUCATIONAL COMMUNITY THROUGH THE USE OF CHOICE THEORY, REALITY THERAPY, AND OTHER GLASSER-RELATED CONCEPT. *International Journal of Choice Theory and Reality Therapy*, 42(1), 61-63.

¹²² Ford, E. E. (1997). Discipline for home and school, Book one: Teaching children to respect the rights of others through responsible thinking based on perceptual control theory. In: Brandt Pub.

The Theory of “Assertive Discipline”

The theory of “Assertive Discipline” was developed by Lee and Marlene Canter. From their viewpoint, rules and behaviour expectations must be clearly stated and enforced by teachers. Instead of threatening students, teachers should promise fair consequences for improper behaviour. The responsibility for bad student behaviour was placed on the teacher.¹²³ The focus of “Assertive Discipline” is (1) maintaining a calm, productive classroom environment; (2) meeting students’ needs for learning and ensuring that their rights are attended to; (3) Helping the teacher remain calmly and nonstressfully in charge of the classroom.¹²⁴

There is a three-step approach promoted by the theory for positive behavior management by creating a classroom discipline plan that includes: rules that students must follow at all times; positive support that students will receive consistently for following the rules; and corrective actions that the teacher will use consistently when students choose not to follow the rules.¹²⁵ Taking the rules as the basis, Canters further developed some techniques can be used by teachers to improve students’ behaviors. The first technique is “Use the look” which means

¹²³ Canter, L., & Canter, M. (1976). *Assertive Discipline: A Take Charge Approach for Today's Educator*. Canter and Associates.

¹²⁴ Charles, C. M., Senter, G. W., & Charles, M. G. (2014). *Building Classroom Discipline*. Pearson.

¹²⁵ Canter, L. (2010). Lee Canter's assertive discipline: positive behavior management for today's classroom. In. Bloomington, IN: Solution Tree Press.

“make eye contact and use an expression that shows awareness and disapproval”. The second technique is “Use physical proximity”, which refers to “Move beside the student”. The third one is “mention the offending student’s name”. And the fourth one is use proximity verbal recognition. To describe this technique, Canters describe a scene that in the classroom, Jason is not working, but Suni and Maria, seated nearby, are working. The teacher says, “Suni and Maria are doing a good job of completing their work.” In this way, the teacher indirectly reminds Jason and improve his classroom behavior.¹²⁶

Apart from the detailed techniques can be used by the teachers, the theory of assertive principle also introduce some approaches to help the teachers invoke students’ correct actions, work with difficult students, build trust with students, and redirect nondisruptive misbehavior, etc.¹²⁷ It can help to create a structured discipline classroom in which everyone in the classroom knows the rules and the consequences of breaking the rules. In the meantime, it will facilitate the teaching of teachers as well as get parents recognize that deviant behavior is due to the interaction between the student and the environment. However, this theory still has some deficiencies. For example, it is hard to judge whether the implemented rules

¹²⁶ Charles, C. M., Senter, G. W., & Charles, M. G. (2014). *Building Classroom Discipline*. Pearson.

¹²⁷ Canter, L., & Canter, M. (2011). *Succeeding With Difficult Students: New Strategies for Reaching Your Most Challenging Students*. Solution Tree Press.

are healthy, rational, and humanizing for the student. Moreover, there are no measures in place to guarantee the needs and desires of the students are met. Additionally, some students' negative behaviors may be unintentionally reinforced.

All in all, many theories have been developed to manage students' behaviors and some of them have been proved to be effective in improving students' classroom behaviors in any school settings. However, most of the existing theories used in the school settings are focused on how the teachers can improve students' behavior in the classroom teaching. But according the definition and connotation of students' classroom behaviors discussed in the former content, one can see that there are multitude of factors outside the classroom can influence the students' classroom behaviors as well. Sometimes, these factors are not determined by the teachers, but are related to all people who engage in the teaching such as school administrators, supervisors, governors, policy-makers, etc. For example, in colleges, school counselors usually are responsible for helping students regarding academic, career, and psychosocial development as well as providing individual and group counseling services in order to help students minimize or eliminate barriers to educational performance and personal-social development.¹²⁸ Under this circumstance, they need to establish effective relationships with teachers, ancillary

¹²⁸ ASCA *Ethical Standards for School Counselors*. (2022). American School Counselor Association Retrieved from <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards2022.pdf>

staff, parents, administrators, community members and students.¹²⁹ Be intimately connected with students and people who students are connected with, they can greatly influence the students' behavior in school including the students' classroom behaviors. Whereas, it is a pity that rare theorist or theory has proposed on how to manage them.

Differentiated Instruction

According to Tomlinson, Differentiated Instruction (DI) is a proactive, student-responsive approach in which teachers adjust content, process, product, and learning environment according to learners' readiness, interests, and learning profiles.¹³⁰ Differentiated instruction is driven by ongoing assessment and flexible grouping, with the aim of maximizing growth for diverse learners rather than teaching to the middle. It widely used texts detail practical routines (e.g., tiered tasks, anchor activities, compacting, learning menus) that help teachers balance heterogeneity while maintaining common curricular goals. In EFL contexts, these routines enable varied

¹²⁹ Guzman, Yenitza Z.; Can, Ahmet; and Robey, Patricia A., (2023). Utilization of Choice Theory and Reality Therapy to Promote Career Development with Adolescents in School Settings. *Faculty Authors and Creators Reception*. 317. <https://opus.govst.edu/fac/317>

¹³⁰ Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

scaffolds for input, interaction, and output—key to language development and on-task behavior¹³¹.

Available research consistently shows that Differentiated Instruction (DI) has significant and wide-ranging positive effects on students. It leads to higher academic scores and overall performance compared to traditional teaching methods. In the classes of Differentiated Instruction, students demonstrate greater engagement, interest, and satisfaction, while teachers also benefit from its implementation. Classrooms become environments where learners are more motivated and enthusiastic, and students' potential is maximized¹³². DI is also closely associated with increased student persistence, self-confidence, self-directedness, and enhanced metacognitive awareness. At the subject level, reading fluency and comprehension improve significantly, literacy skills are strengthened, math achievement increases,

¹³¹ Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: ASCD..

¹³² Suprayogi, M. N., Valcke, M., & Godwin, R. (2017). Teachers and their implementation of differentiated instruction in the classroom. *Teaching and Teacher Education*, 67, 291–301. <https://doi.org/10.1016/j.tate.2017.06.020>

and students develop a stronger desire and confidence to succeed in mathematics.¹³³

Moreover, Systematic reviews and syntheses suggest small-to-moderate positive effects of differentiated instruction on achievement and engagement in secondary settings, while also noting design heterogeneity and implementation variability as key caveats. Observational and survey work shows that teachers' differentiated instruction enactment is associated with factors such as self-efficacy, beliefs, experience, and contextual constraints (e.g., class size), highlighting that differentiated instruction is learnable but not trivial to implement¹³⁴. Recent work in Mainland China similarly links DI practices (adaptive teaching, flexible grouping) to measurable teacher characteristics and school conditions.¹³⁵ Together, these findings support differentiated instruction's promise for improving participation and reducing off-task

¹³³ S.M. Reis, D.B. McCoach, C.A. Little, L.M. Muller, R.B. Kaniskan. The effect of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal*, 48 (2) (2011), pp. 462-501, 10.3102/0002831210382891

¹³⁴ Smale-Jacobse, A. E., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated instruction in secondary education: A systematic review of research evidence. *Frontiers in Psychology*, 10, Article 10. <https://doi.org/10.3389/fpsyg.2019.02366>

¹³⁵ Chien, C.-W. (2012). Differentiated instruction in an elementary school EFL classroom. *TESOL Journal*, 3(2), 280-291. <https://doi.org/10.1002/tesj.18>

behavior-provided schools invest in sustained professional learning and structural supports.

Studies in EFL settings including basic and higher education also report that differentiated instruction strategies such as tiered assignments, leveled texts, choice-based tasks, and varied feedback, can increase engagement, participation, and confidence, while accommodating mixed proficiency profiles typical of College English classes. According to the research on differentiated instruction in higher education EFL Classrooms in a Turkish university, instructors in the English program prioritized students' readiness levels over their interests or learning profiles when differentiating instruction, and tended to adjust the learning environment more frequently than the content, process, or products. Their most commonly used strategies included providing supplemental materials for slower learners, employing varied grouping formats, and offering extra support to help struggling students complete assignments.¹³⁶ As to the Differentiated Instruction in China EFL context, tiered College English instruction has gained traction as a structural response to widening proficiency dispersion; mixed-methods work across universities suggests that

¹³⁶ Saban, C., & Atay, D. (2023). Differentiated instruction in higher-education EFL classrooms: Instructors' perceived practices in a Turkish context. *MEXTESOL Journal*, 47(2).

tiered placement, differentiated syllabi, and formative assessment cycles can improve equity of challenge and classroom order.¹³⁷

To sum up, Differentiated Instruction (DI) offers a behavior-sensitive instructional architecture well-suited to the instruction of Chinese College English. The above literature indicates positive, if variable, effects on learning and engagement, and clarifies that implementation support (tiered structures, materials, coaching, and assessment systems) is the difference between label and impact. Thus, to strategically improve students' classroom behaviors in Chinese College EFL classes, Differentiated Instruction (DI) might provide some enlightenment and help.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS), originally developed and disseminated through the U.S. Office of Special Education Programs (OSEP) PBIS Center, is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS simultaneously enhances students' social-emotional competence and academic achievement, improves school climate and teacher well-being, and thereby creates

¹³⁷ Bi, M., Zhang, Y., & Wang, C. (2023). Variables that influence teachers' practice of differentiated instruction (China). *Frontiers in Psychology*, 14, 1124259. <https://doi.org/10.3389/fpsyg.2023.1124259>

the positive, predictable, equitable, and safe learning environments in which everyone thrives.¹³⁸

From the perspective of PBIS, educators and practitioners deliver a three-tiered continuum of academic, behavioral, social, and emotional support precisely matched to students' needs. PBIS organizes supports into three tiers : (a) Tier 1 universal supports for all students—explicitly teaching behavioral expectations, active supervision, high rates of positive specific feedback, and consistent consequences; (b) Tier 2 targeted supports—efficient small-group interventions for students at risk (e.g., check-in/check-out, social skills groups); and (c) Tier 3 individualized, function-based supports for students with intensive needs.¹³⁹ It integrates universal (Tier 1), targeted (Tier 2), and individualized (Tier 3) supports within a systems approach involving leadership, professional development, and continuous improvement.

When it is applied within organizational systems, a three-phase “getting ready—getting started—getting better” implementation cycle should be adhere to. First, in Getting Ready phase, leadership teams secure institutional commitment,

¹³⁸ PBIS.org. (n.d.). What is PBIS. Retrieved September 14, 2025, from <https://www.pbis.org/pbis/what-is-pbis>

¹³⁹ Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*, 24(1-2), 23–50. https://doi.org/10.1300/J019v24n01_03

allocate resources, and deliver targeted professional development so that staff understand the rationale and have the data systems and materials needed for launch. Next, Getting Started phase begins with installing and practicing Tier 1 supports school-wide; once fidelity data indicate the core framework is solid—typically after two or three years—Tier 2 and Tier 3 interventions are layered on through an iterative loop of planning, training, delivery, coaching, and data-based adjustment. Finally, the phase of Getting Better institutionalizes continuous improvement: teams use fidelity and outcome metrics to refine practices, embed funding and policies that sustain the work, and replicate the model across additional schools or districts, thereby scaling equitable, efficient, and durable positive behavior systems.¹⁴⁰

Randomized and quasi-experimental studies indicate that School-Wide PBIS (SWPBIS) improves school climate and reduces discipline problems, with spillover benefits for academic engagement and achievement. In a cluster-randomized trial across 37 elementary schools, SWPBIS led to lower office discipline referrals and improved teacher-reported school climate over multiple years.¹⁴¹ Effectiveness and implementation studies further show that fidelity to core features (e.g., explicit

¹⁴⁰ PBIS.org. (2023, July 14). PBIS Implementation Blueprint. Retrieved 2025, September 14, from <https://www.pbis.org/resource/pbis-implementation-blueprint>

¹⁴¹ Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes. *Journal of Positive Behavior Interventions*, 12(3), 133–148.

expectations, acknowledgement systems, data review) predicts better behavioral outcomes¹⁴². Research in high schools suggests that PBIS is feasible with adaptations for adolescent contexts, with attention to classroom-level routines and instructional alignment¹⁴³.

Although most Positive Behavioral Interventions and Supports (PBIS) researches have been conducted in K–12 settings, their systems logic and core practices might provide a transferable framework for Chinese higher-education EFL classrooms, offering an evidence-informed, systems-level approach to improving classroom behavior and engagement. When adapted to Chinese EFL higher education, PBIS could also inspire the strategic management of classroom behaviors in Chinese college EFL classes.

¹⁴² Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A Randomized, Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 133-144. <https://doi.org/10.1177/1098300709332067> (Original work published 2009)

¹⁴³ Flannery, K. B., Fenning, P., Kato, M. M., & McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School psychology quarterly* : the official journal of the Division of School Psychology, American Psychological Association, 29(2), 111–124. <https://doi.org/10.1037/spq0000039>

Self-Determination Theory

The founder of Self-Determination Theory (SDT) is Deci and Ryan¹⁴⁴ who provides a comprehensive framework for understanding human motivation. SDT emphasizes the role of autonomy, competence, and relatedness in shaping the quality of motivation and psychological well-being. At its core, SDT posits that human beings have three basic psychological needs—autonomy (the experience of volition and self-endorsement), competence (a sense of mastery and effectiveness), and relatedness (feeling connected and cared for by others)—that are essential for growth, optimal functioning, and wellness.¹⁴⁵ The theory further distinguishes between intrinsic motivation and various forms of extrinsic motivation along a continuum of internalization, ranging from external regulation to integrated regulation.

In Chinese college EFL classrooms, student misbehavior and disengagement are pressing concerns that hinder effective teaching. Therefore, to improve students' classroom behaviors in EFL college classes in China, the application of Self-Determination Theory might be helpful by conducting autonomy-supportive teaching practices such as offering meaningful choice, acknowledging student perspectives,

¹⁴⁴ Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>

¹⁴⁵ Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

and minimizing controlling language should be highlighted, thus foster greater engagement and reduce disruptive behaviors.¹⁴⁶ Meanwhile, by satisfying students' basic psychological needs, teachers who applies Self-Determination Theory can create a learning climate where students are more likely to internalize classroom rules, develop self-regulation, and display pro-social behaviors.¹⁴⁷

Moreover, when it comes to the application of Self-Determination Theory in Chinese EFL learning context, a key question might arise which is whether autonomy, competence, and relatedness are universally relevant in collectivist cultures like China. Research demonstrates that from the perspective of Self-Determination Theory, autonomy support enhances motivation and well-being across cultures, including East Asian contexts¹⁴⁸. Therefore, in the Chinese EFL context,

¹⁴⁶ Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54–77.

¹⁴⁷ Bureau, J. S., Howard, J. L., Chong, J. X. Y., & Guay, F. (2021). Pathways to Student Motivation: A Meta-Analysis of Antecedents of Autonomous and Controlled Motivations. *Review of Educational Research*, 92(1), 46-72. <https://doi.org/10.3102/00346543211042426> (Original work published 2022)

¹⁴⁸ Chirkov, V., Ryan, R. M., Kim, Y., & Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A self-determination theory perspective on internalization of cultural orientations and well-being. *Journal of Personality and Social Psychology*, 84(1), 97–110.

autonomy-supportive teaching can coexist with cultural values of respect for authority and collective learning.¹⁴⁹

Meanwhile, since Self-Determination Theory suggests that fostering autonomous motivation, more sustainable learning outcomes might be achieved through aligning EFL learning objectives with students' personal goals, future career needs, and sense of competence¹⁵⁰. Thus, it is possible for EFL teachers to design curricula that emphasize communicative competence and meaningful application of English, rather than rote memorization, to increase students' internalization of test preparation efforts. In this case, SDT-informed strategies are both culturally adaptable and pedagogically valuable for Chinese higher education.

In conclusion, Self-Determination Theory may provide a constructive lens for addressing challenges in improving students' classroom behaviors in Chinese higher education. Through applying it to the Chinese college EFL classes, it is plausible to observe improvements in classroom behavior management, deeper student engagement, and more sustainable gains in EFL learners' performance.

¹⁴⁹ Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., ... & Ryan, R. M. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39(2), 216–236.

¹⁵⁰ Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54-77.

Social and Emotional Learning

Social and Emotional Learning (SEL) refers to the process through which learners acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL) wheel is the most widely cited SEL framework. It addresses five broad and interrelated areas of competencies: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision-making.¹⁵¹ These competencies provide an integrated developmental framework applicable across age levels and cultures. Other SEL models include the OECD's framework, which emphasizes global competence, resilience, and well-being, and culturally responsive SEL models that embed social-emotional competencies within specific sociocultural contexts.¹⁵²

Nowadays, SEL has become a global educational priority, supported by robust evidence linking it to improved academic performance, prosocial behavior, and

¹⁵¹ CASEL. Fundamentals of SEL. Retrieved September 14, 2025, from <https://casel.org/fundamentals-of-sel/>

¹⁵² OECD. (2015). *Skills for social progress: The power of social and emotional skills*. OECD Publishing.

reduced conduct problems. Durlak et al¹⁵³ synthesized 213 school-based SEL programs involving 270,034 kindergarten through high school students and found that participants showed significantly improved social-emotional skills, attitudes, behavior, and academic achievement. Taylor et al¹⁵⁴ conducted a meta-analysis reviewed 82 school-based, universal social and emotional learning (SEL) interventions and found that SEL benefits positive youth development, including social-emotional skills, attitudes, and indicators of well-being regardless of students' race, socioeconomic background, or school location. The findings add to the growing empirical evidence regarding the positive impact of SEL programs. Policy makers, educators, and the public can contribute to healthy development of students by supporting the incorporation of evidence-based SEL programming into standard educational practice. In the aspect of classroom behavior improvement, SEL models might also provide a proactive approach to classroom behavior management by addressing the root causes of misbehavior: poor emotion regulation, weak empathy, or limited conflict-resolution skills. For example, teaching self-management strategies reduces disruptive

¹⁵³ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

¹⁵⁴ Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>

behaviors, while fostering social awareness and relationship skills promotes collaboration and reduces peer conflict.¹⁵⁵

Although SEL research has traditionally focused on K-12 education, recent studies emphasize its relevance in higher education. In EFL contexts, integrating SEL with communicative language teaching encourages not only linguistic competence but also intercultural empathy and collaboration. In the context of Chinese higher-education English-as-a-Foreign-Language (EFL) classrooms—where behavioral management intersects with linguistic, cultural, and motivational challenges—SEL models could offer strategic frameworks for promoting both language learning and positive student behaviors. Research in Chinese EFL settings revealed that SEL—encompassing social-emotional competence and related intrapersonal skills—plays a pivotal role in Chinese EFL learners’ academic engagement, with grit emerging as a stronger predictor of engagement than social-emotional competence, highlighting the practical value of SEL frameworks for promoting language learning and positive student involvement in Chinese EFL contexts.¹⁵⁶

¹⁵⁵ Brackett, M. A., & Rivers, S. E. (2014). Transforming students’ lives with social and emotional learning. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 368–388). Routledge.

¹⁵⁶ Zhang C, Mao L, Li N and Gu X (2022) Chinese EFL Students’ Social-Emotional Competence, Grit, and Academic Engagement. *Front. Psychol.* 13:914759. doi: <https://doi.org/10.3389/fpsyg.2022.914759>

Overall, SEL models provide evidence-based, developmentally grounded frameworks for improving student behavior, engagement, and achievement. By embedding SEL within strategic management initiatives in Chinese EFL higher education, universities can cultivate both language proficiency and positive classroom climates. Aligning SEL with other theories might offer a coherent strategy to reduce misbehavior, enhance participation, and support students' holistic development.

Strategic Management for Improving Students' Classroom Behaviors

Based on the references on strategic management, students' classroom behaviors, and approaches to their improvement, it can be concluded that strategic management in the context of classroom behavior improvement relates to the integration of management theories and educational frameworks to systematically enhance the quality of students' actions, reactions, and interactions throughout the learning process. Building on general principles of strategic management, the process usually involves the systematic cycle of strategy formulation, implementation, and evaluation. When applied to education, this means setting clear behavioral objectives aligned with institutional missions, embedding them in classroom practices, and continuously assessing their effectiveness through structured monitoring and feedback. The Balanced Scorecard framework further reinforces this approach by

linking behavioral strategies to multiple dimensions, such as student satisfaction, internal teaching processes, and faculty development.

At the classroom level, strategic management draws on students' classroom behavior theories, recognizing that behavior encompasses not only compliance but also engagement, motivation, and social interaction. Theories such as Behaviourism emphasize reinforcement and consistency in shaping positive actions, while Constructivism and Social Learning Theory highlight the role of student-centered, interactive environments in fostering desirable behavioral outcomes. Complementary frameworks like Differentiated Instruction ensure that strategies are responsive to learner diversity, whereas PBIS and Social and Emotional Learning (SEL) stress preventive systems, emotional support, and collaborative problem-solving as foundations for sustainable improvement.

Overall, these perspectives illustrate that strategic management for classroom behavior is not a series of isolated interventions but a systematic and evidence-informed process. It integrates theoretical insights, institutional policies, and classroom practices into a coherent management cycle, ensuring that behavioral improvement is both context-sensitive and sustainable. Ultimately, strategic management for improving students' classroom behaviors refers to the systematic process of formulating, implementing, and evaluating strategies which can improve

students' actions, reactions, and interactions in the flow of the learning processes in the classroom.

EFL Classes

Theories and Concepts of EFL Classes

Since English is considered a global lingua franca which has been used in all fields including international relations, science, business, tourism and culture,¹⁵⁷ many non-English speaking countries, especially in the globalization era nowadays, attach importance on the learning of English.¹⁵⁸ Under these circumstances, the demand for the establishment of English as a Foreign Language (EFL) classes is increasing. Being driven by the need for global communication, better educational and career opportunities, cultural exchange, and national educational reforms, EFL Classes, or English as a Foreign Language classes, have become an integral part of language learning for millions of students worldwide.

EFL refers to teaching and learning English in a country where English is not the native language and may emphasize a specific situation where English as a language

¹⁵⁷ Majanen, S. (2008). English as a lingua franca: Teachers' Discourses on Accent and Identity. *Unpublished Master's Thesis*. University of Helsinki.

¹⁵⁸ Tran, Q. T. T. (2019). The use of self-assessment to improve EFL students' speaking performance: A review. In H. Y. Phuong & T. V. S. Nguyen (Eds.), *Using alternative assessment to improve EFL learners' learning achievement: From theory to practice* (pp. 41–62). Nova Science Publishers.

has been taught to a particular speaker who is well-acquainted with another language. The language may be the native language of the country.¹⁵⁹ Recognizing the critical importance of English as a tool for accessing knowledge and opportunities in a global context,¹⁶⁰ non-native English-speaking countries are striving to create an English-rich environment by introducing EFL classes in every school. This initiative is seen as a fundamental step in ensuring that students begin learning English from an early age.¹⁶¹

Educators in EFL classes usually need to encourage students to improve their English skills through listening, speaking, reading, and writing. The teaching of EFL classes is often facilitated through the use of course books, audio-visual aids, and technology-based materials. In addition to formal instruction, informal exercises, such as role playing and language games, are often used. Typical activities related to teachers in EFL classes include, planning, preparing and delivering lessons, providing

¹⁵⁹ Malkawi, N., Attiyat, N., Momani, I., & Abu- Snoubar, T. (2023). A Study on the Ways to Generate and Facilitate Speaking in EFL Classes. *Theory and Practice in Language Studies*, 13, 1494-1505. <https://doi.org/10.17507/tpls.1306.18>

¹⁶⁰ Oder, T., & Eisenschmidt, E. (2018). Teachers' perceptions of school climate as an indicator of their beliefs of effective teaching. *Cambridge Journal of Education*, 48(1), 3-20. <https://doi.org/10.1080/0305764X.2016.1223837>

¹⁶¹ Hasanah, N., & Utami, P. T. (2019). Emerging Challenges of Teaching English in Non-Native English-Speaking Countries: Teachers' View. *English Language Teaching Educational Journal*, 2(3), 112-120. <https://research.ebsco.com/linkprocessor/plink?id=9673705d-7666-3fcd-90c7-97a097a0f2ff>

feedback on oral and written work, administering examinations and other assessments, creating and writing materials.¹⁶² These classes are not just about memorizing vocabulary or practicing grammar; they are also about understanding and applying a wide range of theories and concepts that are crucial to effective language learning.

To improve student's language proficiency in EFL classes, from the perspective of language acquisition, there are several approaches and methods such as Grammar Translation Method, the Direct Method, the Audio-lingual Method, Suggestopedia, and Total Physical Response, etc. One of the most fundamental approaches is the communicative approach which implicitly encourages learners to take greater responsibility for their own learning and to use a wide range of language learning strategies. Language learning strategies in this approach usually are actions, behaviors, steps, or techniques - such as seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task-used by learners to enhance learning.¹⁶³ Building on various language concepts, including sociolinguistics, functional linguistics, semantics, and pragmatics, this approach emphasizes to develop students' communicative competence in real-life situations with a focus on

¹⁶² Ikhfi Imaniah, & Gunawan, Y. I. (2017). *Teaching English as Foreign Language (Teaching and Learning Strategies)*. FKIP UMT PRESS.

¹⁶³ Oxford, R., Lavine, R., & Crookall, D. (2008). Language Learning Strategies, the Communicative Approach, and Their Classroom Implications. *Foreign Language Annals*, 22, 29-39. <https://doi.org/10.1111/j.1944-9720.1989.tb03139.x>

fluency over accuracy, making it a popular choice for language instruction in many contexts.¹⁶⁴

Another key approach in EFL teaching is the immersion approach, which was born and came to prominence in Canada during the 1960s. In the EFL class created by this approach, the learners are “immersed” in the language environment for all or part of the time and only English is allowed in the learning process. At that time, English not only serves as the content of teaching but also a tool for language teaching and acquisition. According to statistics of the early nineties, only in Canada, there are as many as 30 million students have participated in immersion programs in various forms.¹⁶⁵ By immersing students in an English-speaking environment, teachers create an immersive learning experience that helps students to internalize the language and develop a deeper understanding of its nuances and subtleties.

In addition to these approaches, EFL classes often incorporate the use of technology and multimedia resources. According to the findings of Suman, multimedia resources play an important role in bridging the gap between traditional language teaching methods and the digital era’s learning preferences in EFL

¹⁶⁴ Qasserras, L. (2023). Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective. *European Journal of Education and Pedagogy*, 4, 17. <https://doi.org/10.24018/ejedu.2023.4.6.763>

¹⁶⁵ Luan, Y., & Guo, X. (2011). A Study on the Application of the Immersion Teaching Model to EFL Learners in Institutions of Higher Learning. *English Language Teaching*, 4(1), 152-161.

classes.¹⁶⁶ Advanced digital tools such as AI, online dictionaries, language learning apps, and interactive whiteboards can enhance the learning experience by making it more engaging and accessible. These resources provide students with instant access to information and allow them to practice their language skills in a variety of ways.

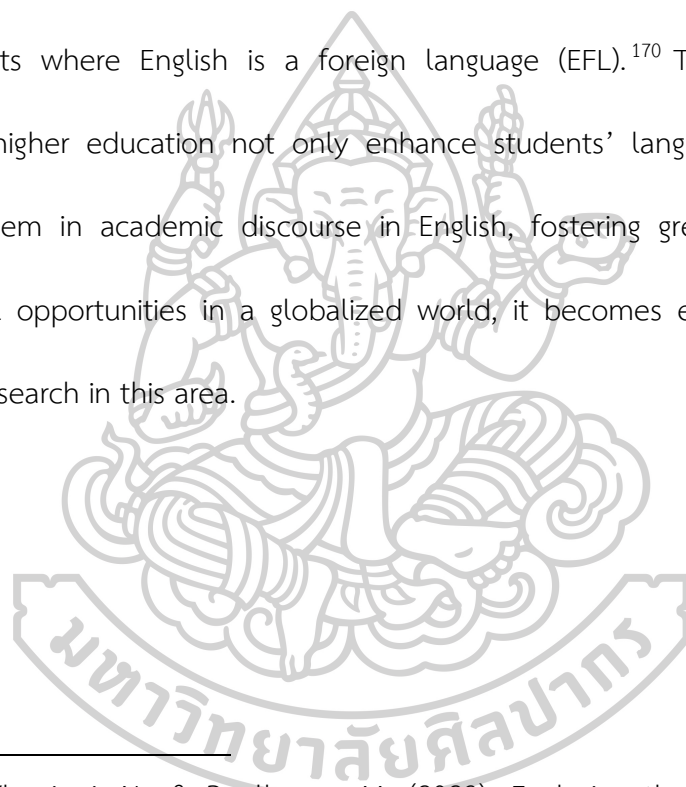
Recently, there is a novel term appeared in the EFL researches which is English as a Medium of Instruction (EMI). Emerging in the 1990s, the concept of EMI was pioneered as a strategic approach to not only impart subject knowledge to domestic students but also to enhance their English proficiency. This innovative integration of content and language quickly became a pivotal strategy for non-English speaking countries seeking to internationalize their educational systems and attract a global student population.¹⁶⁷ Nowadays, with this growing trend towards Englishization, many universities around the world have adopted it due to the perceived benefits it

¹⁶⁶ Suman, C. (2023). The effective integration of multimedia in foreign language teaching. *Analysis: A Peer Review Research Journal of Language and Human Development*, 1(1), 83–93.

¹⁶⁷ Sookping, N. (2024). English as a Medium of Instruction (EMI): What it is and the Current state of EMI in the Landscape of Higher Education. <https://www.aunsec.org/news/english-medium-instruction-emi-what-it-and-current-state-emi-landscape-higher-education>

provides such as greater internationalization, access to a wider range of resources, and growth as the main language of academia.¹⁶⁸

Professor Jinghe Han, from the Centre for Educational Research at the School of Education, Western Sydney University, accept the idea proposed by Dearden¹⁶⁹ and describes EMI as a method of using English to teach academic subjects in environments where English is a foreign language (EFL).¹⁷⁰ Therefore, since EFL classes in higher education not only enhance students' language skills but also immerse them in academic discourse in English, fostering greater academic and professional opportunities in a globalized world, it becomes essential to conduct thorough research in this area.



¹⁶⁸ Khenioui, N., & Boulkroun, M. (2023). Exploring the implementation of English as a medium of instruction in Algerian higher education: Motivations, challenges, and strategies for success. *Afak for Sciences Journal*, 8(5, Special Issue), 50–73.

¹⁶⁹ Dearden, J. (2015). *English as a medium of instruction – a growing global phenomenon* (British Council Research Paper). British Council. https://www.britishcouncil.org/sites/default/files/e484_emi_-_cover_option_3_final_web.pdf

¹⁷⁰ Han, J. (2023). *English Medium Instruction as a Local Practice: Language, culture and pedagogy*. Springer Cham. <https://doi.org/10.1007/978-3-031-19904-2>

Concepts of Chinese College EFL Classes

In 1862, under the Great Qing Dynasty, the first English Language School was officially opened by the Chinese Government to train ten men for the newly created diplomatic corps.¹⁷¹ Being recognized its functions as a medium of instruction and the global lingua franca, English has gained prominence in higher education of China as well. Like many non-English speaking countries, China has been initiating education policies that encourage EFL learning to enhance the country's international competitiveness in the global arena,¹⁷² and the importance of EFL proficiency among Chinese university students has been widely recognized by researchers and policymakers. In response, the Chinese government has invested heavily in EFL education in recent years to enhance the country's overall English proficiency.¹⁷³

In this situation, EFL classes in Chinese higher education system have become an indispensable part where college students can acquire English knowledge and improve skills, but also a key for cultivating students' cross-cultural communication

¹⁷¹ Wolff, M., & Qiang, N. (2009). *Teaching EFL in China: What Every Foreign Teacher Should Know Before They Go*. Nova Science Publishers, Inc.

¹⁷² Taskiran, A., & Pan, H. (2024). EFL Learners' Attributions and Causal Dimensionality Styles in the Chinese Higher Education Context. *IAFOR Journal of Education*, 12(1). <https://doi.org/10.22492/ije.12.1.04>

¹⁷³ Xiaoshu, X., Yujie, S., Lu, X., & Yunfeng, Z. (2023). Improving EFL Teaching in Chinese Universities: Perceptions of Teachers with Oversea Experience. *Arab World English Journal*, 14(2), 48-64. <https://doi.org/10.24093/awej/vol14no2.4>

ability and broadening their international perspective. According to Norton and Wu, millions of EFL learners' take EFL courses, 4 class hours a week, 18 weeks a term, for 12 terms in high schools and 4- 8 terms at universities.¹⁷⁴ Therefore, deep understanding and exploration of the teaching philosophy and practice of Chinese college EFL classes are of great significance for improving teaching quality and promoting students' overall development.

Although Chinese government and education institutes have been investing in English education for years, many Chinese college students still struggle with English, particularly weak in speaking and listening, due to the lack of a natural language environment in the EFL classroom.¹⁷⁵ With the increasing opportunities and challenges brought by digital age, the role and direction of College English teaching and learning has become a hot topic.¹⁷⁶ This has led some scholars to conduct

¹⁷⁴ Yi'An Wu. (2001). English Language Teaching in China: Trends and Challenges. *TESOL Quarterly*, 35(1), 191–194. <https://doi.org/10.2307/3587867>

¹⁷⁵ Gu, M. (2019). Challenges and Opportunities for EFL Learning in China: Reflections on 40 years of Reform and Opening-up. *Journal of Multilingual and Multicultural Development*, 40(7), 597-611. <https://doi.org/10.1080/01434632.2018.1534047>

¹⁷⁶ Li, C., & Fang, Z. (2017). College English teaching in China: opportunities, challenges and directions in the context of educational internationalization. *Journal of World Languages*, 4(3), 182-192. <https://doi.org/doi:10.1080/21698252.2018.1442124>

researches on improving the effectiveness of current EFL teaching (such as Wang¹⁷⁷, Meng & Abdullah¹⁷⁸, Liu & Kim¹⁷⁹) in Chinese higher education and to call for a re-evaluation of EFL classes.

To adapt to the transformations brought by globalization and digitization, the guiding document for English education in Chinese colleges, *The College English Curriculum (2020)*¹⁸⁰ have been put forward. It clearly states the two main purpose of Chinese College EFL (English as a Foreign Language) classes, the first is to meet the strategic needs of the country, serving the nation's opening-up reform and socio-economic development; the second is to fulfil the needs of students in terms of professional learning, international communication, further education, and employment. From the two purposes, it is evident that Chinese College EFL classes

¹⁷⁷ Ling, W. (2021). Improving EFL College Students' Metacognitive Writing Ability through Multimedia Software. In *2021 International Conference on Internet, Education and Information Technology (IEIT), Internet, Education and Information Technology (IEIT), 2021 International Conference on, IEIT* (pp. 417-422): IEEE.

¹⁷⁸ Meng, F., & Abdullah, R. (2024). EFL Teachers' Use of ICT and Learner-centered Teaching Strategies to Improve English Listening Instruction - A Bibliometric Analysis. *Educational Administration: Theory & Practice*, 30(1), 1-19.

¹⁷⁹ Dianping, L., & Yang-Hee, K. (2021). The Relationship between Formative and Summative Assessments Using the Mosoteach App in College EFL Classes in China. *Journal of Digital Convergence*, 19(8), 275-283. <https://doi.org/10.14400/JDC.2021.19.8.275>

¹⁸⁰ *The College English Curriculum*. (2020). Ministry of Education of the People's Republic of China: Higher Education Press

have both immediate and long-term significance for the future development of students. They can not only helps college students cultivate a global perspective, but also can develop the international awareness and improve humanistic qualities of them. At the same time, they function as a kind of fundamental tools for knowledge creation, potential development, and overall progress, preparing them to meet the challenges and opportunities of the globalization era. All the universities and colleges in China need to construct their EFL classes under the guidance of this document.

Therefore, combining the definition of EFL given by Malkawi et al¹⁸¹ in the former part with the definition given by Oxford University, “EFL classes are specifically designed for non-native speakers who want to learn English in countries where it is not the dominant language”¹⁸², we can define the Chinese college EFL Classes as “classes of specialized courses designed to teach English to Chinese students who are non-native speakers, under the guidance of *The College English Curriculum* in Chinese higher education institutions.” When discussing this term, it is important to acknowledge that English is neither the dominate nor the native language of China.

¹⁸¹ Malkawi, N., Attiyat, N., Momani, I., & Abu- Snoubar, T. (2023). A Study on the Ways to Generate and Facilitate Speaking in EFL Classes. *Theory and Practice in Language Studies*, 13, 1494-1505. <https://doi.org/10.17507/tpls.1306.18>

¹⁸² *How ESL and EFL classrooms differ*. (2011). Oxford University Press ELT. <https://teachingenglishwithoxford.oup.com/2011/07/12/how-esl-and-efl-classrooms-differ/>

The students of Chinese College EFL classes all take Chinese as their mother tongue. English is only a communication tool they use to learn and acquire knowledge in the EFL classes. Outside of the EFL classroom, these students have very few opportunities to use English.

Introduction to Chinese College EFL Classes at Colleges in Kunming

Kunming, the capital of Yunnan Province, is home to 20 regular undergraduate universities and 33 junior-college / vocational institutions.¹⁸³ Based on the course information provided in the website of each university and college, it can be found that all 20 undergraduate universities list “College English” (i.e., EFL) course as a compulsory public course; among the 33 junior-college or vocational colleges, the researcher find 13 of them have an EFL module, bringing the total number of Kunming institutions offering EFL to 33. Therefore, it can be seen that the majority of universities and colleges such as Yunnan University and Kunming University of Science and Technology—offer structured EFL (English as a Foreign Language) programs, primarily in the form of College English courses for non-English majors.

¹⁸³ Daxuesheng Bibei Wang. (2025, June 5). *Which universities are there in Kunming in 2025? A complete list of all universities in Kunming (53 in total)* [2025 昆明有哪些大学？昆明所有大学名单一览表（53 所）]. Daxuesheng Bibei Wang. <https://www.dxsbb.com/news/1689.html>

These courses are compulsory for undergraduate students during their first two academic years, in alignment with the national curriculum requirements issued by the Ministry of Education of the People's Republic of China. To help their student develop their English proficiency, a handful of universities also (e.g., Yunnan Normal University, Kunming University of Science & Technology) provide an additional 1-semester elective in Academic English or Business English for Years 3–4 students in addition to the college English course.

The governance of EFL courses in Kunming colleges and universities is through a clearly stratified administrative architecture. At the apex, the national level, the Ministry of Education of the People's Republic of China sets up a sector, The National Advisory Committee on Teaching College English in Higher Education under the Ministry of Education, which is responsible for the policy making, issuing the overarching College English Curriculum Guidelines and supervision of the EFL teaching in the nation. At the provincial (Yunnan) level, the Yunnan Provincial Department of Education exercises authority via its The National Advisory Committee on Teaching College English in Higher Education of Yunnan, which promulgates a unified syllabus and administers a province-wide English test and supervision on the EFL teaching in the Yunnan province. At the institutional level, each university's Academic Affairs Office and administration organizations translates these directives into binding regulations, determining credit weighting (typically 2–4 credits), allocating

budgets, and ensuring alignment with provincial quality indicators. Operational responsibility then devolves to the School or Department of Foreign Languages—or its Public English Teaching Department—where faculty design course content, manage staffing, and implement continuous assessment, while routinely reporting performance data back up the hierarchy for cyclical review.

Chinese college EFL education has a long history and works as an indispensable part of Chinese international talents cultivation, hence almost every college in China has set up a series of EFL courses under the guidance of Ministry of Education of the People's Republic of China. As what has been discussed in the former part, College English courses are compulsory courses of 20 regular undergraduate colleges and universities in Kunming. Generally speaking, based on the course syllabus provided by these colleges and universities, it can be found that almost all of them provide two kinds of College English courses. The first kind is the College English Reading and Writing Courses, while the second is College English Listening and Speaking Courses. In these EFL classes, students are exposed to a range of learning materials that cater to different learning styles and interests. From interactive textbooks and online resources to engaging videos and podcasts, these classes are designed to make learning English enjoyable and effective. These courses not only provide students with the opportunity to improve their language skills but also help students foster a global perspective that is essential in today's interconnected world. Moreover, the

focus of these classes is not just on grammar and vocabulary but also on communication skills. Students are encouraged to participate in discussions, debates, and role-plays, which help them develop confidence in speaking English fluently. As the classes progress, students are also introduced to cultural aspects of English-speaking countries. This aspect is crucial as it not only broadens their horizons but also enhances their understanding of different cultures and perspectives. Therefore, the Chinese College EFL classes in this research refer to the classes of these two courses.

With the influence of the pandemic COVID-19, some unprecedented changes happened. It changed the ways of EFL teaching and brought some possible challenges.¹⁸⁴ According to the *The College English Curriculum (2020)*¹⁸⁵, EFL instruction is expected to shift from grammar-focused, test-oriented teaching to a more communicative, student-centered approach. As a result, many colleges in Kunming have adopted blended learning models that combine classroom instruction with digital platforms, such as Rain Class, Superstar, and MOOC platforms, to enhance learners' autonomy and interaction. These blended learning models allows students can access a wealth of learning resources at anytime and anywhere. This

¹⁸⁴ Spataro, C., Orgnero, M. C., & Simón, L. (2022). Learning technologies in the EFL class after the pandemic: Lessons learned and future directions. *Argentinian Journal of Applied Linguistics*, 10(2), 3–12.

¹⁸⁵ *The College English Curriculum*. (2020). Ministry of Education of the People's Republic of China: Higher Education Press

flexibility allows them to learn at their own pace and schedule, further enhancing their language learning experience. Furthermore, these digital tools also bring innovations in teaching activities, curricula, and instructional designs which sometimes will also help teachers to create an appropriate educational environment for various weekly activities in EFL classes.¹⁸⁶ In this case, teachers of EFL classes usually also select practical and up-to-date teaching materials that are tailored to students' actual needs and professional backgrounds, such as news reports of their majors, academic papers on their expertise, scientific shorts, etc. These materials not only help students improve their language abilities, but also broaden their horizons and enhance their expertise in the major they're learning.

In addition, since the cultivation of application-oriented talents is both the distinctive feature of the EFL teaching and the direction of its ongoing efforts, the teaching philosophy of EFL classes in the school usually are student-centered, with a focus on practical application and cross-cultural communication. In these classes, teachers should fully respect the student's dominant position in the process of teaching, pay attention to individual differences, and guide students to actively participate in learning. With respect to teaching methods, diversified teaching methods are applied in the classes, such as group discussion, role playing, case

¹⁸⁶ Zou, B., Huang, L., Ma, W., & Qiu, Y. (2021). Evaluation of the effectiveness of EFL online teaching during the COVID-19 pandemic. *SAGE Open*, 11(4), 21582440211054491. <https://doi.org/10.1177/21582440211054491>

analysis and so on. These methods were adopted with an aim to stimulate students' interests in learning and cultivate their spirit of cooperation and innovative ability. At the same time, teachers will also use modern scientific and technological means, such as multimedia teaching, network platform, etc., to provide students with more abundant learning resources and interactive ways.

On evaluation methods, the traditional examination-based evaluation method is gradually being replaced by the diversified evaluation system in the classes. Teachers will comprehensively evaluate students' learning effect according to various factors such as classroom performance, homework completion, classroom participation, attendance and so on. In this way, summative assessment has been replaced by formative assessment. The application of formative assessment makes teachers of EFL classes gain a deep insight of the true level of students English proficiency and is beneficial to their all-round development.

Although EFL classes are stressed and emphasized by the government and higher education academies, there are still plenty of problems which need to be solved. Many of them are not only concerning the teaching practices, but also the recruitment, environment, etc. According to Niu Qiang and Martin Wolff, the current EFL teaching program in China that recruits unqualified people to teach EFL in China to unmotivated students who, for the most part, are assigned to English classes

against their will and are expected to acquire English in a hostile environment.¹⁸⁷ The rapid development of educational technologies in recent years has posed considerable challenges to EFL instruction. These include the increased burden of preparing digital teaching materials, frequent student absences in virtual classrooms, and issues related to parental surveillance, among others.¹⁸⁸ Feng and Gu's study on EFL curriculum reform in Yunnan Province identified several localized challenges, such as reconciling students' individualized learning goals, improving satisfaction with existing courses, and meeting diverse preferences for instructional methods and course formats.¹⁸⁹ Therefore, in light of both the general challenges brought by the rapid integration of educational technologies and the localized issues identified in the Chinese EFL context, there is an urgent need to adopt a strategic management in Chinese college EFL classes. Such an approach can help create a more structured and goal-oriented learning environment, improve students' classroom engagement,

¹⁸⁷ Wolff, M., & Qiang, N. (2009). *Teaching EFL in China: What Every Foreign Teacher Should Know Before They Go*. Nova Science Publishers, Inc.

¹⁸⁸ Ahmed, S., & Tajwar, M. M. (2023). Online English Classes for Bangladeshi Young Learners during the COVID-19 Pandemic: Voices of the Teachers and Parents. *Education Research International*, 1-8. <https://doi.org/10.1155/2023/9150228>

¹⁸⁹ Feng, M., & Gu, X. (2020). *An empirical study on college English teaching reform in Yunnan local universities based on students' needs analysis: A case study of a local university in Yunnan* [基于学生需求分析的云南省地方院校大学英语教学改革实证研究——以云南某地方高校为例]. *Journal of Guangxi College of Education*, 2020(3), 45-52.

and foster positive behavioral patterns, thereby enhancing the overall effectiveness of EFL instruction.

Related Research

Since improving students' classroom behaviors is an important aspect to determine the success of learning in the classroom and talent cultivation of higher education institutes, it is necessary for the researchers to delve into the guidelines of how to improve it. Here are some insights gathered from both foreign and domestic researchers.

Foreign Research

Recently, the foreign researches in improving students' classroom behaviors in EFL classes mainly can be classified into two categories which are the studies of students' misbehaviors and the strategies to improve students' classroom behaviors.

1. The Studies of Students' Misbehaviors in EFL Classes

Misbehavior is a pervasive issue around the world that complicates the teaching process and hinders students from truly enjoying their learning experiences. It is

often defined as those behaviors which interfere with the learning process.¹⁹⁰ To be more precise, students' misbehaviors in the classroom encompass any negative actions or behaviors by students that disrupt the overall learning environment and hinder the teacher's ability to teach effectively. (Wheldall and Merrett¹⁹¹; Kyriacou¹⁹²; Kyriacou and Ortega¹⁹³) In contemporary college classroom, there is a set of twelve distinct student misbehaviors can be identified including negative attitudes toward school, disrespect, failure to engage, excessive sociability, problematic participation, and general disruption among others.¹⁹⁴

In the aspect of types of misbehaviors, many scholars have made their own classification based on their own research context. Seidman classified misbehaviors

¹⁹⁰ Johnson, Z. D., Goldman, Z. W., & Claus, C. J. (2019). Why Do Students Misbehave? An Initial Examination of Antecedents to Student Misbehavior. *Communication Quarterly*, 67(1), 1-20. <https://doi.org/10.1080/01463373.2018.1483958>

¹⁹¹ Wheldall, K., & Merrett, F. (1988). Which Classroom Behaviours do Primary School Teachers say they find most Troublesome? *Educational Review*, 40(1), 13-27. <https://doi.org/10.1080/0013191880400102>

¹⁹² Kyriacou, C. (2009). *Effective Teaching in Schools: Theory and Practice*. Nelson Thornes.

¹⁹³ Kyriacou, C., & Ortega Martín, J. L. (2010). Beginning secondary school teachers' perceptions of pupil misbehaviour in Spain. *Teacher Development*, 14(4), 415-426. <https://doi.org/10.1080/13664530.2010.533481>

¹⁹⁴ Johnson, Z. D., Claus, C. J., Goldman, Z. W., & Sollitto, M. (2017). College student misbehaviors: an exploration of instructor perceptions. *Communication Education*, 66(1), 54-69. <https://doi.org/10.1080/03634523.2016.1202995>

into five different types: aggression, immorality, defiance of authority, class disruptions, and goofing off.¹⁹⁵ In the book *Building Classroom Discipline*, Charles identified the following thirteen types of misbehavior which are Inattention, Apathy, Needless talk, Moving around the room, Annoying others, Disruption, Lying, Stealing, Cheating, Sexual harassment, Aggression and fighting, Malicious mischief, Defiance of authority.¹⁹⁶

As for the the types of students' misbehaviors in EFL classes, Debreli and Ishanova investigated the types of student misbehaviors at the English preparatory schools of three universities and found that the use of mobile phone, using mother tongue, lack of willingness in classroom participation, excessive talking and asking irrelevant questions, are found to be important misbehavior types in EFL classrooms.¹⁹⁷ Öztürk collected the perceptions of pre- and in-service teachers on the types of student misbehavior in the EFL Classroom and found that behaviors

¹⁹⁵ Seidman, A. (2005). The Learning Killer: Disruptive Student Behavior in the Classroom. *Reading Improvement*, 42(1), 40-40. <https://research.ebsco.com/linkprocessor/plink?id=44fccabb-0e16-3264-820d-98d9e86e6a7c>

¹⁹⁶ Charles, C. M., & Senter, G. W. (2005). *Building Classroom Discipline*. Pearson/Allyn & Bacon.

¹⁹⁷ Debreli, E., & Ishanova, I. (2019). Foreign language classroom management: Types of student misbehaviour and strategies adapted by the teachers in handling disruptive behaviour. *Cogent Education*, 6(1), 1648629. <https://doi.org/10.1080/2331186X.2019.1648629>

such as talking without permission, not participating in the activities and not showing respect to the teacher are emphasized.¹⁹⁸

Moreover, Raslinda investigated in a secondary school in south Sumatera and the result showed there are four types of students' misbehavior which are inattentiveness, obtuseness, talkativeness and cheating. However, in the online EFL class, behaviors such as students do not talk much, move around the room, and annoy others also appear.¹⁹⁹ In addition, developed from the typology of Hoffman and Lee, students' misbehaviors in EFL classes can be categorized in four types which are 1) Side discussion issues: talking / chatting with friends; 2) Commitment issues: not paying attention to the teacher, ignoring the teacher, sleeping, walking / moving around, running away/leaving the classroom reading other books / novels / magazines / comics, not doing homework and exercise give by the teacher, doing

¹⁹⁸ Öztürk, Y. (2017). Student Misbehavior in the EFL Classroom: Perceptions of Pre- and In-Service Teachers. In *Journal of Education and Practice*; Vol 8, No 29 (2017); 115-122.

¹⁹⁹ Raslinda, S. (2021). Applying Coping Strategies in Classroom Management to Handle Students' Misbehaviour. *PIONEER: Journal of Language and Literature*, 13, 68. <https://doi.org/10.36841/pioneer.v13i1.942>

homework of other subjects, studying other subjects; 3) Proximity issues: eating foods;

4) Miscellaneous issues: singing songs, shouting.²⁰⁰

Thus, in terms of students' misbehaviors types in general classrooms and EFL classrooms, there are some similarities and differences. Both general classroom settings and EFL classrooms report similar types of misbehavior, such as disruption, unauthorized talk and inattention. However, in college EFL classrooms, some unique behaviors arise from the language learning context or the development of technology. For example, the use of mobile phones, speaking in the mother tongue, and a lack of willingness in classroom participation, as students might rely on their native language for comfort or communication, impacting their engagement in language practice.

Then, many researches have been done to study what are the causes of these misbehaviors. Generally speaking, the causes of students' classroom misbehaviors can be divided into three kinds of factors, which are factors related to school and classroom environment, factors related to students and factors related to teachers. It is found that almost all the disruptive behaviors take place in classrooms more than

²⁰⁰ Atmojo, A. E. P. (2020). Junior High School Students' Disruptive Behaviour and Their Expectations on EFL Class. *International Online Journal of Education and Teaching*, 7(2), 509-521.

other school parts.²⁰¹ Unhealthy classroom climate will lead students to be disruptive and this will create a bad learning atmosphere. According to Seidman²⁰² and Schneider²⁰³, overcrowded classes help to increase students' misbehaviors as well as raise teacher's fatigue and stress. Large classes with huge number of students are reported to be one of the leading reasons which caused students' disruptive behaviors. Furthermore, poor seating arrangements such as let children seat in clusters with smaller interpersonal distance also has been proved which can influence the students' classroom behaviors and may enhance students to behave improperly.²⁰⁴ Moreover, other factors such as classroom temperature, the

²⁰¹ Algozzine, K., Christian, C., Marr, M. B., McClanahan, T., & White, R. (2008). Demography of Problem Behavior in Elementary Schools. *Exceptionality*, 16(2), 93-104. <https://doi.org/10.1080/09362830801981369>

²⁰² Seidman, A. (2005). The Learning Killer: Disruptive Student Behavior in the Classroom. *Reading Improvement*, 42(1), 40-40. <https://research.ebsco.com/linkprocessor/plink?id=44fccabb-0e16-3264-820d-98d9e86e6a7c> 42(1), 40-40.

²⁰³ Schneider, A. E. (1998). Insubordination and Intimidation Signal the End of Decorum in Many Classrooms. *The Chronicle of higher education*, 44.

²⁰⁴ Tobia, V., Sacchi, S., Cerina, V., Manca, S., & Fornara, F. (2022). The influence of classroom seating arrangement on children's cognitive processes in primary school: the role of individual variables. *Current Psychology*, 41(9), 6522-6533. <https://doi.org/10.1007/s12144-020-01154-9>

disturbance and noise from outside the classroom can also lead to the misbehavior of students.²⁰⁵

Students' misbehavior inside classroom can be linked to different aspects related to teachers. Teacher behaviors such as: unfairly blaming students, picking on kids, and being rude can be a reason for and a stimulus to students' classroom misbehavior.²⁰⁶ What's more, when teachers are using unnecessarily harsh, punitive management techniques, and disciplinary practices against students, students will be more likely to misbehave, and this will pave the way to a reciprocal cycle of continuous disruption in the classroom (Lewis et al²⁰⁷; Walker et al²⁰⁸;). Wright et al²⁰⁹ point out four types of teacher behavior which provoked students to misbehave.

²⁰⁵ Varma, V. P. (1993). *Management of Behaviour in Schools (1st ed.)*. Routledge.

²⁰⁶ Miller, A., Ferguson, E., & Byrne, I. (2000). Pupils' causal attributions for difficult classroom behaviour. *British Journal of Educational Psychology*, 70(1), 85-96. <https://doi.org/10.1348/000709900157985>

²⁰⁷ Lewis, R., Romi, S., Qui, X., & Katz, Y. J. (2005). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. *Teaching and Teacher Education*, 21, 729-741.

²⁰⁸ Walker, H. M., Stieber, S., Ramsey, E., & O'Neill, R. E. (1991). Longitudinal Prediction of the School Achievement, Adjustment, and Delinquency of Antisocial Versus At-Risk Boys. *Remedial and Special Education*, 12(4), 43-51. <https://doi.org/10.1177/074193259101200407>

²⁰⁹ McGlaughlin, A., Weekes, D., & Wright, C. (2002). *'Race', Class and Gender in Exclusion From School*. Taylor & Francis.

These are: teachers who are boring, teacher who could not teach, teacher who discipline is weak, and teachers who made unfair comparison.

As to the factors related to students, many factors of students have been proved that have a great influence on students misbehavior in EFL classes such age, gender, motivation, learning styles and strategies, language level, intelligence, learning needs, psychologic status and so on.²¹⁰

Some scholars also conducted researches on what are the effects brought by students' misbehaviors. Their research reflected that students' misbehaviors affect negatively the teachers' teaching, increasing their stress and raise the teachers' feeling of dissatisfaction (Little et al.²¹¹, Haydn²¹², Szulevicz²¹³). By comparing the results of a qualitative investigation into disruptive behavior in the higher education classroom in Italy with results from a previous study in Scotland, Douglas et al

²¹⁰ Harmer, J. (2007). *How to Teach English*. Pearson Longman.

²¹¹ Little, E., Hudson, A., & Wilks, R. (2002). The Efficacy of Written Teacher Advice (Tip Sheets) for Managing Classroom Behaviour Problems. *Educational Psychology*, 22, 251-266. <https://doi.org/10.1080/01443410220138494>

²¹² Haydn, T. (2006). Managing Pupil Behaviour: Key Issues in Teaching and Learning. *Managing Pupil Behaviour: Key Issues in Teaching and Learning*, 1-189. <https://doi.org/10.4324/9780203967119>

²¹³ Szulevicz, T. (2019). What Is Disruptive About Disruptive Behavior? In P. Hviid & M. Märtsin (Eds.), *Culture in Education and Education in Culture: Tensioned Dialogues and Creative Constructions* (pp. 15-28). Springer International Publishing. https://doi.org/10.1007/978-3-030-28412-1_2

proves that disruptive behavior by students is clearly a problem across high education academy campuses. If college students are not challenged and corrected in time, these behaviors will grow get worse and worse. Students' misbehavior is a barrier which blocks students' desires to have an effective learning experience.²¹⁴

Additionally, Aloe et al. (2014) analyzed the 21 experiments for a total of 63 samples to explore the relationship between student misbehavior and the three dimensions of teacher burnout and found that students' misbehaviors will make teachers feel a decrease in personal accomplishment, emotional burnout, and loss of identity significantly.²¹⁵ Therefore, it is of great significance to identify some effective guidelines to manage students' misbehavior in the college EFL classroom.

2. Strategies to Improving students' Classroom Behaviors in EFL Classes

Regarding strategies to improve students' classroom behaviors, many scholars contribute their ideas from the aspect of classroom management and the use of advanced technological tools. Here are some representative works of them.

Parsonson reviewed all a range of evidence-based strategies for application to offer teachers and teacher advisors a range of evidence-based interventions intended

²¹⁴ Douglas, J., Moyes, D., & Douglas, A. (2016). *The Impact of Disruptive Behavior in the Classroom: the student perspective*.

²¹⁵ Aloe, A., Shisler, S., Norris, B., Nickerson, A., & Rinker, T. (2014). A Multivariate Meta-Analysis of Student Misbehavior and Teacher Burnout. *Educational Research Review*, 12. <https://doi.org/10.1016/j.edurev.2014.05.003>

to anticipate and limit problematic behaviors (antecedent strategies) and to encourage and support appropriate behavior by students (contingency management). All of the strategies described in this paper are consistent with, and complementary to, the New Zealand Ministry of Education's Positive Behavior for Learning (PB4L) school-wide positive behavior strategy.²¹⁶ Debreli & Ishanova investigated the strategies to handle the disruptive learners which showed that giving positive advice, turning up the voice to engage the students, and giving no sanctions are the effective strategies.²¹⁷ What's more, Muluk et al., (2021) investigated the lectures' strategies and challenges in managing EFL speaking classes and the results showed that several strategies can improve students' classroom behaviors such as setting the classroom, appropriate seating arrangement, fostering discipline, applying certain activities, and providing interesting topics to discuss.²¹⁸

²¹⁶ Parsonson, B. (2012). Evidence-based classroom behaviour management strategies. *Kairaranga*, 13, 16-23.

²¹⁷ Debreli, E., & Ishanova, I. (2019). Foreign language classroom management: Types of student misbehaviour and strategies adapted by the teachers in handling disruptive behaviour. *Cogent Education*, 6(1), 1648629. <https://doi.org/10.1080/2331186X.2019.1648629>

²¹⁸ Muluk, S., Habiburrahim, H., Zulfikar, T., Akmal, S., Nasriyanti, N., & Safrul, M. (2021). Classroom Management in EFL Speaking Class: Strategies and Challenges. *IJEE (Indonesian Journal of English Education)*, 1, 120-139. <https://doi.org/10.15408/ijee.v1i1.20146>

Atomojo studies how the students' expectations to cope with disruptive behavior in EFL class and provide 16 items of suggestions which can help the teachers formulate strategies to manage their EFL classes which from the angle of students and live up to the students' expectations.²¹⁹ By contrast, from the perspective of teachers, Anwar and Sulistiyo studied interview of EFL teachers in remote secondary schools in Indonesia, found that teachers in these classes encountered multi-facet complexities such as (a) lacking learning facilities in terms of electricity supply, (b) students' demotivation and inability to use English, and (c) teachers' dilemmas in applying the new curriculum. To deal with such quandaries, they put forward three kinds of strategies including preparing manual learning media, adjusting teaching to the students' learning styles, and applying various models to motivate students.²²⁰

On the other hand, many studies have so far investigated the influence of applying technology-integrated tools in EFL classes and found that reasonably adopting the advanced technological tool can improve students' classroom behavior. For instance, Al-Bogami and Elyas conducted researches on how to promote

²¹⁹ Atmojo, A. E. P. (2020). Junior High School Students' Disruptive Behaviour and Their Expectations on EFL Class. *International Online Journal of Education and Teaching*, 7(2), 509-521.

²²⁰ Anwar, K., Ubaidillah, M., & Sulistiyo, U. (2020). Exploring EFL Teachers Classroom Management: The Case of Indonesian Remote Secondary Schools. *Journal of Language and Education*, 6, 2020. <https://doi.org/10.17323/jle.2020.10549>

students' behavior through incorporating iPad Apps in EFL Classes and they found that the use of iPad and other handheld devices in classrooms empower learners and expose them to a plethora of resources. Compared to traditional teaching paradigms, learners exhibited highly positive attitudes toward the use of the apps in their EFL classes (reading and vocabulary) as they found the apps bolstering their level of engagement and learning as well as helped foster more active learning in the classroom.²²¹ In another study, Ari Muhammad et al., did a systematic literature review (SLR) proved that digital online game-based learning (DOGBL) can enhance students' motivation in English as a foreign language (EFL) classes by providing flexible and interesting learning environments. Key elements in motivating in DOGBL included game design, personalization, social engagement, curricular integration, and instructor assistance.²²² Nakhon and Suzanna found that the use of a reading assistant software can effectively enhances the speech production in EFL learners in university.²²³

²²¹ Al-Bogami, B., & Elyas, T. (2020). Promoting Middle School Students' Engagement through Incorporating iPad Apps in EFL/ESL Classes. *SAGE Open*, 10(2).

²²² Ari Muhammad, S., Lilla, M., & David, S. (2024). Systematic Literature Review: DOGBL in Enhancing EFL Students' Motivation. *Journal of Education and Learning (EduLearn)*, 18(2), 544-552.

²²³ Nakhon, K., & Suzanna, M. (2024). The Effects of Reading Assistant Software on the Speech Fluency and Accuracy of EFL University Students. *Journal of English Teaching*, 10(2), 183-197.

Moreover, driven by the development of technology, many EFL classes have adopted the flipped and blended teaching especially during and after the COVID-19 period. Therefore, many scholars conducted researches to investigate the relationship between students' classroom behaviors in EFL classroom and the flipped and blended teaching. For example, researches from Hazaymeh and Altakhaineh²²⁴ and Ismail et al²²⁵, assured that the use of flipped and blended learning can enhance students' academic achievement as well as student-to-student interaction. Saeedeh Torabi surveyed 90 Iranian intermediate female EFL learners revealed that flipped and blended teaching with the application of advanced technologies significantly improved participants' pragmatic awareness.²²⁶ The research from Bunyamin & Saban identified that the application of technology-integrated tools in EFL classes at the tertiary level can increase learners' language competence, intrinsic motivation, self-confidence, and overall attitudes toward

²²⁴ Hazaymeh, W., & Altakhaineh, A. R. (2019). The Effect of Flipped Classroom Instruction on Developing Emirati EFL Learners' Pragmatic Competence. *International Journal of Learning, Teaching and Educational Research*, 18, 89-111. <https://doi.org/10.26803/ijlter.18.10.6>

²²⁵ Ismail, A. O. A., Mahmood, A. K., & Abdelmaboud, A. (2018). Factors Influencing Academic Performance of Students in Blended and Traditional Domains. *International Journal of Emerging Technologies in Learning*, 13(2), 170-187. <https://doi.org/10.3991/ijet.v13i02.8031>

²²⁶ Saeedeh, T. (2024). Contributions of Flipped and Blended Teaching to EFL Learners Pragmatic Awareness: Effects and Attitudes. *Anatolian Journal of Education*, 9(1), 1131-1144.

learning English significantly.²²⁷ A recent research published by Tawafak et al investigates the effects of technology integration (TI) through digital gameplay on English as a foreign language (EFL) college students' behavior intention. The mixed-methods research, which integrates both quantitative and qualitative data collection and analysis techniques, suggests that incorporating digital gameplay into EFL college classrooms can effectively enhance students' language skills, help them foster social interaction, and promote autonomous learning.²²⁸

Domestic Research

Compared to the extensive and systematic researches in improving students' classroom behaviors conducted in foreign countries, the study of student behavior in China remains limited and fragmented across various fields. The domestic researches can also be classified into three groups which are (1) the studies of students' classroom misbehaviors; (2) the influential factors of the students' classroom behaviors (3) the approaches to improving students' classroom behaviors.

²²⁷ Bunyamin, C., & Saban, K. (2024). Reaping the Fruits of Technology-Integrated Grammar Instruction in EFL Classes at the Tertiary Level through Web 2.0 Tools. *Novitas-ROYAL (Research on Youth and Language)*, 18(1), 18-36.

²²⁸ Tawafak, R. M., Al-Obaydi, L. H., Klimova, B., & Pikhart, M. (2023). Technology integration of using digital gameplay for enhancing EFL college students' behavior intention. *Contemporary Educational Technology*, 15(4), 1-17. <https://doi.org/10.30935/cedtech/13454>

In term of students' classroom misbehaviors studies, Ding et al, surveyed Chinese teachers' perceptions of students' misbehaviors in the classroom which revealed that Chinese students' most problematic and frequent behavior is daydreaming, rather than talking out of turn as analyzed by common results of the Western studies. Students' misbehaviors disturb classroom discipline, interrupt the learning process, and impact the classroom environment.²²⁹

Since COVID-19 pandemic has shifted teaching from the traditional face-to-face setting to online instruction, Deng and Jaganathan conducted a research to uncover the causes of the inappropriate silence in online EFL classes among students at a Chinese college by distributing questionnaires to 102 students and interviewing 16 teachers. The result showed that there are four kinds of factors caused the silence in the online EFL classes which are student-related factors, teacher-related factors, online-related factors, and cultural factors. The student-related factors mainly compose of language incompetence, lack of confidence, nervousness and shyness. While, the teacher-related factors mainly concerns on the teachers' inexperience, unreasonable time arrangement, limit chances for students. The online related factors mainly owing to the unstable signals, incompatibility with online teaching, on-

²²⁹ Ding, M., li, Y., Li, X., & Kulm, G. (2008). Chinese teachers' perceptions of students' classroom misbehaviour. *Educational Psychology - EDUC PSYCHOL-UK*, 28, 305-324. <https://doi.org/10.1080/01443410701537866>

site distractions, lack of face-to-face supervision. The cultural factor mainly comes from the student's fear of losing face.²³⁰

From the aspect of teachers, Ding et al., (2010) involved 244 teachers from the Chinese mainland to investigate Chinese teachers' attributions and coping strategies for classroom misbehavior across grade levels. The findings indicate a disparity in coping strategies utilized by teachers across different grade levels and between their perceptions and actions. Elementary teachers primarily favored "praising good students" as their most effective and frequently employed strategy. In contrast, secondary teachers placed greater value on "talking after class", but they did not frequently implement the "talking after class" approach when addressing misbehaviors.²³¹

Regarding to the researches of the influential factors of the students' classroom behaviors, Taskiran and Pan conducted researches on EFL learners' attributions and causal dimensionality styles in the Chinese higher education context and found that the educational atmosphere and cultural factors can affect learners' thinking and

²³⁰ Deng, Y., & Jaganathan, P. (2023). Investigating Silence in Online EFL Classes Among University Students in China. In *2023 International Conference on Intelligent Education and Intelligent Research (IEIR), Intelligent Education and Intelligent Research (IEIR), 2023 International Conference on* (pp. 1-5): IEEE.

²³¹ Ding, M., Li, Y., Li, X., & Kulm, G. (2010). Chinese teachers' attributions and coping strategies for student classroom misbehaviour. *Asia Pacific Journal of Education*, 30, 321-337. <https://doi.org/10.1080/02188791.2010.495832>

behaviors. It is critical to take cultural factors and educational settings into account when developing more positive attitudes and motivation for language acquisition.²³²

Then, Wang examined the effect of foreign language enjoyment (FLE), foreign language classroom anxiety (FLCA) on production behaviors among 182 Chinese English as a foreign language (EFL) learners in FL teaching classes and found that: (1) Chinese college EFL students favor written production over oral expression and prefer personal or pair-work practice to public speaking, largely due to foreign language classroom anxiety (FLCA); (2) Gender does not play a role in influencing foreign language enjoyment (FLE), FLCA, or production behaviors (3) language competence or test scores did not directly affect students' decisions to speak English or not; (4) Elements such as team cooperation, classroom atmosphere, attitude towards English, and engaging materials significantly influence FLE and FLCA, which in turn affect students' production behaviors. The two most important factors in enhancing positive emotion and production behaviors in Chinese college EFL classes are team cooperation and classroom atmosphere.²³³

²³² Taskiran, A., & Pan, H. (2024). EFL Learners' Attributions and Causal Dimensionality Styles in the Chinese Higher Education Context. *IAFOR Journal of Education*, 12(1). <https://doi.org/10.22492/ije.12.1.04>

²³³ Wang, Z. (2023). Psychological factors and production behaviors of Chinese undergraduate EFL learners. *PLoS ONE*, 18(7), 1-18. <https://doi.org/10.1371/journal.pone.0288014>

Moreover, Davide Girardelli et al, made a comparison analysis to study 199 Chinese English as a foreign language (EFL) students' in-class participation. The results revealed that attitudes, subjective norms, perceived behavioral control/self-efficacy, and face-saving can influence students' intentions to participate in English in class.²³⁴ Xiao and Chen's research investigates Chinese EFL learners' self-reported perception, attitude, and behavior in relation to English punctuation marks. It has been observed that a significant number of Chinese English learners acknowledge the crucial role of English punctuation in effective communication and are eager to master it. This enthusiastic recognition stands in stark contrast to their current learning experiences and their poor self-evaluation of their punctuation skills.²³⁵

Additionally, the study conducted by Hu and Wang collected valid data from 364 Chinese EFL students in different universities indicated that teachers' immediacy behaviors (verbal, nonverbal) had a highly significant influence on EFL students' communication willingness and academic engagement. Based on the results, he further proposed that EFL teachers' interpersonal communication abilities

²³⁴ Girardelli, D., Patel, V., & Martins Shannon, J. (2017). "Crossing the Rubicon": Understanding Chinese EFL students' volitional process underlying in-class participation with the theory of planned behaviour. *Educational Research and Evaluation*, 23, 1-19. <https://doi.org/10.1080/13803611.2017.1398668>

²³⁵ Xiao, L., & Chen, J. (2022). Chinese College EFL Learners' Cognition and Behavior in Relation to the Use and Acquisition of English Punctuation Marks. *International Journal of English Linguistics*, 12, 79. <https://doi.org/10.5539/ijel.v12n4p79>

(e.g., immediacy) foster the establishment and growth of other positive outcomes among learners. Thus, it's better for EFL teachers, materials developers, and trainers to integrate the nonverbal cues of second language communication into their practices.²³⁶

At last, when it comes to the approaches to improving students' classroom behaviors, Lin et al, adopted a flipped contextual Game-Based learning approach to enhancing EFL students' English business writing performance and reflective behaviors. The result showed that the flipped contextual game-based learning approach offers an effective environment in which students can better understand the contexts and knowledge as well as having more in-class time for practicing English. Compared with conventional learning, it is fun and meaningful which improves students' learning performance, promotes their classroom participation and motivation.²³⁷ By adopting a learning analytics approach, Lin and Hwang also found that online community-based flipped instruction using mobile devices can enhance students' English oral performance, with high improvers exhibiting significantly higher

²³⁶ Hu, L., & Wang, Y. (2023). The predicting role of EFL teachers' immediacy behaviors in students' willingness to communicate and academic engagement. *BMC Psychology*, 11(1). <https://doi.org/10.1186/s40359-023-01378-x>

²³⁷ Lin, C.-J., Hwang, G.-J., Fu, Q.-K., & Chen, J.-F. (2018). A Flipped Contextual Game-Based Learning Approach to Enhancing EFL Students' English Business Writing Performance and Reflective Behaviors. *Journal of Educational Technology & Society*, 21(3), 117-131.

frequencies of online participation, more interactive behaviors, and greater satisfaction with the flipped classroom compared to low improvers.²³⁸

In conclusion, the domestic researches in improving students' classroom behaviors in China is still lacking. The unique environment of EFL classrooms and the specific context of English language teaching in China highlight the need for a more cohesive and comprehensive approach to understanding student classroom behavior in the Chinese College EFL context. By integrating research efforts and fostering interdisciplinary collaboration between strategic management and EFL, we can gain deeper insights into the factors influencing student behavior and improve educational practices accordingly.

Ethnographic Delphi Future Research

Introduction to Ethnographic Delphi Future Research

Ethnographic Delphi Future Research (EDFR) is a future research method developed to systematically survey and investigate suitable and feasible trends by

²³⁸ Lin, C.-J., & Hwang, G.-J. (2018). A Learning Analytics Approach to Investigating Factors Affecting EFL Students' Oral Performance in a Flipped Classroom. *Journal of Educational Technology & Society*, 21(2), 205–219. <http://www.jstor.org/stable/26388398>

using existing data.²³⁹ This modified approach derived from a combination of Ethnographic Futures Research (EFR) and Delphi method.²⁴⁰ That's why it is a research method with good points or advantages of EFR integrated with those of the Delphi.²⁴¹ Therefore, to understand what is Ethnographic Delphi Future Research (EDFR), it is necessary to get a clear understanding of EFR and Delphi method.

Being involved in Ethnographic Futures Research (EFR) in 1976, EFR was first formally conceptualized by Textor in 1977,²⁴² and had been employed in a variety of teaching and research projects since then. To better illustrate the notion of EFR, Textor deliberately introduced Future Research in his foundational work of EFR research *A Handbook on Ethnographic Futures Research*. In the book, he mentioned that Futures Research (FR) is any systematic inquiry into alternative futures that are possible or probable for a given population or social group. To be more specific, it can (1) Describe alternative futures that are possible or probable for a particular

²³⁹ Poonpatrachiwin, J. (2005). Practice research with EDFR technique. *Journal of Educational Administration Khon Kaen University*, 1(2), 19–31.

²⁴⁰ Aroonsrimorakot, S., & Sarapirom, K. (2020). The development of green office standard: Thailand initiative. *Interdisciplinary Research Review*, 15(2), 8-18. <https://ph02.tci-thaijo.org/index.php/jtir/article/view/240740>

²⁴¹ Ha, R., & Kuakul, Y. (2020). The EDFR approach to developing guidelines for Islamic education provision in public schools in southern provinces of Thailand. *Kasetsart Journal of Social Sciences*, 41(3), 501–506-501–506.

²⁴² Textor, R. B. (1980). *A Handbook on Ethnographic Futures Research*. Stanford University.

population; (2) Determine the state of our knowledge (or uncertainty) about this or that possible future; (3) Identify implications and possible consequences of this or that possible future; (4) Provide early warning signs of undesirable possible futures; (5) Understand underlying change processes. It worth noting that that “Futures Studies (FS)” is distinguished from “Futures Research (FR)” as “Futures Studies (FS)” are used to refer to undertakings that have the same general purposes as FR, but which are more intuitive, less disciplined, and less data-oriented. A speculative think-piece that uses no new data, and no systematic re-working of existing data, would fall into the “Futures Studies” category. FR, on the other hand, tends to be more explicitly formulated and more explicit as to its methodological procedures, and tends to generate new data as the basis for its conclusions.²⁴³

Following thoroughly clarifications and explanations of the concepts related to EFR and the differences between them, he defined EFR as a methodology, a logic-in-action, subsumable under Cultural Futures Research (CFR), a branch of FR. The scope and purpose of EFR have to do with the utilization of the concepts, theories, models, and propositions of cultural anthropology in actually carrying out CFR, through the interviewing of a specified sample of members of a specified culture or subculture. It is different from the conventional ethnographic research since the conventional

²⁴³ Ibid.

ethnographic research deals with culture patterns in the past or present, while EFR deals with possible, probable, or projected culture patterns in the future.²⁴⁴

After applying EFR in a Thailand research, Textor developed his definition of EFR and redefined it as a method “which futures researchers employing a sociocultural approach can use with a sample of interviewees to elicit their perceptions and preferences among possible and probable alternative futures for their society and culture”.²⁴⁵ Then, Bell goes beyond possible and probable futures to the study of preferable futures and made a remarkably authoritative discussion to prove how ethics, morality and human values are vital to discovering, examining and proposing desirable futures.²⁴⁶

Therefore, combining the definitions and illustrations given by Textor and influential factors of future researches found by Bell, it can be concluded that Ethnographic Future Research (EFR) is a sociocultural approach researchers can use with a sample of interviewees to investigate their perceptions and preferences, which are influenced by ethics, morality and human values, among possible and probable

²⁴⁴ Ibid.

²⁴⁵ Textor, R. B. (1995). The ethnographic futures research method: An application to Thailand. *Futures*, 27(4), 461-471. [https://doi.org/https://doi.org/10.1016/0016-3287\(95\)00011-K](https://doi.org/https://doi.org/10.1016/0016-3287(95)00011-K)

²⁴⁶ Bell, W. (2003). *Foundations of Futures Studies: Volume 1: History, Purposes, and Knowledge* (1st ed.). Routledge. <https://doi.org/10.4324/9780203791684>

alternative futures for their society and culture. It is participatory method which provides a space for storytelling and trust-building between the researcher and participant. In the meantime, EFR develops a proactive attitude toward the future and helps people find their place in the future, exploring what they can do to achieve the future they want.²⁴⁷

The Delphi method is a pragmatic research method which was first developed at RAND, a nonprofit institution, for use in policy making, organizational decision making, and to inform direct practices.²⁴⁸ First documented use of the Delphi method goes back to the 1950s, being discussed in a methodological sense in the early 1960s. The object of this method is to obtain the most reliable consensus among a selected group of experts by a series of intensive questionnaires interspersed with controlled opinion feedback.²⁴⁹ It has often been understood as a “forecasting method”²⁵⁰ and

²⁴⁷ Gordon, H. S. J. (2021). Ethnographic futures research as a method for working with Indigenous communities to develop sustainability indicators. *Polar Geography*, 44(4), 233-254. <https://doi.org/10.1080/1088937X.2021.1881647>

²⁴⁸ Brady, S. R. (2015). Utilizing and Adapting the Delphi Method for Use in Qualitative Research. *International Journal of Qualitative Methods*, 14(5), 1609406915621381. <https://doi.org/10.1177/1609406915621381>

²⁴⁹ Dalkey, N., & Helmer, O. (1963). An Experimental Application of the Delphi Method to the Use of Experts. *Management Science*, 9(3), 458-467. <http://www.jstor.org/stable/2627117>

²⁵⁰ Moniz, A. (2005). Methods for Scenario-building: it's importance for policy analysis. *Proceedings of Workshop on “Innovative comparative methods for policy analysis”*, pp. 1-18. <https://EconPapers.repec.org/RePEc:pra:mpapa:7893>

has developed from a “classic” to a variety of Delphi methods or “types”, which can have very different functions and are used in different subject areas.²⁵¹

This method gets its name from Greek oracle of Delphi, whose role was to predict future. The consensus of Delphi method is made possible through multiple anonymous rounds of surveys, with summarized anonymous survey results at the end of each round being directly shared with the experts. Because even experts in a particular topic can be mistaken, Delphi attempts to decrease chances of such mistakes by allowing the experts’ knowledge to be freely distributed among all the experts in the group.²⁵² Although there are a plethora of other methods which can be applied to collect participants’ opinions, such as surveys, interviews, or focus groups, each has its own shortcomings that would have made it inappropriate for this study—e.g., lack of consensus building, nonanonymity, etc. Therefore, compared to these other methods, the Delphi method helps to eliminate irrelevant factors that would unduly influence the discussion and information collection process.

²⁵¹ Cuhls, K. (2023). The Delphi Method: An Introduction. In M. Niederberger & O. Renn (Eds.), *Delphi Methods In The Social And Health Sciences: Concepts, applications and case studies* (pp. 3-27). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-38862-1_1

²⁵² Glenn, J. C., Gordon, Theodore J. (2009). Futures Research Methodology: Version 3.0. 43(6), 61. <https://research.ebsco.com/linkprocessor/plink?id=c57dacc7-2ed4-315b-bd2b-19a43a42815a>

Based on the research of Frink et al, the strengths of Delphi method include: (1) Flexibility: It can be adapted to various research scenarios; (2) Avoidance of Direct Confrontation: Experts don't have to confront each other directly, reducing conflict; (3) Feedback Process: Encourages participants to reassess their judgments based on new information over multiple iterations; (4) Anonymity: Respondents remain anonymous, which can reduce biases; (5) Controlled Feedback: Ensures that feedback is structured and systematic; (6) Statistical Analysis: Various statistical techniques can be used to interpret the data; (7) Confidentiality: Facilitated by geographic dispersion and electronic communication, which also reduces the influence of group dynamics like manipulation or coercion.²⁵³

Although the Delphi method has many notable advantages compared to other research methods, its use also comes with certain conditions. According to Linstone and Turoff,²⁵⁴ Delphi should be applied especially when:

- (1) no relevant quantitative data are available,
- (2) available information on the topic is insufficient to solve the problem,

²⁵³ Fink-Hafner, D., Dagen, T., Doušak, M., Novak, M., & Hafner-Fink, M. (2019). Delphi Method: Strengths and Weaknesses. *Advances in Methodology and Statistics*, 2, 1-19. <https://doi.org/10.51936/fcfm6982>

²⁵⁴ Linstone, H. A., & Turoff, M. (1975). *The Delphi Method: Techniques and Applications*. Addison-Wesley Publishing Company, Advanced Book Program.

(3) geographical location of the experts does not allow face-to-face communication,

(4) a possibility exists that the strong personality of some of the experts would affect the direct discussion (the bandwagon effect), not allowing the others to fully contribute to it,

(5) anonymity of participants (e.g., when the topic of the study is considered to be strongly influenced by social and economic factors) is an advantage.

From its application conditions, it can be seen that the Delphi method structures and facilitates group communication that focus, upon a complex problem so that a group consensus can be achieved over a series of iterations.²⁵⁵ Loo further summarized major characteristics of Delphi method into five aspects which are:

(1) The sample consists of a “panel” of carefully selected experts representing a broad spectrum of opinion on the topic or issue being examined.

(2) Participants are usually anonymous.

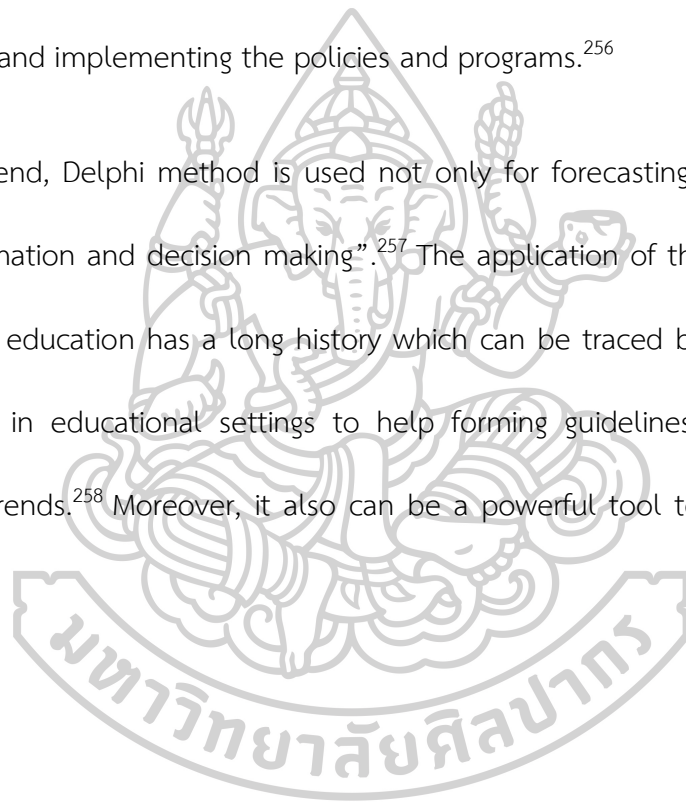
(3) The “moderator” (i.e. researcher) constructs a series of structured questionnaires and feedback reports for the panel over the course of the Delphi.

²⁵⁵ Loo, R. (1996). Managing workplace stress: A Canadian Delphi study among human resource managers. *Work & Stress*, 10(2), 183-189. <https://doi.org/10.1080/02678379608256797>

(4) It is an iterative process often involving three to four iterations or “rounds” of questionnaires and feedback reports.

(5) There is an output typically in form of a research report with the Delphi results, the forecasts, policy and program options with their strengths and weaknesses, recommendations to senior management and, possibly, action plans for developing and implementing the policies and programs.²⁵⁶

In the end, Delphi method is used not only for forecasting trends but also for “policy formation and decision making”.²⁵⁷ The application of the Delphi method in the field of education has a long history which can be traced back to 1930s. It is a useful tool in educational settings to help forming guidelines, standards, and in predicting trends.²⁵⁸ Moreover, it also can be a powerful tool to help organizations



²⁵⁶ Loo, R. (2002). The Delphi method: a powerful tool for strategic management. *Policing: An International Journal of Police Strategies & Management*, 25(4), 762-769. <https://doi.org/10.1108/13639510210450677>

²⁵⁷ Rowe, G., & Wright, G. (2001). Expert Opinions in Forecasting: The Role of the Delphi Technique. In *Principles of Forecasting : A Handbook for Researchers and Practitioners* (Vol. 30, pp. 125-144). Boston, MA: Springer US.

²⁵⁸ Green, R. A. (2014). The Delphi Technique in Educational Research. *SAGE Open*, 4(2), 2158244014529773. <https://doi.org/10.1177/2158244014529773>

forecast the future for the purposes of strategic management, and policy and program development.²⁵⁹

Integrating the ideas expressed by the reviewed literature, it can be defined that Ethnographic Delphi Future Research (EDFR) is a hybrid research method that combines elements of EFR and the Delphi method to forecast future trends and developments. It's an effective tool which can be used to guide the strategic management in educational settings which can meet the needs of the research. That's why it is chosen as the methodology of this research.

The Process of EDFR

To figure out what is the process of EDFR, one should know the process of Delphi research. According to Fowles²⁶⁰, there are 10 steps for the Delphi method:

1. Formation of a team to undertake and monitor a Delphi on a given subject.
2. Selection of one or more panels to participate in the exercise. Customarily, the panelists are experts in the area to be investigated.

²⁵⁹ Loo, R. (2002). The Delphi method: a powerful tool for strategic management. *Policing: An International Journal of Police Strategies & Management*, 25(4), 762-769. <https://doi.org/10.1108/13639510210450677>

²⁶⁰ Fowles, J. (1978). *Handbook of Futures Research*. Bloomsbury Academic.

3. Development of the first round Delphi questionnaire Testing the questionnaire for proper wording (e.g., ambiguities, vagueness)
5. Transmission of the first questionnaires to the panelists
6. Analysis of the first round responses
7. Preparation of the second round questionnaires (and possible testing)
8. Transmission of the second round questionnaires to the panelists
9. Analysis of the second round responses (Steps 7 to 9 are reiterated as long as desired or necessary to achieve stability in the results.)
10. Preparation of a report by the analysis team to present the conclusions of the exercise

By analyzing and summarizing the previous researches, Kozak and Iefremova²⁶¹ proposed that a conventional Delphi study contains 2-4 rounds. In the initial round of the Delphi method, experts selected by the study's manager complete a preliminary questionnaire focused on the subject under investigation. This questionnaire is typically developed by the manager based on a review of relevant literature, industry analysis, or disciplinary insights. In some cases, the experts,

²⁶¹ Kozak, M., & Iefremova, O. (2014). Implementation of the Delphi technique in finance. *eFinanse*, 10(4), 36. https://doi.org/10.14636/1734-039X_10_4_004

referred to as “participants”, may also contribute to creating the initial questionnaire by suggesting key issues that warrant attention in the topic area. This process can occur prior to the first round or, in some studies, it may constitute the first round itself. After the first round, the experts’ responses are compiled into a “statistical group response,” which includes summary statistics such as the median, mean, interquartile range, and histograms. This aggregated feedback is then shared with all participants before they respond to the next round of questions. Additionally, experts have the opportunity to comment on their responses, thereby initiating or contributing to discussions.

To delve into the process of EDR, there is a key concept need to be explained which is the Expert Panel. Expert Panel, together with other consensus methods, like the Electronic Delphi, originated in the 1950s and 1960s and were used primarily by military and in science and technology forecasting.²⁶² The purpose of the panel, indeed, is to provide real takeaway messages and instill further thinking about the topic among the audience that they can then apply to their general knowledge or

²⁶² Walker, K. D. (2023). Interpretation and Expert Panels. In J. M. Okoko, S. Tunison, & K. D. Walker (Eds.), *Varieties of Qualitative Research Methods: Selected Contextual Perspectives* (pp. 243-248). Springer International Publishing. https://doi.org/10.1007/978-3-031-04394-9_39

even their scholarly work.²⁶³ Expert panel refers to a panel of selected experts who often with deep knowledge of the subject or cultural context.

Then, comes to the process of EDFR. The EDFR research process follows the process of Delphi method, a structured communication technique that relies on a panel of experts to achieve consensus through multiple rounds of questionnaires and controlled feedback. The process of EDFR ensures a systematic and iterative refinement of ideas, making it well-suited for exploring complex issues and forecasting future scenarios.

The first round of Delphi research, EDFR starts with determining the expert panel with whom the first-round interview is conducted. This round is flexible, allowing for the exploration of research issues, which can be refined and verified before developing a data collection tool for the subsequent phase.²⁶⁴

The second round of the EDFR was to collect data from the questionnaires developed from the first round of interviews with experts. Then analyzed the data

²⁶³ Iyer, M. S., Way, D., Overholser, B., & Spector, N. (2024). "How to article:" guidelines for serving on an expert panel. *Medical Education Online*, 29(1), 2316986. <https://doi.org/10.1080/10872981.2024.2316986>

²⁶⁴ Wae-u-seng, N., Ha, R., & Kuakul, Y. (2020). The EDFR approach to developing guidelines for Islamic education provision in public schools in southern provinces of Thailand. *Kasetsart Journal of Social Sciences*, 41(3), 501–506. <https://so04.tci-thaijo.org/index.php/kjss/article/view/247517>

obtained with basic statistical means.²⁶⁵ Specifically, in this round, the experts are given questionnaires or prompts based on the ethnographic data, incorporating rating scales, fields for entering percentages or sequences, and options for expressing opinions on positive and negative future scenarios. Data collected from the second round are analyzed to report opinions of each expert based on mode, median and interquartile range of each question item in order to know similarities and differences of answers when compared with the group. Then they are used in collecting data in the third round

In the third round, experts are expected to confirm or amend their original answers. For answers that are not in the interquartile range, justification is required. Over multiple rounds, experts refine their responses based on the collective feedback until a consensus is reached. After that, analysis is performed, conclusions are drawn, and future scenarios are written according to the study issues.²⁶⁶

²⁶⁵ Kurniawan, G. (2022). *Documentary History of the Revolution 1945-50 and Students' Internalization of Anti-Colonialism Knowledge*.

²⁶⁶ Poonpatrachiwin, J. (2005). Practice research with EDFR technique. *Journal of Educational Administration Khon Kaen University*, 1(2), 19–31.

Summary

In this chapter, the literature pertaining to the research's three central concepts—Strategic Management, Students' Classroom Behaviors, and Chinese College EFL Classes—has been introduced and critically reviewed. Through a comparative analysis and synthesis of the definitions of strategic management, alongside an examination of its underlying theories and processes, one can confidently conclude that the components of strategic management encompass the entire management cycle, including planning, implementation, and evaluation.

Then, this chapter effectively elucidates the concept and fundamental models of students' classroom behaviors, serving as a foundation for defining such behaviors as “the collection of actions, reactions, and interactions expressed by students in the classroom”. Moreover, since the purpose of this research is to improve students' classroom behaviors, alternative theories aimed at enhancing students' classroom behaviors also have been presented. Combining the findings from the literature on strategic management and students' classroom behaviors improvement, the research defines “Strategic Management for Improving Students' Classroom Behaviors” as “the systematic process of formulating, implementing, and evaluating strategies which can improve students' actions, reactions, and interactions in the flow of the learning processes in the classroom.”

While the prevailing literature on classroom behavior improvement has proved that the present literature on this area predominantly emphasized teacher-driven actions and strategies within the classroom, this perspective is incomplete. A wide range of external factors—many of which lie beyond the teacher’s direct control, such as policies, environment, and broader influences—also exert a significant impact on students’ behaviors. Thus, it is needed for a more holistic management approach, one that integrates internal classroom dynamics with broader contextual variables to create sustainable and effective behavior improvement in Chinese college EFL classes.

Additionally, based on the theories and concepts of EFL classes reviewed in this chapter, the Chinese college EFL Classes has been defined as “classes of specialized courses designed to teach English to Chinese students who are non-native speakers, under the guidance of *The College English Curriculum* in Chinese higher education institutions.” As this study is conducted at Colleges in Kunming, the term “EFL Classes” here refers to EFL classes at Colleges in Kunming. From both the reviewed domestic and international researches, it is evident that numerous challenges and transformations have emerged in Chinese college EFL education due to the advancements in time and technology. Therefore, it is essential to identify new approach for effectively managing EFL classes in the current context.

Lastly, since study focusing on students' classroom behaviors in Chinese EFL classes was lacking and fragmented across various fields with few existing references, Ethnographic Delphi Future Research (EDFR) emerges as an effective tool to explore the research. That's the reason, the documents related to EDFR has been elaborated in the chapter as well.



CHAPTER III

METHODOLOGY

Since student classroom behavior can bring dramatic influence on the effectiveness of the class, the talents nurturing environment and the realization the objectives of Chinese EFL education, it is pivotal for teachers and educators to figuring out a way to improve it. By conducting strategic management, it can be easier to identify and address some disruptive students' classroom behaviors, rather than simply reacting to the behavior itself. In this case, if teachers and administrators can treat these behavior appropriately under the guidance of strategic management, the academies can build more harmonious relationships with students and create a safe and supportive space for them to improve their classroom behaviors. Therefore, the research is trying to provide an answer to what is strategic management for improving student classroom behavior in Chinese College EFL classes through expert interviews and data collected in the EDFR process.

Research Procedure

To achieve the research objective of identifying strategic management for improving student behavior in Chinese college EFL classes, the research process can be primarily divided into three stages.

The First Stage: Preparation

To be well-prepared for the research, at the very beginning, the researcher reviewed, studied and analyzed the related literature in the range of the research to design the research framework. By doing this, a profound understanding of research keys such as strategic management, students' classroom behaviors and Chinese college EFL classes has been achieved. Moreover, EDFR has been found to be a scientific way to conduct the research. When this process is done, the criteria of choosing qualified experts, the content of experts' unstructured interviews and the research framework have been completed.

The Second Stage: EDFR Research

After the literature review in the preparation stage, Ethnographic Delphi Future Research (EDFR) was proved to be an ideal research method to conduct the

research. Based on the requirement of EFR research and Delphi method, the second stage mainly consists of three rounds.

In the first round, 19 experts who met the criteria had been invited to join the interview and become the expert panel. Then the data from experts' unstructured interviews of "Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes" were collected and analyzed to function as a base of the next round.

The second round mainly concerns on the rating scale questionnaire. This stage contains two steps which are questionnaire design and submission. At first, the data of experts' interviews were analyzed to design the questionnaire of "Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes". When the questionnaire was finished, the second step questionnaire submission would be done. In the phase, the questionnaire formed in the first step was submitted to all the experts in the expert panel who participated in the unstructured interview. After the submission of questionnaire, the data of 19 experts' questionnaires are analyzed to report opinions of each expert based on mode, median and interquartile range of each question item in order to know similarities and differences of answers when compared with the group.

After the submission of the questionnaire, the data of questionnaire should be collected to check whether the consensus. Therefore, if the data on the second

round do not consensus, the third round have to confirm by sending the questionnaire to the 19 experts again. Since all the data of round 2 were meeting the requirements of the experts' consensus check, the round 3 was deemed unnecessary in this research. Thus, round 3 was not conducted.

The EDFR process were designed as it was shown in the Figure 4.

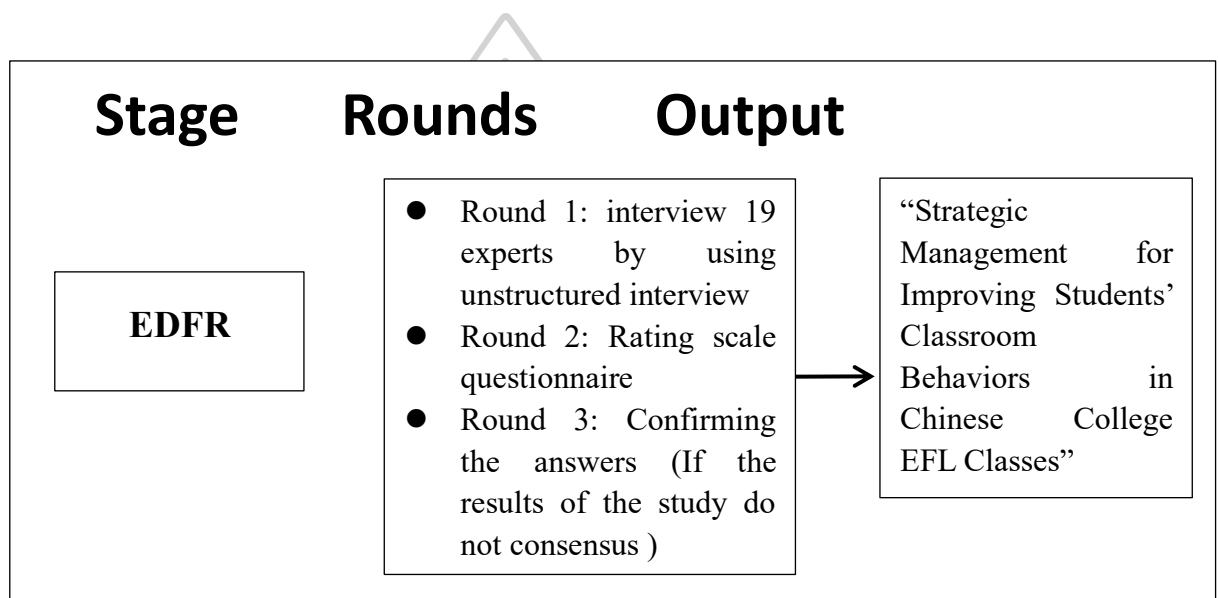


Figure 4 The EDFR Process

The Third Stage: Research Report

In this stage, a research report was drawn to illustrate what is strategic management for improving students' classroom behaviors in Chinese college EFL classes based on the consensus data from the experts. In the report, all the guidelines from the second stage are tailored to the specific needs and context of Chinese college EFL education, considering cultural and educational factors. In addition, based on the findings from the research, practical suggestions and recommendations will be developed for teachers and administrators on effective management to improve students classroom behaviors in EFL classes in Chinese colleges in the future.

Research Methodology

Judging from the conditions in which the researcher can implement the research, to achieve the research objective, the research methodology details included research design, population and samples, definition of variable, research instruments, instrument development, data collection, data analysis and the statistical used as followed.

Research Design

The EDFR method was employed in this research to facilitate the achievement of the research objectives and to effectively guide the research process. The research design consists of a series of studies which focused on related research papers, theories, interview and questionnaires. The research design that was applied in this research was a one-shot, non-experimental case study as the figure below:

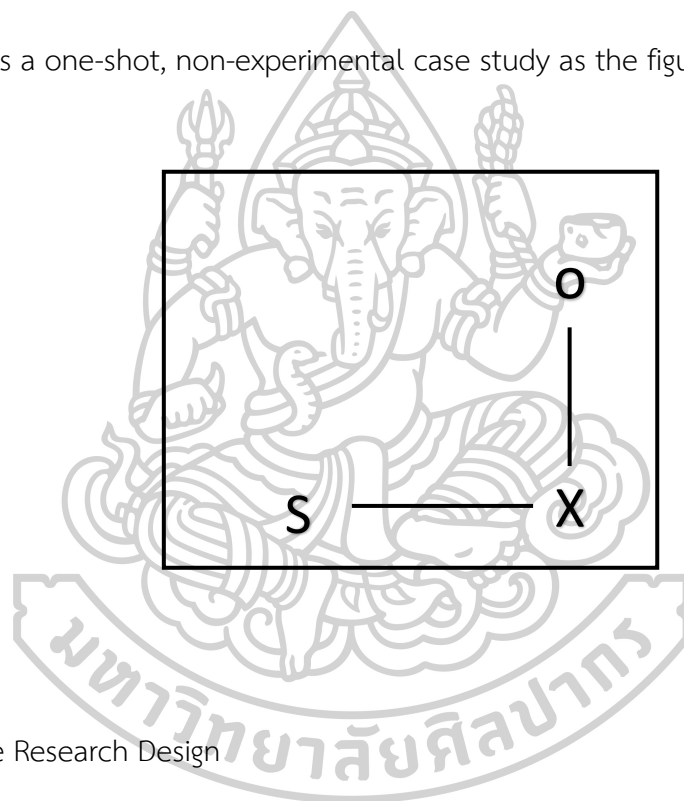


Figure 5 The Research Design

S: The selected experts

X: Variables i.e. the information from the interview and questionnaires.

O: Results from expert panel

Expert Panel

The expert panel of this research are experts from policy making administrators, implementing teachers and supervisors of Chinese college EFL classes at colleges in Kunming who are directly involved with the management of college EFL classes. The expert panel has been categorized into three groups which are the policy making group, implementing group and supervising group. Here are the criteria for choosing experts.

Group one: Policy making group

This group mainly comes from the administrators who are responsible for the policy making in the college. The experts chosen in this group should:

1. Be familiar with strategic management concepts and development trends at home and abroad;
2. Be engaging in school management and have a deep understanding for improving students classroom behavior in Chinese college EFL classes;
3. Have at least 5 years relevant working experience or above.

Based on these criteria, 7 people in the expert group of policy making administrators.

Group two: Implementing group

Experts in this group are chosen from the teachers who are teaching EFL classes in the college. The experts in this group should:

1. Be familiar with students classroom behavior concepts or theories;
2. Be engaging in the teaching of Chinese college EFL classes and have a deep understanding for improving students classroom behavior in Chinese college EFL classes;
3. Have at least 5 years relevant experience in teaching Chinese college EFL classes or above.

According to these criteria, 7 experienced teachers were chosen as the experts for interviewing.

Group three: Supervising group

Experts in this group were coming from supervisors in the college. These chosen supervisors should:

1. Be familiar with students classroom behavior concepts or theories;
2. Be engaging in the supervision of Chinese college EFL classes and have a deep understanding for how to improve students classroom behavior in Chinese college EFL classes;
3. Have at least 5 years relevant experience in providing supervision for Chinese college EFL classes or above.

Taking these criteria as choosing basis, 5 experienced supervisors were chosen as the experts for interviewing.

Research Instruments

There are two instruments applied in this study which are unstructured interview and questionnaire. The expert interview as a method of qualitative empirical research has been a widely-discussed qualitative method in political and social research since the early 1990s. It aims at exploring or collecting data about a specific field of interest²⁶⁷. It is a qualitative interview based on a topical guide, focusing on the knowledge of the expert, which is broadly characterized as specific knowledge in a certain field of action²⁶⁸. There are four common forms of expert interview, which are unstructured interview, semi-structured interview, structured interview and focus group interview.²⁶⁹ As there are some key points of this topic should be shown in the

²⁶⁷ Döringer, S. (2021). 'The problem-centred expert interview'. Combining qualitative interviewing approaches for investigating implicit expert knowledge. *International Journal of Social Research Methodology*, 24(3), 265-278. <https://doi.org/10.1080/13645579.2020.1766777>

²⁶⁸ Meuser, M., & Nagel, U. (2009). *The Expert Interview and Changes in Knowledge Production*. Palgrave Macmillan UK. https://doi.org/10.1057/9780230244276_210.1057/9780230244276

²⁶⁹ George, T. (2023, June 22). Unstructured Interview | Definition, Guide & Examples. Scribbr. Retrieved January 19, 2024, from <https://www.scribbr.com/methodology/unstructured-interview/>

expert interview and the research want to confine the topic to strategic management for improving students classroom behavior in Chinese College EFL classes to make the interview more efficient, unstructured interview was adopted in the research.

Moreover, to verify the results of expert interview, questionnaire was implemented in the research as the other research instrument to do the further research. The history of research questionnaires can be traced back in the 19th century. They were developed in 1838 by the Statistical Society of London. Questionnaires are sets of questions, printed on paper or created through an online tool, which are used for both qualitative and quantitative research²⁷⁰. It can be used to collect quantitative or qualitative data on subjects' opinions, behaviors, or characteristics. Through the data collected in a questionnaire, the researcher can have a better understanding of respondents' ideas and thoughts on the research topic. In the process of designing a valid and reliable questionnaire, it is vital for the researcher to formulate and clarify his research question and objectives. However, formulating and trying to identify a research question can be influenced by various

²⁷⁰ Hahn, A. (2024). Questionnaire (research instrument). EBSCO. <https://www.ebsco.com/research-starters/social-sciences-and-humanities/questionnaire-research-instrument>

stages in the research development process²⁷¹.

In this research, the rating scale questionnaire was created by using the answers from all experts in the expert panel. The answers were analyzed to find mode, median, interquartile range and the value of mode - median. As there are some experts who are not so proficient in English, the questionnaire was written in English as well as Chinese. The Chinese version of the questionnaire was verified by 6 experts in English to ensure the Chinese version is in line with the English version. When the researcher was trying to apply questionnaire in the research, the whole process of literature review and experts interview have been done to make sure questions designed in the research is consistent with the data from expert interview and helpful to achieve the research objective.

Data Collection

In the first round of data collection, 19 experts were interviewed in the research under the framework of unstructured interview developed by the researcher based on the analysis of literature review. The unstructured interview mainly was developed around two aspects which are students' classroom behaviors in Chinese

²⁷¹ Bourke, J., Kirby, A., & Doran, J. (2016). *SURVEY & QUESTIONNAIRE DESIGN : Collecting Primary Data to Answer Research Questions* [Book]. NuBooks. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=1460401&site=eds-live&custid=ns013996>

college EFL classes and strategic management for improving students' classroom behaviors in Chinese college EFL classes. The interview was conducted under the framework of the research theme, which provided a flexible and open area for allowing new ideas to be brought up during the interview as a result of what the experts said. To protect the privacy of each interviewer and create a comfortable interview atmosphere, the interviews of this research were one-on-one interviews. Each interview was recorded, transcribed, analyzed and summarized carefully by the researcher.

In the second round of data collection, the researcher submit 19 questionnaire for the experts who took part in the interview to check the consensus of their answers.

Data Analysis

The data obtained from unstructured interviews and questionnaires with 19 experts from 3 groups were analyzed by the researcher. After checking the consensus of answers given by the expert panel, the researcher constructed various dimensions related to the strategic management for improving student classroom behavior in Chinese college EFL classes.

In the process of analyzing data gathered from questionnaire, the Mode, Median and Interquartile Range of the five- scale questionnaire should be analyzed.

1. Mode: The mode represents the value that appears most frequently in the questionnaire responses.

2. Median

4.50 – 5.00 means the jury of experts strongly agree with the item

3.50 – 4.49 means the jury of experts agree with the item

2.50 – 3.49 means the jury of experts hold a neutral attitude toward the item

1.50 – 2.49 means the jury of experts disagree with the item

Less than 1.50 means the jury of experts strongly disagree with the item

3. Interquartile Range: it calculated from the difference between the first and third quartiles. If the value was 1.50 or less, it meant the jury of experts' opinions were consensus. However, if the value was over 1.50, it stated that the opinions from the jury of experts were not consensus.

4. Mode - Median: difference between Mode and Median was further used to confirm consistency in responses and expert agreement. If the value is of 1.0 or less indicated substantial agreement, whereas differences greater than 1.0 suggested divergent opinions among the experts.

Summary

The research objective is to identify strategic management for improving students' classroom behaviors in Chinese college EFL classes. To achieve this objective, the research procedure was conducted in three stages. In the first stage, literature on the concepts, theories, and research regarding strategic management, students' classroom behaviors and Chinese college EFL classes were summarized and integrated.

Taking the knowledge and finding from the literature review as the basis, the next stage design gradually formed. In this stage, the framework of the research as well as the research method had been nailed down. Moreover, the criteria of choosing experts, the form of interview and the framework of interview had also been finished in the stage. Then, 19 experts from 3 groups were interviewed by unstructured interview, and their professional opinions on strategic management for improving students' classroom behaviors in Chinese college EFL classes were summarized and analyzed by the researcher. After the interview was done, the questionnaire for further investigation and verifying were developed. The questionnaire based on the data gathered in the interview and worked as an effective tool to check the consensus of the expert ideas.

In the last stage, the researcher summarized the all the consensus data collected through the interview and questionnaire to develop efficient strategic

management guidelines to improve students' classroom behaviors in Chinese college EFL classes.



CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Since the research objective is to figure out the strategic management for improving students' classroom behaviors in Chinese college EFL classes at colleges in Kunming, the research methodology entitled "Ethnographic Delphi Future Research (EDFR)" was applied collect and analyze the data generating from the opinions of the 19 experts from 3 groups which are the policy making group, the implementing group and the supervising group in the expert panel. By meticulously cataloging the diverse range of data and information from the interviews of the 19 experts in the field of Chinese college EFL classes management, the researcher consolidated the acquired information into a rating scale questionnaire. After the data of 19 experts' questionnaires are collected and analyzed, the research finds that strategic management for improving student behavior in Chinese college EFL classes contains 7 domains and 38 sub-elements.

Basic Information of the Expert Panel

From the introduction to the Chinese College EFL Classes at colleges in Kunming, it can be seen that the management of Chinese College EFL (English as a Foreign Language) classes in Kunming colleges follows a top-down administrative model.

At the apex of this hierarchy is the Ministry of Education of the People's Republic of China, particularly its National Advisory Committee on Teaching College English in Higher Education, which sets national policies and curriculum guidelines.

At the provincial level, the Yunnan Provincial Department of Education executes oversight through the Provincial Advisory Committee on Teaching College English, which issues a unified syllabus, administers province-wide English proficiency tests, and supervises the overall quality of EFL teaching.

At the institutional level, Academic Affairs Offices and other administrative bodies within each university interpret and implement these national and provincial directives. They formulate localized regulations and ensure compliance with provincial quality standards.

At the operational level, College English Teaching Departments are responsible for course design, staff coordination, instructional delivery, and ongoing assessment. These departments also report performance data upward for regular quality reviews and instructional improvement.

Therefore, in order to successfully and scientifically identify what is strategic management for improving students' classroom behaviors in Chinese college EFL classes, the 19 experts participating in this research encompass all levels of the top-down administrative model, which include policymakers, practitioners involved in

implementation, and supervisors. Consequently, the expert panel has been categorized into three groups: the policy-making group, the implementing group, and the

supervising group. Based on the criteria for selecting these experts, information about the 19 selected individuals is provided and detailed in the following table.

Table 2 Basic Information of the Expert Panel

Information	Frequency	Percentage
Gender		
Male	4	21.05 %
Female	15	78.95 %
Total	19	100 %
Duration of Service in Chinese college EFL Education		
5 - 9 years	1	5.26 %
10 -14 years	5	26.32 %
15 - 19 years	5	26.32 %
≥ 20 years	8	42.10 %
Total	19	100 %
Education Background		
Master's Degree	17	89.47 %
Doctor's Degree	2	10.53 %
Total	19	100 %

Information	Frequency	Percentage
Academic Title		
Professor	7	36.84%
Associate Professor	10	52.63%
No Title	2	10.53%
Total	19	100 %

From the table, it can be found that there are 19 experts involved in this project which demonstrate a broad range of professional experience in English as a Foreign Language (EFL) education. According to the statistics, 42.10% of them have over 20 years of professional experience, while 26.32% have 15–19 years, another 26.32% have 10–14 years, and only 5.26% fall within the 5–10-year range. This distribution indicates that the expert panel of this research is a highly experienced team, with more than 68% having over 15 years of relevant experience.

These experts are affiliated with eight different higher education institutions in Kunming, including major universities such as Yunnan Normal University, Kunming University of Science and Technology, and other prominent colleges like Oxbridge College of KUST and Dianchi College of Yunnan University. Among the 19 experts, 17 hold academic titles as professors or associate professors in the field of EFL education in China. The remaining two experts, while not holding academic titles, have long been engaged in administrative roles directly related to EFL education, and thus possess substantial expertise in managing and improving student behavior

in Chinese college EFL classrooms. Thus, the diversity in institutional background, combined with the depth of professional expertise, provides a strong foundation for the implementation, policy-making, and supervision of the Chinese College EFL classes.

Interview Analysis of the Expert Panel

After carefully selecting experts who meet the specified criteria, unstructured interviews were conducted with a carefully selected panel of 19 experts who met the specified criteria. This step aligns with the ethnographic Delphi approach, aiming to gather in-depth insights to collect the fundamental elements of the strategic management for improving students' classroom behaviors in Chinese college EFL classes. The experts who joined the interview, drawn from diverse academic and administrative backgrounds, were divided into three groups which are the policy-making group, the implementing group, and the supervising group, ensuring a balanced representation of perspectives. After a lengthy process of making appointments, coordinating schedules, and conducting interviews, the original data of expert interviews were collected and analyzed. Regarding to "what is strategic management for improving students' classroom behaviors in Chinese college EFL classes", these 19 experts share some common understandings while also exhibiting

differences in their perspectives. In accordance with ethical guidelines, the ordering of experts in this part is independent of the expert list in this study.

Through content analysis of the interview transcripts, based on the strategic management process put forward by David, the study identified both shared understandings and divergent viewpoints among the experts. Despite differences in emphasis, the experts converged on a consensus that 7 core domains, encompassing 38 specific sub-elements, form the essential components of strategic management for improving classroom behaviors in Chinese college EFL contexts. The seven core domains consisting of 38 specific sub-elements are:



Interview analysis of Domain 1

The first domain “Strategic Goal Setting and Behavior Planning” has 6 sub-elements which emphasizes the strategic alignment between student behavioral goals and broader institutional, curricular, and societal expectations. The six sub-elements address how goals should be clear, measurable, student-involved, and dynamically adjusted through data-based evaluation. This domain lays the foundation for behavior management by ensuring that student behavioral development is intentional, outcome-oriented, and future-focused. The table below lists all sub-elements contained in this domain, along with the main sources of expert opinions for each sub-element and the grouping of these experts.

Table 3 Expert Consensus Mapping of Domain 1

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 1	Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations.	1 st Expert; 16 th Expert	Policy-making/ Supervising
Sub-element 2	Student behavior goals should align with course content, student proficiency levels, and long-term objectives.	4 th Expert; 6 th Expert; 10 th Expert; 17 th Expert;	Policy-making / Implementing/ Supervising
Sub-element 3	Teachers should involve students in setting individual learning and behavior goals.	7 th Expert; 15 th Expert	Policy-making/ Supervising
Sub-element 4	Clear, specific, and measurable behavioral goals should be established at the beginning of each semester.	4 th Expert; 12 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising
Sub-element 5	Student behavior goals should be adjusted dynamically based on data analysis and multi-source evaluations.	4 th Expert; 11 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising
Sub-element 6	Student behavioral goals should be integrated into talent development planning and refer to expectations for future workplace behaviors.	2 nd Expert; 11 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising

Sub-element 1: Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations.

Expert source (Quotes)

“Strategic management for improving students’ classroom behaviors in Chinese college EFL classes refers to the process of developing and executing long-term plans to enhance student behavior...involves fostering a positive learning atmosphere, and promoting personal growth.” (1st Expert)

“Administrators should align with government curriculum guidelines, consider students’ learning conditions and course objectives, and develop well-planned, practical, and flexible teaching strategies to improve students’ behaviors.” (16th Expert)

The identification of Sub-element 1 was derived through a round of expert interviews and subsequent content analysis. In the interview round, both the 1st Expert from the policy-making group and the 16th Expert from the supervising group emphasized that behavioral goals must extend beyond the classroom level and be consistent with institutional strategies and government curriculum standards. Their perspectives indicate that behavioral management is not merely a classroom practice but part of a broader socio-cultural and policy framework.

Through iterative comparison across expert transcripts, experts who hold the similar ideas converged into a consensus statement: Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations. Thus, Sub-element 1 emerged as a synthesized outcome of expert insights, integrating students' behavioral goals not only with institutional-level management but also with broader socio-cultural imperatives.

Sub-element 2: Student behavior goals should align with course content, student proficiency levels, and long-term objectives.

Expert source (Quotes)



“student behavioral objectives should be clear, achievable, and aligned with your mission. The mission should align with core values of the society...core values will guide the students' behavior.” (4th Expert)

“ To improve students' behaviors in the class, teachers should design varied classroom activities based on the course content and students' characteristics (e.g., group discussion, role-play, debate, flipped classroom) ...” (6th Expert)

“Adjust classroom content to the students' proficiency levels and adopt tiered (differentiated) instruction. Allow students to choose content according to their interests to enhance autonomy and behaviors.” (10th Expert)

“...Teachers should tailor classroom content to students’ proficiency levels and implement differentiated (tiered) instruction. They should also allow students to select content based on their interests to enhance their classroom behaviors.” (17th Expert)

The above experts consistently stressed the importance of aligning student behavior goals with curriculum design, course objectives, and proficiency levels. Both the 4th Expert and the 6th Expert from the policy-making group emphasized that objectives should be aligned with institutional missions and core values to ensure relevance and sustainability. From the implementing group, the 10th Expert stressed the alignment of behavioral goals with course content, student characteristics, and learner autonomy. From the supervising group, the 17th Expert highlighted the necessity of tailoring classroom content to different proficiency levels through differentiated instruction to improve students’ classroom behaviors.

In the content analysis stage, by iterative comparison across transcripts, these categories converged into a higher-order consensus: student behavior goals should be closely tied to course content, differentiated according to students’ varying levels of proficiency, and embedded within broader long-term objectives. Thus, Sub-element 2 crystallized as an integrative construct uniting pedagogical, developmental, and institutional dimensions. It demonstrates that effective classroom behavior management requires goals that are not only feasible at the lesson level but also

meaningful across students' proficiency spectrum and consistent with institutional long-term objectives.

Sub-element 3: Teachers should involve students in setting individual learning and behavior goals.

Expert source (Quotes)

“Allow students to participate in behavioral rule-setting, for example, by engaging in group discussions to suggest ‘what kind of classroom and behaviors we want’ and then refining these into 3–5 core rules. Students have a stronger sense of identification with ‘rules they made themselves,’ which makes them more likely to comply.” (7th Expert)

“...Involve students in their individual learning and behavioral goal-setting to boost engagement and ownership.” (15th Expert)

The experts from both the policy-making and supervising groups provided insights that highlighted the value of student participation in setting classroom rules and individual behavioral goals. The 7th Expert underscored the importance of involving students in collective rule-setting through group discussions, which are then refined into a small set of core rules. He argued that when students recognize the rules as their own creation, their sense of ownership and willingness to comply increases significantly. From the supervising group, The 15th Expert further

emphasized that students should participate in the process of setting their own learning and behavioral goals, which can substantially enhance their engagement and sense of responsibility.

Through iterative comparison in the content analysis stage, these themes converged into a consensus that students' involvement in defining learning and individual goals strengthens compliance, self-regulation, and intrinsic motivation. Sub-element 3 connects participatory classroom governance with personalized behavioral development which demonstrates that effective behavior management is not solely about externally imposed rules, but also about creating mechanisms that allow students to co-construct expectations and take ownership of their actions.

Sub-element 4: Clear, specific, and measurable behavioral goals should be established at the beginning of each semester.

Expert source (Quotes):

“student behavioral objectives should be clear, achievable, and aligned with your mission.” (4th Expert)

“Behavioral goals for students in English classrooms should be clearly specified, such as active participation in discussions, timely completion of assignments, and adherence to class discipline. These goals should be Specific, Measurable, Achievable, Relevant, and Time-bound (SMART principles).”(12th Expert)

“...Ensure each sub-goal is specific and measurable... every instructional objectives should be communicated to students at the beginning of the semester to facilitate their understanding of these goals and to anchor subsequent instructional activities in clearly defined expectations .”(15th Expert)

The emergence of Sub-element 4 is grounded in insights provided by experts from the policy-making, implementing, and supervising groups. The 4th Expert stressed that behavioral objectives must be formulated with clarity, attainability, and consistency with institutional missions, underscoring the principle that vague or overly general goals are ineffective in guiding classroom behavior. From the implementing group, the 12th Expert illustrated this further by proposing that classroom behavior goals should be explicitly defined, such as active participation, timely submission of assignments, and adherence to discipline. She highlighted that such objectives should meet the SMART criteria—Specific, Measurable, Achievable, Relevant, and Time-bound—to ensure both accountability and practical feasibility. Complementing these perspectives, the 15th Expert not only reiterated the importance of specificity and measurability but also highlighted the temporal dimension: instructional objectives should be communicated to students at the very beginning of the semester, thereby ensuring that the learning process is anchored in well-defined expectations.

During the content analysis stage, by iterative comparison of transcripts, these codes converged into a higher-order consensus that effective classroom behavior management requires objectives that are not only specific and measurable but also clearly introduced to students at the start of the semester to guide their subsequent engagement. Therefore, Sub-element 4 emerged as a principle combining goal precision with strategic timing. It suggests that behavioral objectives should serve as reference points from the outset of each academic cycle, allowing both teachers and students to align classroom practices with transparent and measurable standards.

Sub-element 5: Student behavior goals should be adjusted dynamically based on data analysis and multi-source evaluations.

Expert source (Quotes):

“Fifth, evaluation and control are about monitoring progress. It is a continuous process, so feedback loops are necessary for making adjustments.”(4th Expert)

“...Prepare worksheets before class, collect feedback afterwards, and regularly adjust goals to meet students’ needs.”(11th Expert)

“...Track student progress and adjust goals and plans as needed based on real performance.” (15th Expert)

The development of Sub-element 5 is according to the recurring emphasis experts placed on the dynamic nature of behavioral goal-setting. From the policy-making group, the 4th Expert pointed out that evaluation and control should be regarded as an ongoing process rather than a one-time activity. She stressed the importance of feedback loops, which enable continuous monitoring of progress and timely modifications to behavioral goals. Within the implementing group, the 11th Expert offered a practical perspective: by preparing worksheets in advance, collecting student feedback, and making regular adjustments, teachers can ensure that goals remain relevant to students' evolving needs. Meanwhile, from the supervisory side, the 15th Expert underscored the necessity of systematically tracking student performance and revising goals and plans accordingly, thereby ensuring alignment between expectations and actual outcomes.

During the content analysis, comparative examination of transcripts revealed convergence across all three groups: experts consistently argued that static behavioral targets are insufficient and must instead evolve in response to multiple sources of evidence. Consequently, Sub-element 5 reflects a principle of adaptive and evidence-driven management. It highlights that behavioral goals should not be fixed benchmarks, but living constructs that are refined through cycles of assessment, feedback, and multi-source evaluation. In doing so, this sub-element illustrates how

EDFR synthesizes diverse insights into a structured guideline that strengthens both the responsiveness and sustainability of classroom behavior management.

Sub-element 6: Student behavioral goals should be integrated into talent development planning and refer to expectations for future workplace behaviors.

Expert source (Quotes):

“Teachers should take students’ future career development needs into account when formulating behavioral goals and adjust teaching and management approaches accordingly...adjusting teaching and management approaches based on students’ career development needs.” (2nd Expert)

“In classroom practice, teachers can foster teamwork, communication, and a sense of responsibility through task design and group collaboration—qualities that are essential for future workplace success.” (11th Expert)

“...Goals should be connected to students’ real-life contexts and career paths to maintain motivation.” (15th Expert)

The formation of Sub-element 6 stems from converging perspectives across the policy-making, implementing, and supervising groups, all of which pointed to the importance of connecting classroom behavioral goals with broader talent development and workplace readiness. From the policy-making side, the 2nd Expert argued that when teachers design behavioral objectives, they should take into

consideration students' future career development needs, thereby aligning classroom management with long-term professional pathways. Within the implementing group, the 11th Expert stressed that classroom tasks and group collaboration should cultivate qualities such as teamwork, responsibility, and effective communication—competencies that are directly transferable to the workplace. Meanwhile, the 15th Expert, representing the supervising group, emphasized that behavioral goals must extend beyond classroom routines and be meaningfully tied to students' real-life contexts and career trajectories in order to maintain motivation and ensure lasting relevance.

During the content analysis phase, through iterative comparison, these codes were synthesized into a consensus: student behavioral goals should not be seen as isolated academic requirements, but as part of a broader strategy of talent cultivation that prepares students for the behavioral expectations of their future professions.

Accordingly, Sub-element 6 emerged as a higher-order construct linking classroom management with employability and social adaptability. It highlights that effective behavioral goal-setting not only improves the immediate classroom environment but also equips students with essential skills and attitudes demanded in modern workplaces.

Interview analysis of Domain 2

The second domain “Classroom Behavioral Rules and Behavior Management” comprises sub-elements which focuses on the application and contextual adaptation of classroom rules. It advocates for consistency, institutional integration, and social justification of behavioral expectations. These four sub-elements form the operational core of classroom management by translating behavioral goals into shared norms and actionable procedures. Table 4, “Expert Consensus Mapping of Domain 2”, summarizes the sub-elements contained in this domain, together with the primary sources of expert opinions for each sub-element and the corresponding expert groupings.

Table 4 Expert Consensus Mapping of Domain 2

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 7	Rules should be applied consistently but adjusted based on student feedback and classroom realities.	7 th Expert; 13 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising
Sub-element 8	Violations of rules should be linked to behavior records and course evaluations.	7 th Expert; 13 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising
Sub-element 9	Classroom behavioral rules should be embedded in institution-wide standards, with flexibility for teacher-level adaptation.	1 st Expert; 13 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 10	Students should be helped to understand the social logic and long-term value behind behavioral expectations.	6 th Expert; 7 th Expert; 12 th Expert;	Policy-making / Implementing

Sub-element 7: Rules should be applied consistently but adjusted based on student feedback and classroom realities.

Expert source (Quotes)

“Allow students to participate in behavioral rule-setting, for example, by engaging in group discussions to suggest ‘what kind of classroom and behaviors we want’ and then refining these into 3–5 core rules. Students have a stronger sense of identification with ‘rules they made themselves,’ which makes them more likely to comply.” (7th Expert)

“At the beginning of each semester, classroom rules should be made clear in the guidance class, and discussion can be used to help students understand their necessity to reduce resistance... Rules should be flexibly adjusted based on student feedback to avoid rigidity, and cooperative group-based rules can be encouraged so that students monitor one another instead of relying solely on teacher authority.” (13th Expert)

“Rules and expectations should be discussed at the beginning of the course to

prevent conflicts... During subsequent teaching, appropriate adjustments can be made based on teacher–student communication and classroom feedback.” (15th Expert)

The construction of Sub-element 7 is supported by consistent observations across the policy-making, implementing, and supervising groups. From the policy-making perspective, the 7th Expert underscored that students should not be passive recipients of rules; rather, they should participate in rule-setting through group discussions that articulate “what kind of classroom and behaviors we want”. By refining these suggestions into a limited set of core rules, compliance becomes stronger, as students identify more readily with expectations they helped to create.

From the implementing group, the 13th Expert highlighted that rules should be explicitly communicated at the start of the semester through orientation or guidance sessions. She further emphasized the value of classroom discussion to reduce resistance, and stressed that rules must remain adaptable: flexibility based on student feedback prevents rigidity and increases the sense of shared responsibility. Her recommendation that students should help supervise one another through cooperative rule systems illustrates how teacher authority can be complemented by peer monitoring.

The supervisory perspective, provided by the 15th Expert, reinforced the importance of clarity at the outset of a course to pre-empt conflict. At the same

time, he noted that effective rule enforcement does not mean absolute rigidity; adjustments should be made as classroom realities evolve, particularly through teacher–student dialogue and ongoing feedback.

In the content analysis stage, cross-comparison across transcripts revealed convergence around the idea that while rules must be consistently applied to ensure stability, they also need to be responsive to the dynamic nature of classroom interactions. Thus, Sub-element 7 represents an integrative construct: rules are to be treated as both stable guidelines and living frameworks, consistently enforced yet refined through student feedback and classroom realities.

Sub-element 8: Violations of rules should be linked to behavior records and course evaluations.

Expert source (Quotes)

“Rules should be accompanied by ‘positive consequences’ (rewards for compliance) and ‘negative consequences’ (sanctions for violations), and these must be communicated to students in advance.”(7th Expert)

“At the beginning of each semester, classroom rules should be made clear ... such as attendance regulations, handling of unexcused absences, flexible leave policies, and their relation to final grades. Disciplinary violations (such as using mobile phones or sleeping in class) should be linked to classroom performance scores, with

opportunities for remediation (e.g., participating in activities or completing recitation tasks to offset penalties)”(13th Expert)

“Classroom rules should be incorporated into student assessment. Instances of rule violations should be recorded in behavior logs and taken into account in the final comprehensive evaluation.” (15th Expert)

The identification of Sub-element 8 draws on insights provided by experts from all three groups, each highlighting the necessity of linking rule violations to formalized evaluation mechanisms. From the policy-making group, the 7th Expert stressed that rules should not exist in isolation but must be reinforced by both positive and negative consequences. By clearly communicating sanctions for non-compliance in advance, he underlined that violations should be treated as part of a structured system of accountability.

From the implementing perspective, the 13th Expert offered concrete examples of how such linkages operate in classroom practice. She explained that attendance policies, unexcused absences, and even common misbehaviors like phone use or sleeping in class should be connected to classroom performance scores. Importantly, she added that students should be given opportunities for remediation—for instance, compensating through active participation or completing additional tasks—thereby balancing fairness with discipline.

Then, the supervisory voice, represented by the 15th Expert, emphasized that discipline must be integrated into the broader framework of student assessment. He proposed that records of rule violations should be formally documented in behavior logs and subsequently reflected in the final comprehensive evaluation, ensuring that behavioral issues are systematically considered alongside academic performance.

In the content analysis process, through comparison across transcripts, it revealed strong alignment: experts from all three groups recognized that behavioral violations cannot remain informal or overlooked but should be institutionalized through documentation and evaluative procedures. Accordingly, Sub-element 8 emerged as a principle that combines consistency in sanctioning misbehavior with transparency in assessment systems. It shows that effective behavioral management depends not only on rule enforcement but also on embedding disciplinary outcomes into records and evaluations. This integration ensures that classroom rules carry weight, supports fairness, and enhances the long-term credibility of the management process.

Sub-element 9: Classroom behavioral rules should be embedded in institution-wide standards, with flexibility for teacher-level adaptation.

Expert source (Quotes)

“At the national and provincial levels, unified syllabi and standards are established. Universities must implement these standards in their teaching and management arrangements, but teachers should also be allowed to make flexible adjustments in the classroom according to student characteristics.”(1st Expert)

“At the beginning of each semester, classroom rules should be made explicit and these rules should be consistent with institutional management systems... However, during implementation, teachers may make flexible adjustments based on student feedback and classroom realities.” (13th Expert)

“Classroom rules must align with the school’s overall behavioral code; otherwise, students may feel confused. At the same time, teachers should have the authority to make appropriate adjustments in daily teaching to ensure classroom smoothness and student acceptance.” (15th Expert)

The formulation of Sub-element 9 reflects a balance between institutional consistency and classroom-level flexibility, as emphasized by experts from the policy-making, implementing, and supervising groups. From the policy-making perspective, the 1st expert explained that unified syllabi and standards at the national and provincial levels are meant to guide universities in their teaching and management practices. At the same time, he argued that teachers should be

permitted to adapt these standards flexibly in the classroom, tailoring behavioral rules to the characteristics of their students.

From the standpoint of implementation, the 13th Expert stressed that classroom rules should be explicitly introduced at the beginning of each semester and should remain consistent with the institution's management framework. Yet she also pointed out that in practice, teachers need to adjust these rules responsively, drawing on student feedback and the evolving realities of classroom interaction.

The supervisory view, articulated by the 15th Expert, reinforced the idea that consistency with the institution's overall behavioral code is essential to avoid confusing students. Nevertheless, he emphasized that teachers should retain the authority to modify rules appropriately during daily instruction in order to maintain order, fluidity, and student acceptance.

The comparative analysis of transcripts in the content analysis period revealed consensus that effective classroom management requires rules to be grounded in institution-wide expectations while simultaneously allowing space for teacher discretion.

Sub-element 10: Students should be helped to understand the social logic and long-term value behind behavioral expectations.

Expert source (Quotes)

“Clearly communicate long-term goals to students, explaining their importance and how to achieve them. Use feedback and learning outcomes to evaluate progress toward long-term goals.”(6th Expert)

“Create a classroom atmosphere that is safe, engaging, and meaningful... A sense of value: help students understand the connection between classroom behaviors and their personal growth expectations.”(7th Expert)

“Communicate goals with students: use class meetings or course introductions to help students understand the meaning and importance of these goals, so that they recognize them internally and are willing to work toward them.”(12th Expert)

The emergence of Sub-element 10 reflects a shared understanding among experts that students must not only comply with behavioral expectations but also grasp the deeper rationale and value underpinning them. From the policy-making group, the 6th Expert stressed the importance of making long-term goals transparent. She argued that students need to understand why such goals matter and how they can be realized, with progress monitored through feedback and learning outcomes. The 7th Expert emphasized the creation of a classroom atmosphere that is both safe and meaningful, underscoring that students should be guided to recognize how classroom behaviors are directly linked to their personal growth.

Moreover, the 12th Expert highlighted the role of communication in shaping students' internal recognition of behavioral goals. By presenting these expectations through class meetings or course introductions, teachers can help students appreciate the significance of behavioral norms and cultivate a sense of commitment to meeting them.

Comparative analysis across transcripts of expert interviews revealed strong convergence: experts agreed that rules are more effective when students understand the social logic behind them and perceive their long-term benefits for academic and personal development. Thus, Sub-element 10 demonstrates that effective management involves not only enforcing rules but also cultivating students' intrinsic motivation by revealing the connection between behavioral discipline, social logic, and long-term personal and professional growth.

Interview analysis of Domain 3

The third domain "Engagement and Motivation Strategies" is composed of 6 sub-elements which emphasizes student motivation as a preventive and promotive factor in classroom behavior. The six sub-elements highlight relational, emotional, and pedagogical variables—such as teacher-student relationships, humor, and task-based activities—that foster positive behavioral engagement. It links emotional and motivation influencing factors to sustained behavior improvement.

Table 5. Expert Consensus Mapping of Domain 3

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 11	Interactive and task-based learning activities help reduce disruptive behavior in Chinese college EFL classes.	10 th Expert; 14 th Expert; 17 th Expert	Implementing/ Supervising
Sub-element 12	Positive teacher-student relationships and emotional support contribute to improved classroom behavior.	7 th Expert; 9 th Expert; 13 th Expert	Policy-making / Implementing
Sub-element 13	The teacher's humor, enthusiasm, and personal style positively influence students' behavioral engagement in Chinese college EFL classes	3 rd Expert; 10 th Expert; 18 th Expert ; 19 th Expert	Policy-making / Implementing/ Supervising
Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 14	Emotional safety and the ability to make mistakes without shame are essential for student participation.	3 rd Expert; 7 th Expert; 9 th Expert; 13 th Expert	Policy-making / Implementing
Sub-element 15	Learning activities should be strategically connected to students' academic and career development to enhance long-term motivation.	2 nd Expert; 5 th Expert; 15 th Expert; 16 th Expert; 17 th Expert	Policy-making / Supervising
Sub-element 16	Curriculum design should include authentic, real-world language	1 st Expert; 5 th Expert;	Policy-making / Implementing/

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
	tasks to enhance students' motivation and engagement.	10 th Expert; 18 th Expert	Supervising

Sub-element 11: Interactive and task-based learning activities help reduce disruptive behavior in Chinese college EFL classes.

Expert source (Quotes)

“Enhance classroom interaction: activate lessons through group discussions, role-plays, and debates. Combine these with task-based teaching so that students learn by completing authentic tasks.”(10th Expert)

“Adopt teaching methods that actively engage students, such as group discussions, role-playing, and task-based learning. Active participation helps maintain students' attention and reduces disruptive behavior.”(14th Expert)

“Classroom management principles should be interesting and flexible rather than rigid rules. Teachers should adopt interactive teaching methods, such as group discussions and cooperative learning, to reduce negative student behaviors.” (17th Expert)

The identification of Sub-element 11 is rooted in the consistent emphasis experts placed on interactive and task-oriented pedagogy as a means of improving

student behavior in Chinese college EFL classrooms. Within the implementing group, the 10th Expert provided concrete practices for bringing interaction into the classroom. She advocated for methods such as role-plays, debates, and group work, noting that when combined with task-based learning, these approaches enable students to acquire knowledge through authentic activities rather than passive reception. Similarly, the 14th Expert underscored that student-centered techniques—such as task-based learning and role-playing—stimulate active participation, which in turn helps sustain attention and curtail disruptive conduct.

From the supervising group, the 17th Expert highlighted that classroom management should not rely solely on rigid rules. Instead, she suggested that teachers employ interactive strategies such as group discussions and cooperative learning, which foster engagement and mitigate negative behaviors.

Comparative analysis of the transcripts revealed strong alignment: all three experts agreed that interactive and task-oriented learning not only increases motivation but also reduces off-task or disruptive classroom behavior. Under this circumstance, Sub-element 11 presents as a principle that integrates student engagement strategies with classroom behavior management. It demonstrates that interactive and task-based approaches serve a dual purpose—enhancing language learning outcomes while simultaneously fostering a more orderly and positive

classroom environment. By embedding participation into the learning process, teachers create conditions that make disruptive behavior less likely to occur.

Sub-element 12: Positive teacher-student relationships and emotional support contribute to improved classroom behavior.

Expert source (Quotes)

“Create a classroom atmosphere that is safe, engaging, and meaningful... A sense of safety: students should feel that making mistakes is not frightening and that their expression is respected. A sense of value: help students understand the connection between classroom behaviors and their personal growth expectations. Humiliation or corporal punishment should not be used as management tools, as these destroy teacher–student trust.”(7th Expert)

“Build positive teacher–student relationships: take time to get to know students and build trust and respect. Through open communication, ensure that students feel their opinions and feelings are valued. Create a positive learning environment where the classroom is safe, inclusive, and encouraging of exploration.” (9th Expert)

“Arrange seating reasonably and allow students to form groups voluntarily... When teachers remember students’ names, it enhances their sense of belonging and emotional identification with the teacher, which reduces classroom misbehavior. Students should be allowed to make mistakes and be encouraged to try; when

correcting, teachers should use gentle language to avoid silence caused by language anxiety and create a safe learning environment.” (13th Expert)

The development of Sub-element 12 is grounded in the experts’ consensus that nurturing positive teacher–student relationships and providing emotional support are central to improving classroom behavior. From the policy-making perspective, the 7th Expert emphasized that classrooms should be built on a foundation of safety, respect, and meaning. He argued that students are more likely to engage constructively when they feel that mistakes are not punished harshly and that their voices are respected. He further cautioned against the use of humiliation or corporal punishment, noting that such practices erode trust and undermine the very basis of teacher–student rapport.

From the implementing perspective, the 9th Expert highlighted the broader role of emotional support in fostering respect and trust. She recommended that teachers take deliberate time to understand their students, engage in open communication, and create inclusive and encouraging classrooms. Such practices, she noted, help students feel that their emotions and opinions are valued, which strengthens mutual respect and promotes cooperation.

Adding to this view, the 13th Expert stressed the importance of concrete relational strategies. She observed that simple practices, such as remembering students’ names or allowing them to choose their seating arrangements, strengthen

students' sense of belonging and identification with the teacher, which in turn reduces disruptive behaviors. She added that teachers should adopt a supportive tone when correcting mistakes so as not to heighten students' anxiety, thereby fostering a learning environment where risk-taking and participation are encouraged.

During the content analysis phase, these insights were organized and comes to a clear convergence: effective classroom behavior management relies not only on rules or sanctions but also on the emotional bonds that teachers establish with their students. Therefore, it is significant to link relational trust with behavioral improvement. By fostering safety, respect, and emotional support, teachers create an environment where students are motivated to regulate their behavior, actively participate, and sustain positive engagement.

Sub-element 13: The teacher's humor, enthusiasm, and personal style positively influence students' behavioral engagement in Chinese college EFL classes.

Expert source (Quotes)

"Fostering a relaxed environment: teachers can use humor, a friendly attitude, and an open classroom setting to make students feel comfortable and more willing to participate. For example, starting the class with a light-hearted introduction or an interesting English story can capture students' attention." (3rd Expert)

“Create a relaxed and inclusive environment where students feel free to speak. Appropriately use verbal humor to ease the classroom atmosphere.” (10th Expert)

“English teachers should enhance students’ behaviors through high-quality teaching practices... By increasing their own charisma and delivering engaging lessons, students’ classroom behaviors will naturally improve.” (18th Expert)

“Teachers should enhance their personal charisma and improve teaching quality and instructional methods... In class, teachers need to stimulate students’ enthusiasm.” (19th Expert)

The articulation of Sub-element 13 underscores the critical role that a teacher’s personality, enthusiasm, and humor play in shaping student behavioral engagement in Chinese college EFL classes. From the policy-making perspective, the 3rd Expert observed that humor and a friendly demeanor are effective tools for creating a relaxed classroom atmosphere. She noted that such practices lower students’ anxiety and increase their willingness to participate, with even a light-hearted story at the start of class being sufficient to capture attention and build rapport.

In the implementing group, the 10th Expert reinforced this idea by emphasizing the importance of cultivating a safe and inclusive environment. She pointed out that the strategic use of humor helps ease tension and fosters openness, encouraging

students to engage more freely in classroom interaction. By doing so, humor serves as both a social lubricant and a behavioral management technique.

From the supervisory perspective, the 18th Expert highlighted that students' behavior improves naturally when teachers bring charisma and passion into their teaching. Her point illustrates that enthusiasm is not merely an emotional trait but an instructional resource that energizes lessons and sustains student focus. Similarly, 19th Expert stressed that teachers should actively stimulate enthusiasm and strengthen their personal charisma, suggesting that personal style and emotional energy directly translate into higher levels of student engagement.

Through comparison across groups, the results revealed strong consensus: experts agreed that teachers' humor and enthusiasm not only create a positive classroom atmosphere but also significantly enhance students' willingness to participate and conform to behavioral expectations. Consequently, Sub-element 13 emerged as a guiding principle: which emphasize teachers' humor, enthusiasm, and personal style can act as powerful levers for engaging students behaviorally, reducing resistance, and fostering an energetic learning environment. This highlights that effective strategic management for improving students' classroom behaviors is not only about rules and strategies but also about the teacher's ability to inspire and connect with students on a personal level.

Sub-element 14: Emotional safety and the ability to make mistakes without shame are essential for student participation.

Expert source (Quotes)

“Encouraging Student Expression: Students should be encouraged to speak up without fear of harsh criticism. Teachers can use positive body language, such as nodding and smiling, to affirm student responses.” (3rd Expert)

“Create a classroom atmosphere that is safe, engaging, and meaningful... A sense of safety: students should feel that making mistakes is not frightening and that their expression is respected.” (7th Expert)

“Create a positive learning environment where the classroom is safe, inclusive, and encouraging of exploration.” (9th Expert)

“Students should be allowed to make mistakes and be encouraged to try; when correcting, teachers should use gentle language to avoid silence caused by language anxiety and create a safe learning environment.” (13th Expert)

The content of Sub-element 14 highlights the fundamental role of emotional safety in promoting students’ willingness to participate in Chinese college EFL classrooms. From the policy-making perspective, the 3rd Expert stressed that students should be encouraged to express themselves without the fear of severe criticism. She noted that positive nonverbal cues such as smiling and nodding can affirm

student contributions and reduce the anxiety often associated with speaking out. In a similar vein, the 7th Expert emphasized that classrooms must be places where mistakes are treated as part of the learning process rather than as failures. He underscored that when students feel respected and safe, they are more likely to participate actively and confidently.

From the implementing side, the 9th Expert argued for the creation of safe, inclusive, and exploratory learning environments, emphasizing that such conditions are essential if students are to experiment with language use and remain behaviorally engaged. Complementing this view, the 13th Expert elaborated that teachers should explicitly allow mistakes and encourage risk-taking, while adopting gentle correction strategies to prevent language anxiety and silence. Her point reveals that the tone and manner of feedback are critical in shaping students' comfort levels and their willingness to engage.

In the coding and analysis process, the ideas of experts showed strong consensus. They consistently linked emotional security and tolerance for mistakes with increased student engagement, more confident participation, and improved classroom behavior. In this case, Sub-element 14 affirms that students thrive behaviorally when classrooms provide safety, respect, and freedom from shame. By recognizing mistakes as learning opportunities rather than shortcomings, teachers

foster a supportive environment that encourages risk-taking, nurtures resilience, and ultimately strengthens behavioral engagement.

Sub-element 15: Learning activities should be strategically connected to students' academic and career development to enhance long-term motivation.

Expert source (Quotes)

“Centered around the student-oriented teaching philosophy, this involves self-reflection, collecting student feedback, and adjusting teaching and management approaches based on students' career development needs.” (2nd Expert)

“Design lessons around themes relevant to students' lives, such as ‘Campus Life’ or ‘Future Career Planning’, allowing students to use English in real-life contexts. This enhances both motivation and sense of participation.” (5th Expert)

“Clarify the overall goals of the course based on curriculum standards and syllabi. Analyze students' learning needs to ensure long-term goals align with their real-world needs and future career development.” (15th Expert)

“The goals and strategies set by schools affect students' behavior. For instance, some schools overemphasize examinations, which causes students high stress and loss of interest. Administrators should align with government curriculum standards, take into account students' learning conditions and course objectives, and develop long-term, well-planned, practical, and flexible teaching strategies.” (16th Expert)

“Teachers should clearly inform students of learning objectives and expectations at the beginning of the semester... At the same time, personalized learning plans should be developed according to students’ actual situations, helping learners at different levels find pathways suited to them.” (17th Expert)

Sub-element 15 highlights the consensus among experts that learning activities must be strategically aligned with students’ academic progression and career aspirations in order to sustain long-term motivation. From the policy-making perspective, the 2nd Expert emphasized that teaching and management should be adjusted according to students’ career development needs, stressing that feedback and reflection must be integrated into planning to ensure relevance and direction. Then, the 5th Expert provided concrete pedagogical strategies, suggesting that lessons be designed around authentic and relevant themes such as “Campus Life” or “Future Career Planning.” By situating language learning in real-life contexts, she pointed out, teachers can both stimulate interest and reinforce students’ motivation to engage in classroom activities.

Supervisory experts further reinforced this long-term orientation. The 15th Expert argued that course objectives should not only follow curriculum standards but also connect with students’ future professional requirements, thereby ensuring that classroom goals remain meaningful beyond immediate academic outcomes. The 16th Expert criticized the overemphasis on examinations in many institutions, which tends

to undermine intrinsic motivation, and advocated instead for practical and flexible strategies that link classroom goals to broader developmental pathways. Echoing this view, the 17th Expert highlighted the need to articulate clear objectives at the beginning of each semester, complemented by personalized learning plans that account for students' differing levels and future needs.

To sum up, these perspectives converge on the idea that EFL classroom learning must not be confined to short-term test preparation. Rather, it should be strategically connected to students' academic growth and career development. By embedding relevance into teaching content, establishing personalized pathways, and avoiding purely exam-driven approaches, strategic management ensures that motivation is sustained, participation is enhanced, and classroom behavior improves over the long run.

Sub-element 16: Curriculum design should include authentic, real-world language tasks to enhance students' motivation and engagement.

Expert source (Quotes)

“Adopt teaching methods that engage students actively in the learning process. This might include group discussions, role-playing, and project-based learning. Active participation helps maintain students' attention and reduces disruptive behavior.”

(1st Expert)

“Design lessons around themes relevant to students’ lives...allowing students to use English in real-life contexts. This enhances both motivation and sense of participation.” (5th Expert)

“Combine task-based teaching, enabling students to learn by completing authentic tasks. ... Adopt situational teaching methods, such as simulating real-life scenarios, to enhance student interest.” (10th Expert)

“English teachers should enhance students’ behaviors through high-quality teaching practices, including well-designed content, creating real-world language context, effective techniques, and classroom organization (e.g., pair work and classroom activities where students clearly understand what they are expected to do).” (18th Expert)

The emergence of Sub-element 16 illustrates the collective agreement among experts that curriculum design must intentionally incorporate authentic, real-world tasks to stimulate motivation and sustain student engagement in Chinese college EFL classes. From the policy-making perspective, the 1st Expert emphasized that interactive methods such as group discussions, role-playing, and project-based learning can actively involve students, thereby keeping their attention and reducing disruptive behavior. His position reflects the strategic importance of embedding authenticity into classroom pedagogy. Moreover, the 5th Expert advocated designing lessons around themes connected to students’ everyday lives and future career

contexts. By situating English learning in realistic domain, she argued, students develop both a sense of relevance and deeper participation in class activities.

Implementing experts expanded on this by proposing concrete strategies. The 10th Expert highlighted task-based instruction, noting that authentic tasks and situational simulations—such as debates or real-life role plays—create meaningful learning experiences that foster student interest.

Supervisory perspectives added further weight to this argument. The 18th Expert stressed that high-quality teaching involves constructing real-world language contexts through carefully organized classroom structures, including pair work and cooperative tasks, where expectations are clearly communicated. This, she maintained, not only improves learning outcomes but also strengthens students' behavioral engagement.

Moreover, the EDFR content analysis of broader expert responses confirmed that authentic, contextually grounded curriculum design serves as a powerful driver of classroom motivation and behavioral improvement. Many experts across groups emphasized the integration of real-life contexts and task-based approaches as a recurring theme in the consensus-building process. By aligning learning with real-world situations, EFL learning tasks can be perceived as meaningful and transferable strategy which can reinforce both engagement and positive conduct.

Interview analysis of Domain 4

The fourth domain “Instructional Differentiation for Behavior Improvement” also contains 4 sub-elements. It is presented as a proactive behavior management strategy. The four sub-elements underline the need to accommodate students’ language proficiency levels, interests, and individual needs through task variation, personalized support, and success-oriented design. This domain ensures behavior equity and inclusion across diverse student profiles.

Table 5 Expert Consensus Mapping of Domain 4

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 17	Teaching content and materials should be adapted to accommodate students at different proficiency levels to improve student classroom behavior in Chinese college EFL classes.	4 th Expert; 6 th Expert; 14 th Expert; 17 th Expert	Policy-making / Implementing/ Supervising
Sub-element 18	Allowing students to choose tasks based on interest enhances engagement and reduces negative behavior.	6 th Expert; 10 th Expert; 17 th Expert	Policy-making / Implementing/ Supervising
Sub-element 19	Differentiated tasks should be designed to foster students’ sense of achievement, thereby promoting improved classroom behavior.	8 th Expert; 15 th Expert 17 th Expert; 19 th Expert	Implementing/ Supervising

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 20	Individualized support and tutoring are essential for improving the behavior of struggling students.	11 th Expert; 12 th Expert; 15 th Expert; 16 th Expert	Implementing/ Supervising

Sub-element 17: Teaching content and materials should be adapted to accommodate students at different proficiency levels to improve student classroom behavior in Chinese college EFL classes.

Expert source (Quotes)

“During the implementation, many factors should be considered, such as students’ cognition, students’ ability, students’ emotions and the practicality of knowledge.”(4th Expert)

“Adopt differentiated teaching strategies and contents according to students’ English proficiency and learning needs. Students with weaker foundations should receive more attention and guidance, while more advanced students should be offered more challenging tasks.”(6th Expert)

“Break down learning tasks and reduce task difficulty. According to the specific conditions of different classes and majors, tasks should be decomposed. For students with weaker foundations, the difficulty and requirements can be lowered with additional hints or support to help them complete learning tasks.” (14th Expert)

“Develop layered teaching plans and implement differentiated instruction. For students with stronger foundations, teachers may provide more challenging reading materials to encourage extended learning; for those with weaker foundations, teachers should provide additional attention and guidance to help them overcome difficulties and gradually build confidence.”(17th Expert)

The formation of Sub-element 17 is grounded in broad expert consensus that adapting teaching content to students’ proficiency levels is vital for improving classroom behavior. From the policy-making group, the 4th Expert pointed out that teachers must consider learners’ abilities, cognition, and emotions during implementation, while the 6th Expert emphasized differentiated strategies and contents—supporting weaker students with additional guidance and offering more advanced learners challenging tasks.

From the implementing perspective, the 14th Expert proposed breaking down learning tasks and adjusting difficulty to ensure that students with weaker foundations receive the scaffolding needed for success. Meanwhile, from the supervisory angle, the 17th Expert underscored the importance of layered teaching plans, whereby advanced students can extend learning with more complex materials while struggling learners receive targeted support to build confidence.

Taken together, these insights illustrate that tailoring materials and tasks not only addresses diverse learning needs but also promotes equitable participation. As a

result, differentiated content design emerges as a key mechanism for fostering positive classroom behavior in Chinese college EFL contexts.

Sub-element 18: Allowing students to choose tasks based on interest enhances engagement and reduces negative behavior.

Expert source (Quotes)

“Allow students to choose part of the learning content according to their interests, thereby enhancing autonomy.” (6th Expert)

“Students should be allowed to choose some learning content according to their interests, which helps increase autonomy.” (10th Expert)

“Teachers should also formulate personalized learning plans according to students’ actual situations, helping learners at different levels find paths that suit them.” (17th Expert)

The emergence of Sub-element 18 illustrates the experts’ consensus that offering students opportunities to select tasks based on their own interests can foster greater engagement and reduce negative behaviors. From the policy-making perspective, the 6th Expert highlighted that when learners are permitted to choose part of the content aligned with their interests, their sense of autonomy is strengthened, which directly supports positive classroom behaviors.

Echoing this, the 10th Expert from the implementing group emphasized that giving students the freedom to decide on portions of their learning content increases their ownership of the learning process. Such autonomy not only heightens motivation but also decreases resistance to classroom management.

From the supervisory side, the 17th Expert argued for the development of personalized learning plans tailored to students' actual situations, which effectively allows learners to pursue pathways that resonate with their abilities and preferences.

To sum up, these perspectives suggest that incorporating student choice into task design aligns academic content with personal interests, thereby cultivating higher levels of engagement while mitigating negative behaviors.

Sub-element 19: Differentiated tasks should be designed to foster students' sense of achievement, thereby promoting improved classroom behavior.

Expert source (Quotes)

"Optimize the assessment system by leveraging formative assessment to promote learning through evaluation. Implement task- and content-based teaching practices both inside and outside the classroom to improve students' classroom behaviors." (8th Expert)

“endorsed differentiated task-setting that enables students to succeed step by step, thus reinforcing their sense of achievement and improving behavior.”(15th Expert)

“...implement differentiated instruction. For students with stronger foundations, teachers may provide more challenging reading materials to encourage extended learning; for those with weaker foundations, teachers should provide additional attention and guidance to help them overcome difficulties and gradually build confidence.” (17th Expert)

“Introductory or guidance lessons should reflect teachers’ individualized and differentiated teaching content and management styles, while respecting students’ individual differences.” (19th Expert)

The development of Sub-element 19 reflects expert agreement that differentiated tasks are central to fostering students’ sense of accomplishment, which in turn strengthens classroom behavior. From the implementing perspective, the 8th Expert highlighted the role of formative assessment and task-based teaching, noting that when tasks are varied and matched to students’ levels, they promote both engagement and behavioral improvement.

From the supervising group, the 15th Expert emphasized that task-setting should be structured step by step, allowing students to succeed progressively and thus

reinforcing a sense of achievement. Likewise, the 17th Expert pointed out that differentiated instruction should challenge advanced learners with complex materials while providing extra guidance and support for weaker students, enabling all learners to build confidence. The 19th Expert underlined that guidance lessons should incorporate individualized and differentiated content, ensuring that students' diverse needs are respected.

Together, these viewpoints converge on the principle that differentiated task design not only addresses diverse proficiency levels but also creates opportunities for students to experience achievement, which is essential for sustaining motivation and improving students' classroom behaviors in Chinese college EFL classes.

Sub-element 20: Individualized support and tutoring are essential for improving the behavior of struggling students.

Expert source (Quotes)

“If students develop negative behaviors due to stress or frustration, such as lack of concentration in class, I would adopt a non-confrontational approach, such as one-on-one conversations or adjusting interactive methods (e.g., role-play, discussion-based teaching) to enhance their engagement.” (11th Expert)

“Individualized tutoring: For students whose negative behaviors are caused by pressure, teachers can provide one-on-one guidance to help them adjust their mindset, offer learning strategies, and reduce stress.” (12th Expert)

“Provide additional tutoring or learning resources for students with academic difficulties, and refer students with personal challenges to school counseling services.” (15th Expert)

“Students’ learning behaviors are influenced by teachers’ beliefs and practices. Therefore, it is necessary to strengthen teacher management and improve teaching philosophies. Since students show clear individual differences and some display negative behaviors due to internal and external pressures, teachers and administrators should create a relaxed environment and provide targeted support.” (16th Expert)

The identification of Sub-element 20 highlights the consensus that individualized support and targeted tutoring are indispensable for addressing the behavioral challenges of struggling students. From the implementing group, the 11th Expert suggested adopting non-confrontational strategies, such as one-on-one conversations or interactive methods, to re-engage students whose behaviors are affected by stress or frustration. Similarly, 12th Expert emphasized that individualized tutoring enables teachers to guide students in adjusting their mindset, developing effective learning strategies, and alleviating stress that often triggers disruptive behavior.

From the supervisory group, the 15th Expert further underscored the importance of providing additional tutoring or learning resources for students with academic difficulties, while also directing those with personal challenges to counseling services. Complementing this, the 16th Expert pointed out that teachers and administrators must recognize individual differences and offer targeted support within a relaxed classroom environment to counteract the negative effects of external and internal pressures.

Collectively, these insights demonstrate that individualized support is not merely remedial but a proactive approach that helps struggling students regain confidence, reduce negative behaviors, and improve productivity in Chinese college EFL classes.

Interview analysis of Domain 5

The fifth domain “Feedback, Evaluation, and Reinforcement” is one of the most extensive domains which has 6 sub-elements. It integrates formative assessment, digital tools, performance-based grading, and structured incentives to monitor and reinforce behavior. The six sub-elements establish a feedback loop between behavioral input and outcomes, emphasizing formative assessment, authentic learning experiences, and consistent reinforcement.

Table 6 Expert Consensus Mapping of Domain 5

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 21	Formative assessment and continuous feedback should be regularly used to track and improve students' classroom behaviors in Chinese college EFL classes.	2 nd Expert; 4 th Expert; 8 th Expert; 11 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising
Sub-element 22	Student classroom participation, group contributions, and behavioral progress should be incorporated into the grading system.	1 st Expert; 3 rd Expert; 10 th Expert; 13 th Expert ; 17 th Expert	Policy-making / Implementing/ Supervising
Sub-element 23	Digital tools should be used to support the monitoring and improvement of student behavior in Chinese college EFL classes.	2 nd Expert; 11 th Expert; 13 th Expert; 19 th Expert	Policy-making / Implementing/ Supervising
Sub-element 24	A sustainable and structured incentive mechanism should be established to consistently reinforce positive student behavior and engagement.	3 rd Expert; 11 th Expert; 13 th Expert; 17 th Expert	Policy-making / Implementing/ Supervising
Sub-element 25	Teaching teams should collaboratively develop motivation strategies and share best practices to ensure consistent and effective implementation.	4 th Expert; 8 th Expert; 10 th Expert; 15 th Expert; 16 th Expert	Policy-making / Implementing/ Supervising
Sub-element 26	Incentive strategies should be tailored to accommodate student differences and promote equitable motivation.	4 th Expert; 6 th Expert; 11 th Expert; 14 th Expert; 17 th Expert	Policy-making / Implementing/ Supervising

Sub-element 21: Formative assessment and continuous feedback should be regularly used to track and improve students' classroom behaviors in Chinese college EFL classes.

Expert source (Quotes)

“Implementation: Utilize new technologies and software to monitor and check students' progress in extracurricular learning. Supervision: Teachers conduct regular checks on the implementation and progress, providing timely feedback and targeted learning suggestions.” (2nd Expert)

“Fifth, evaluation and control are about monitoring progress. It is a continuous process, so feedback loops are necessary for making adjustments.” (4th Expert)

“Optimize the assessment system by leveraging formative assessment to promote learning through evaluation. Implement task- and content-based teaching practices both inside and outside the classroom to improve students' classroom behaviors.” (8th Expert)

“...Prepare worksheets before class, collect feedback afterwards, and regularly adjust goals to meet students' needs.” (11th Expert)

“Track student progress and adjust goals and plans as needed based on real performance. Use feedback and learning outcomes to evaluate progress toward long-term goals.” (15th Expert)

The formation of Sub-element 21 underscores the importance of formative assessment and continuous feedback as tools for guiding classroom behavior improvement. From the policy-making perspective, the 2nd Expert emphasized the use of digital tools to monitor student progress, while also calling for teachers to provide timely and targeted feedback through regular supervision. In a similar vein, the 4th Expert described evaluation and control as an ongoing process, stressing that feedback loops are indispensable for making necessary adjustments.

Within the implementing group, the 8th Expert advocated for optimizing the assessment system by embedding formative evaluation into both task-based and content-based teaching, thereby promoting behavioral improvement through constructive monitoring. Complementing this view, the 11th Expert highlighted practical methods such as pre-class worksheets, post-class feedback collection, and regular goal adjustments, all of which foster responsiveness to students' evolving needs.

From the supervisory perspective, the 15th Expert reiterated that monitoring student progress and adjusting plans according to actual performance ensures that behavioral goals remain both realistic and attainable. His insights also underline that continuous feedback and learning outcomes should be systematically integrated into long-term behavior management strategies.

All in all, these contributions reflect a shared consensus that formative assessment and continuous feedback create a dynamic mechanism of monitoring, guidance, and adaptation, which not only strengthens behavioral management but also sustains student engagement and responsibility in Chinese college EFL classrooms.

Sub-element 22: Student classroom participation, group contributions, and behavioral progress should be incorporated into the grading system.

Expert source (Quotes)

“Using Positive Reinforcement: Employ positive reinforcement techniques such as praise, rewards, and recognition to encourage desired behaviors. This can be as simple as a verbal commendation or a small reward for good behavior.” (1st Expert)

“Fair and Just Evaluation: Teachers should ensure that assessments are unbiased and recognize each student’s contributions, such as assigning fair grades in group projects.” (3rd Expert)

“Increase classroom assessment and incentives: use diversified evaluation methods such as classroom performance, in-class quizzes, and project presentations, to avoid reliance on a single exam.” (10th Expert)

“Combine formative assessment with positive incentives by incorporating classroom participation (such as number of speeches and group contributions) into

grading. Set up digital certificates (e.g., Vocabulary Master, Essay Expert, Best Translator, Best Speaker, Progress Award) to motivate students.” (13th Expert)

“Establish course incentive mechanisms, such as setting up reward systems and commending outstanding students. At the same time, use students’ sense of achievement to motivate continued effort, forming a positive cycle.”(17th Expert)

The development of Sub-element 22 reflects expert consensus that classroom participation, group contributions, and behavioral progress should be systematically integrated into grading systems. From the policy-making group, the 1st Expert stressed the role of positive reinforcement, suggesting that recognition and rewards can effectively encourage desirable behaviors. Similarly, the 3rd Expert highlighted the principle of fair and just evaluation, emphasizing that group project contributions should be fairly graded to ensure that all students’ efforts are acknowledged.

The implementing group provided more practice-oriented perspectives. The 10th Expert recommended diversifying evaluation approaches to include classroom performance, quizzes, and project-based presentations, thereby reducing reliance on a single examination and broadening opportunities for students to demonstrate progress. Then, the 13th Expert explicitly advocated combining formative assessment with motivational incentives by embedding classroom participation and group contributions into grading, complemented by digital awards to reinforce positive behaviors.

From the supervising group, the 17th Expert underscored the importance of incentive mechanisms within courses, such as reward systems and public recognition, which enhance students' sense of achievement and sustain their motivation in a positive cycle.

Taking these opinions together and combining other experts ideas on this aspect in the content analysis period, it can be concluded that integrating behavioral dimensions into grading frameworks not only ensures fairness but also provides continuous motivation for students to improve their classroom behavior in Chinese college EFL settings.

Sub-element 23: Digital tools should be used to support the monitoring and improvement of student behavior in Chinese college EFL classes.

Expert source (Quotes)

“Implementation: Utilize new technologies and software to monitor and check students' progress in extracurricular learning.” (2nd Expert)

“Make full use of online learning resources, such as Yun Class APP and Lanmo Cloud platform for monitoring, as well as online dictionaries and grammar checking tools, to improve learning convenience. Prepare worksheets before class, collect feedback afterwards, and regularly adjust content to meet students' needs.” (11th Expert)

“Use online platforms such as Rain Classroom to record student performance, generate personalized learning reports, and track the effects of behavioral improvement.” (13th Expert)

“AI integration into classrooms is becoming increasingly relevant... Introductory or guidance courses should reflect teachers’ individualized teaching content and management styles, while also respecting students’ individual differences.” (19th Expert)

The identification of Sub-element 23 reflects the growing recognition that digital tools provide indispensable support for monitoring and improving student behavior in Chinese college EFL classrooms. From the policy-making perspective, the 2nd Expert highlighted the role of new technologies and software in tracking student progress beyond the classroom, underscoring that monitoring should extend into extracurricular learning contexts.

Similarly, within the implementing group, the 11th Expert advocated making full use of online learning resources such as Yun Class APP and Lanmo Cloud platform to facilitate behavioral monitoring, while also emphasizing the importance of collecting feedback and regularly adjusting instructional content to meet learners’ evolving needs. The 13th Expert drew attention to practical applications by recommending online platforms like Rain Classroom to document student performance, produce individualized learning reports, and systematically track behavioral improvements.

Complementing these views, from the supervisory group, the 19th Expert noted the increasing relevance of AI technologies, emphasizing that digital integration should not only aid monitoring but also align with teachers' individualized teaching content and management styles, while respecting students' differences.

The above perspectives reveal that digital tools are not simply auxiliary teaching aids but form an essential part of a comprehensive behavior management strategy. By enabling continuous tracking, personalized reporting, and adaptive support, such technologies ensure that classroom behavior is monitored in real time and effectively improved through data-driven practices, and the convergence of these views with insights from other experts in the EDFR content analysis further reinforces that digital platforms and AI applications are regarded as key innovations for linking assessment, feedback, and behavioral improvement within strategic management.

Sub-element 24: A sustainable and structured incentive mechanism should be established to consistently reinforce positive student behavior and engagement.

Expert source (Quotes)

“Incentive Mechanisms: Small rewards, such as bonus points or small gifts, can encourage active participation. For instance, students demonstrating outstanding classroom performance can receive extra participation points.” (3rd Expert)

“Incentive mechanism design: adopt a ‘small-steps’ strategy by breaking down long-term goals into short-term tasks, and provide small rewards (such as answering questions, bookmarks, or learning materials) at each stage. ... Establish group-based competition to encourage collaborative learning, with excellent groups receiving collective rewards such as bonus points or small gifts.” (11th Expert)

“Combine formative assessment with positive incentives by incorporating classroom participation (such as number of speeches and group contributions) into grading. Set up digital certificates ...to motivate students.” (13th Expert)

“Establish course incentive mechanisms, such as setting up reward systems and commending outstanding students. At the same time, use students’ sense of achievement to motivate continued effort, forming a positive cycle.” (17th Expert)

The emergence of Sub-element 24 underscores the consensus that a sustainable and structured incentive mechanism is critical for consistently reinforcing positive classroom behaviors and student engagement. From the policy-making perspective, the 3rd Expert proposed tangible incentives such as bonus points or small gifts, arguing that even modest rewards can effectively stimulate active participation and motivate students to perform better.

Experts from the implementing group provided further operational details. The 11th Expert recommended a “small-steps” incentive strategy, whereby long-term

goals are decomposed into manageable short-term tasks, each associated with incremental rewards. She also emphasized the value of group-based competition, which both fosters collaboration and ensures that collective rewards strengthen peer accountability. Complementing this, the 13th Expert stressed the integration of incentives into formal assessment, suggesting that classroom participation and group contributions be incorporated into grading systems and digital certificates can be employed to enhance the students' learning motivation.

From the supervisory perspective, the 17th Expert advocated for course-level incentive mechanisms, including formal reward systems and public commendations of outstanding students. She noted that cultivating a sense of achievement serves not only as an immediate reward but also as a driver of sustained effort, creating a virtuous cycle of engagement and positive behavior.

Overall, these insights indicate that an effective incentive mechanism must be sustainable and structured. It should combine material and symbolic rewards, individual and group recognition, and formative as well as summative assessments. In this way, incentives evolve from temporary motivators into long-term reinforcements, aligning with the EDFR content analysis that highlighted sustainable and structured incentive mechanisms are essential to strategic management for improving students' classroom behaviors.

Sub-element 25: Teaching teams should collaboratively develop motivation strategies and share best practices to ensure consistent and effective implementation.

Expert source (Quotes)

“Third, in formulating strategies to improve student performance, it is essential to prioritize students’ needs, foster collaboration among teachers, and maintain flexibility.” (4th Expert)

“Teachers should provide positive feedback even when students make mistakes...Teachers should also provide guidance and feedback during group work to ensure active participation from all students.” (8th Expert)

“Teachers should use encouraging language in class, highlighting even small strengths or unique features of the group. Affirmative language provides an invisible driving force for students’ classroom behavior.”(10th Expert)

“Peer review: Engage in peer observation and feedback sessions with colleagues. Participate in professional learning communities to share experiences and best practices.” (15th Expert)

“In teaching implementation, strategies should be theory-based, principle-guided, and moderately style-adjusted. The implementation process should remain flexible and varied to adapt to different students with tailored approaches.”(16th Expert)

The development of Sub-element 25 highlights the importance of collective responsibility in designing and implementing effective motivation strategies. From the policy-making perspective, the 4th Expert stressed that strategies for improving student performance should not only prioritize learners' needs but also promote collaboration among teachers. Her point underscores the necessity of teamwork in developing strategies that remains consistent while still adaptable to diverse classroom contexts.

Implementing experts provided additional operational insights. The 8th Expert emphasized the value of coordinated practices in classroom interaction, noting that teachers should provide guidance and constructive feedback during group work to maintain student engagement. Likewise, the 10th Expert suggested that teachers share and replicate effective motivational techniques, such as the use of affirming language to highlight student strengths. This exchange of classroom strategies across teaching teams ensures that positive reinforcement is not isolated to individual classrooms but becomes a shared practice.

From the supervisory perspective, the 15th Expert explicitly recommended peer observation and professional learning communities as mechanisms for sharing best practices and refining motivational approaches. Complementing this, the 16th Expert insisted that all strategies including motivation strategies must be guided by theory and shared principles, while also allowing teachers some flexibility to adjust to

student differences. Together, their insights reflect the supervisory role in standardizing principles while still supporting professional autonomy.

Overall, the content analysis confirms that a collaborative framework—linking policy-making, implementation, and supervision—enhances the coherence and effectiveness of motivation strategies. By institutionalizing peer learning, knowledge sharing, and shared responsibility, teaching teams can ensure that motivational practices are not only innovative but also sustainable and consistently applied across different teaching contexts. Moreover, the EDFR content analysis of broader expert transcripts reinforced this finding, as multiple experts repeatedly emphasized that teacher collaboration and collective reflection were essential conditions for translating actionable strategies into consistent classroom practices.

Sub-element 26: Incentive strategies should be tailored to accommodate student differences and promote equitable motivation.

Expert source (Quotes)

“During the implementation, many factors should be considered, such as students’ cognition, students’ ability, students’ emotions and the practicality of knowledge.”(4th Expert)

“Adopt differentiated teaching strategies and contents according to students’ English proficiency and learning needs. Students with weaker foundations should

receive more attention and guidance, while more advanced students should be offered more challenging tasks.”(6th Expert)

“Students with outstanding classroom performance may receive additional resources (such as priority in selecting speech topics or participation in teacher projects). ... Group-based competition can also be established to encourage collaborative learning, with excellent groups receiving collective rewards such as bonus points or small gifts.” (11th Expert)

“Break down learning tasks and reduce task difficulty. According to the specific conditions of different classes and majors, tasks should be decomposed. For students with weaker foundations, the difficulty and requirements can be lowered with additional hints or support to help them complete learning tasks.”(14th Expert)

“implement differentiated instruction. For students with stronger foundations, teachers may provide more challenging reading materials to encourage extended learning; for those with weaker foundations, teachers should provide additional attention and guidance to help them overcome difficulties and gradually build confidence.”(17th Expert)

Sub-element 26 stresses the need for incentive strategies that are responsive to student differences, thereby ensuring both equity and effectiveness. Experts from the policy-making group supported this perspective by linking motivation factors to

learners' cognitive and emotional profiles. For instance, the 4th Expert pointed out that factors such as cognition, ability, emotions, and the practicality of knowledge should all be carefully considered when implementing strategies, while the 6th Expert further advocated adopting differentiated contents and approaches. According to her, students with weaker foundations should be given targeted support, whereas those with higher proficiency levels should be challenged with more advanced tasks to sustain their motivation.

Complementing these insights, experts in the implementing group illustrated how tailored incentives can be put into practice. The 11th Expert proposed designing layered incentives, such as giving outstanding students additional opportunities (e.g., priority in speech topics or project participation), alongside group-based competitions where collective rewards encourage cooperation. At the same time, the 14th Expert recommended breaking down tasks into smaller, more manageable components to help struggling learners succeed, suggesting that scaffolding and lowered difficulty could support equitable participation. These examples show how differentiated mechanisms can foster inclusivity while still rewarding excellence.

From a supervisory standpoint, the 17th Expert reinforced the same logic by advocating for differentiated instruction as a basis for equitable motivation. She argued that stronger students should receive more demanding materials to maintain engagement, while weaker learners should receive extra guidance and

encouragement to gradually build their confidence. Her perspective illustrates how supervision plays a key role in ensuring that differentiated incentive strategies remain consistent with institutional goals and equitable across the student body.

Moreover, the EDFR content analysis across broader expert transcripts further reinforced that tailoring incentives to student differences is not only a matter of fairness but also an effective strategy for sustaining motivation and improving classroom behavior. By aligning individual, group, and institutional practices, incentive mechanisms can accommodate diverse learning needs while promoting an inclusive and motivating classroom environment. In addition, there are several experts in the expert panel interviews repeatedly highlighted that differentiated, equity-oriented incentives were indispensable in transforming strategic planning into practical behavioral improvements in Chinese college EFL classrooms.

Interview analysis of Domain 6

The sixth domain “Problem Behavior Intervention and Social-Emotional Support ” consists of 8 sub-elements. This domain addresses students’ behavioral issues through a social-emotional lens. The eight sub-elements suggest that to improve students’ classroom behaviors in Chinese college EFL classes, it is necessary to conduct individualized conversations, establish early warning-intervention systems, implement stress-reduction activities, and provide teacher training for emotional

responsiveness. It also incorporates family involvement and destigmatized support.

This domain ensures that interventions are empathetic, systemic, and preventative.

Table 7 Expert Consensus Mapping of Domain 6

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 27	Disruptive behaviors should be interpreted within the context of emotional, academic, and social factors, and are not judged solely based on external observations.	4 th Expert; 13 th Expert; 16 th Expert	Policy-making / Implementing/ Supervising
Sub-element 28	Teachers should hold individual conversations with students to explore causes of behavioral issues and provide support.	11 th Expert; 12 th Expert; 15 th Expert	Implementing/ Supervising
Sub-element 29	Student anxiety and pressure should be addressed through activities such as games, peer bonding, and flexible tasks.	11 th Expert; 12 th Expert; 16 th Expert; 17 th Expert	Implementing/ Supervising
Sub-element 30	A sustainable early warning and intervention mechanism should be established to identify and address potential behavioral problems before they escalate.	7 th Expert; 9 th Expert; 11 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising
Sub-element 31	Intervention strategies should be developed collaboratively by teaching teams to ensure consistency and shared responsibility.	1 st Expert; 4 th Expert; 15 th Expert; 18 th Expert	Policy-making / Supervising

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 32	Teachers should be trained to recognize and respond to students' emotional needs as part of their professional development.	7 th Expert; 9 th Expert; 12 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising
Sub-element 33	Family background and home-school communication should be considered in analyzing and intervening in problem behaviors.	11 th Expert; 16 th Expert; 17 th Expert	Implementing/ Supervising
Sub-element 34	A positive behavioral support pathway should be provided for students with behavioral issues, aiming to promote improvement without stigmatization.	7 th Expert; 9 th Expert; 15 th Expert	Policy-making / Implementing/ Supervising

Sub-element 27: Disruptive behaviors should be interpreted within the context of emotional, academic, and social factors, and are not judged solely based on external observations.

Expert source (Quotes)

“During the implementation, many factors should be considered, such as students' cognition, students' ability, students' emotions and the practicality of knowledge.”(4th Expert)

“For instance, when students play mobile games or wear headphones in class, teachers should not simply label them as inattentive or unmotivated. Multiple factors must be considered: perhaps they are struggling because they cannot understand the content, or they seek confidence and pleasure in the virtual world. Alternatively, the teaching method may be outdated and rigid, or the content too familiar to engage their interest further.” (13th Expert)

“Students’ behaviors are influenced by external factors, such as the learning environment at school and home. Administrators should actively create a supportive environment to promote positive behavior... Students’ learning behaviors are also affected by personal emotions, which may cause inattention. Administrators should strengthen students’ emotional management skills, while teachers should adopt appropriate classroom strategies to foster a friendly and warm learning atmosphere, guiding students’ emotions in a positive direction.”(16th Expert)

The identification of Sub-element 27 emphasizes that disruptive behaviors should not be interpreted at face value but instead understood within broader emotional, academic, and social contexts. Experts across groups consistently highlighted the need to avoid oversimplified judgments and to consider the deeper causes of student misbehavior.

From the policy-making perspective, the 4th Expert stressed that implementation must take into account students’ cognition, abilities, and emotions, along with the

practical application of knowledge. Her view underscores that misbehavior often reflects unmet developmental or learning needs rather than intentional defiance. In this case, she supported that when student classroom behavior is analyzed, it should be related to both academic and emotional dimensions.

Echoing this, the 13th Expert from the implementing group provided vivid examples from classroom practice. She argued that when students engage in seemingly disruptive acts, such as playing mobile games or wearing headphones, teachers should not hastily conclude that they are inattentive or unmotivated. Instead, these behaviors might signal difficulties in comprehension, a desire for recognition, or disengagement due to outdated teaching methods or repetitive content. Her perspective highlights the importance of situational analysis and the role of instructional design in mitigating negative behaviors.

From the supervisory group, the 16th Expert extended the discussion by situating disruptive behaviors within external influences, such as the school and family environment. He further emphasized the role of emotions, noting that inattention often arises from unmanaged stress or personal challenges. His recommendation that administrators strengthen emotional management and teachers cultivate a supportive and warm classroom climate illustrates how behavioral issues can be reframed as opportunities for guidance rather than grounds for punishment.

Taken together, these perspectives converge on a critical insight: disruptive behaviors in Chinese college EFL classes are multifaceted signals that must be interpreted contextually, taking into account academic challenges, emotional needs, and social environments. This aligns with the EDFR content analysis process, where consensus emerged that strategic management for improving students' disruptive behaviors requires diagnosing root causes and addressing them through adaptive, empathetic, and supportive practices rather than through surface-level judgment.

Sub-element 28: Teachers should hold individual conversations with students to explore causes of behavioral issues and provide support.

Expert source (Quotes)

“If students develop negative behaviors due to stress or frustration, such as lack of concentration in class, I would adopt a non-confrontational approach, such as one-on-one conversations or adjusting interactive methods (e.g., role-play, discussion-based teaching) to enhance their engagement.” (11th Expert)

“Individualized tutoring: For students whose negative behaviors are caused by pressure, teachers can provide one-on-one guidance to help them adjust their mindset, offer learning strategies, and reduce stress.” (12th Expert)

“To improve student behavior in Chinese college EFL classes, it is better for teachers and administrators to have individual conversations with students to

explore their thoughts and feelings, using open-ended questions to encourage expression.” (15th Expert)

The insights from the experts proved the crucial role of individualized teacher - student dialogue in addressing disruptive or negative classroom behaviors. The 11th Expert emphasized that when students exhibit stress-related behaviors, such as inattention or withdrawal, teachers should adopt non-confrontational strategies, including one-on-one conversations, to better understand the underlying causes and re-engage learners through supportive interaction. Similarly, the 12th Expert highlighted the value of individualized tutoring, noting that teachers can employ personal conversations to help students adjust their mindset, develop effective learning strategies, and reduce stress that often leads to misbehavior.

From a supervisory perspective, the 15th Expert explicitly pointed out that holding individual conversations with students, framed by open-ended questions, enables teachers to uncover students’ thoughts and feelings. Such dialogue not only provides insights into the emotional and academic factors driving negative behaviors but also fosters a trusting environment for the students, which is essential for long-term behavioral improvement.

Collectively, these perspectives converge on the principle that individualized dialogue is a powerful intervention for diagnosing and alleviating behavioral challenges. By engaging students personally and empathetically, teachers can move

beyond surface-level observations and provide targeted support that addresses emotional, cognitive, and social needs. This approach ensures that the student behavioral management is responsive, student-centered, and aligned with the broader goals of classroom and curriculum.

Sub-element 29: Student anxiety and pressure should be addressed through activities such as games, peer bonding, and flexible tasks.

Expert source (Quotes)

“To help students cope with challenges and pressure, classroom games and group collaboration can be used to alleviate learning anxiety. Regular ‘learning group exchange meetings’ should be arranged so that students can share experiences and difficulties, and encourage each other.” (11th Expert)

“For students whose negative behaviors are caused by pressure, teachers can provide one-on-one guidance to help them adjust their mindset, offer learning strategies, and reduce stress.” (12th Expert)

Students’ learning behaviors are also affected by personal emotions, which may cause inattention. Administrators should strengthen students’ emotional

management skills, while teachers should adopt appropriate classroom strategies to foster a friendly and warm learning atmosphere, guiding students' emotions in a positive direction.”(16th Expert)

“Through group discussions and role-plays, teachers can guide students to participate actively in classroom activities. Course incentive mechanisms can also be established, using students' sense of achievement to motivate continued effort and reduce negative emotions, thereby creating a positive cycle.” (17th Expert)

Sub-element 29 emphasizes on the importance of alleviating student anxiety and pressure through proactive, supportive strategies embedded in classroom practice. From the implementing group, the 11th Expert stressed the use of games and collaborative group work as effective methods to reduce anxiety and promote peer support, while the 12th Expert emphasized individualized guidance to help students manage stress and adjust their mindset. Their perspectives highlight how both collective activities and personal interventions contribute to creating a less stressful learning environment.

From the supervisory perspective, the 16th Expert pointed out that negative behaviors often stem from unmanaged emotions, advocating for strategies that build emotional regulation skills and cultivate a warm, encouraging classroom climate. Similarly, the 17th Expert underscored the role of interactive methods such as group

discussions and role-plays, combined with motivational mechanisms, in transforming stress into constructive engagement.

In conclusion, these insights indicate that addressing anxiety in Chinese college EFL classes requires a dual focus: implementing engaging, low-stakes activities such as games and peer bonding, while also providing flexible, individualized support. This consensus, reinforced during the EDFR content analysis process, highlights that reducing pressure through adaptive strategies not only enhances student well-being but also strengthens long-term classroom participation and behavioral improvement.

Sub-element 30: A sustainable early warning and intervention mechanism should be established to identify and address potential behavioral problems before they escalate.

Expert source (Quotes)

“Students’ problematic behaviors are often signals of unmet needs... The ultimate goal of management is to help them learn self-regulation rather than simply to ‘obey’.” (7th Expert)

“When conflicts occur, teachers should intervene fairly and seek solutions, while ensuring through open communication that students feel their opinions and feelings are valued.” (9th Expert)

“If students develop negative behaviors due to stress or frustration, such as lack of concentration in class, I would adopt a non-confrontational approach, such as one-on-one conversations or adjusting interactive methods (e.g., role-play, discussion-based teaching) to enhance their engagement.” (11th Expert)

“Observation and understanding: Teachers should observe behavioral patterns and student reactions in different contexts, and understand their backgrounds, interests, learning styles, and possible personal issues... Rules and expectations should be communicated in advance to prevent conflicts.” (15th Expert)

From the above views of the experts, it can be seen that the necessity of establishing a sustainable early warning and intervention mechanism to prevent behavioral problems from escalating into entrenched disruptions has consistently emphasized. From the policy-making perspective, the 7th Expert highlighted that students’ problematic behaviors should be understood as signals of unmet needs rather than acts to be suppressed. For him, the ultimate aim of management is to cultivate students’ capacity for self-regulation, which requires teachers to interpret early warning signs with sensitivity and provide timely guidance.

From the implementing group, the 9th Expert stressed that when conflicts do arise, teachers should intervene fairly and actively seek constructive solutions. She argued that open communication is central to this process, as it allows students to feel respected and valued, thereby reducing resistance. Complementing this, the 11th

Expert suggested that when negative behaviors emerge from stress or frustration, teachers should adopt non-confrontational strategies such as one-on-one conversations or interactive activities like role-play and discussions. These approaches help redirect students' attention and restore engagement before the behavior deteriorates further.

Supervisory perspectives reinforce this view. The 15th Expert pointed out that teachers must closely observe behavioral patterns and contextual factors, including students' backgrounds, interests, and learning styles, to identify risks early. He further stressed that rules and expectations should be communicated in advance as a preventative measure to minimize potential conflicts.

Therefore, drawing on insights from these experts and content-analytic viewpoints with similar conclusions, a principle emerges: a sustainable early warning and intervention mechanism requires a multi-layered approach comprising sensitive detection of early behavioral signals, fair and supportive intervention strategies, and proactive communication of expectations. When embedded in daily classroom management, these practices enable educators to transform potential disruptions into opportunities for guidance and growth, thereby preventing behavioral issues from escalating.

Sub-element 31: Intervention strategies should be developed collaboratively by teaching teams to ensure consistency and shared responsibility.

Expert source (Quotes)

“Gathering feedback: Solicit feedback from students, peers, and administrators to gain a comprehensive view of the classroom environment. This feedback can be used to make adjustments and improve strategies.” (1st Expert)

“Third, in formulating strategies to improve student performance, it is essential to prioritize students’ needs, foster collaboration among teachers, and maintain flexibility.” (4th Expert)

“Peer review: Engage in peer observation and feedback sessions with colleagues. Participate in professional learning communities to share experiences and best practices.” (15th Expert)

“Teaching reform should aim to... accompanied by the development of detailed guidelines and practical measures... The success of implementation depends on detailed, clear policies and the quality of their execution and enforcement.” (18th Expert)

The identification of Sub-element 31 underscores the importance of collaborative approaches in developing intervention strategies to ensure both

consistency and shared responsibility. The 1st Expert emphasized the value of collecting feedback not only from students but also from peers and administrators, which allows strategies to be continually refined through multi-source perspectives. Similarly, the 4th Expert highlighted that any strategies including intervention ones must be grounded in student needs while fostering active collaboration among teachers, ensuring flexibility in application.

From the supervisory perspective, the 15th Expert advocated for systematic peer observation and participation in professional learning communities, where teachers can exchange experiences and share best practices that directly inform behavioral interventions. Complementing these views, the 18th Expert stressed that to successfully implement any teaching reforms including reform-oriented interventions require detailed and practical guidelines, with success depending on collective execution and enforcement rather than isolated efforts.

The above insights affirm that sustainable and effective behavioral interventions in Chinese college EFL classes can only be achieved when teachers and administrators work collaboratively, integrating multi-level feedback and shared professional accountability. Moreover, the EDFR content analysis further confirmed this conclusion, as cross-group expert consensus repeatedly highlighted collaboration and shared responsibility as indispensable conditions for translating intervention strategies into practical improvements in classroom behavior.

Sub-element 32: Teachers should be trained to recognize and respond to students' emotional needs as part of their professional development.

Expert source (Quotes)

“Students’ problematic behaviors are often signals of unmet needs... The ultimate goal of management is to help them learn self-regulation rather than simply to ‘obey’.” (7th Expert)

“ Through open communication, ensure that students feel their opinions and feelings are valued. Create a positive learning environment where the classroom is safe, inclusive, and encouraging of exploration.” (9th Expert)

“For students whose negative behaviors are caused by pressure, teachers can provide one-on-one guidance to help them adjust their mindset, offer learning strategies, and reduce stress.” (12th Expert)

“Teachers should observe and understand students’ emotions and behavioral reactions, taking into account their backgrounds, interests, learning styles, and personal issues, and provide additional support or referrals when necessary.”_ (15th Expert)

The development of Sub-element 32 highlights the consensus among experts that teachers’ professional development must explicitly include training in emotional recognition and response. From the policy-making perspective, the 7th Expert

emphasized that disruptive behaviors often reflect unmet emotional or cognitive needs, underscoring the need for teachers to go beyond surface-level discipline and cultivate students' capacity for self-regulation. This systemic viewpoint was reinforced by implementing experts such as the 9th Expert and the 12th Expert, who argued that individualized counseling and emotionally supportive classroom practices are crucial to reducing anxiety and fostering student engagement. Supervisory insights from the 15th Expert further expanded this view by stressing the importance of equipping teachers with observation and diagnostic skills to identify underlying emotional challenges, along with the ability to provide targeted support or referrals.

Taken together, these perspectives affirm that emotional responsiveness is not an optional supplement to pedagogy but a central competence of effective teaching. Training programs for EFL instructors in Chinese colleges should therefore integrate modules on emotional intelligence, counseling strategies, and culturally sensitive communication. Moreover, the EDFR content analysis showed that across all three expert groups, recognition of students' emotional needs was consistently coded as a recurring theme, highlighting its indispensable role in promoting classroom behavioral improvement.

Sub-element 33: Family background and home-school communication should be considered in analyzing and intervening in problem behaviors.

Expert source (Quotes)

“Students’ negative behaviors may stem from internal pressures (such as lack of confidence) or external pressures (such as excessive assignments). To address this, I would use class discussions or anonymous surveys to understand their learning difficulties and, when necessary, communicate with parents to ensure adequate support.” (11th Expert)

“Students’ learning behaviors are influenced by the home learning environment. Administrators should actively communicate with parents and help them create a supportive learning atmosphere at home.” (16th Expert)

“Teachers should maintain close contact with students’ parents during the teaching process, jointly focusing on students’ development and helping them address problems arising from their family environment.” (17th Expert)

The identification of Sub-element 33 reflects the strong consensus that effective classroom strategic management for improving students’ classroom behaviors cannot be confined to the classroom but must extend to students’ family contexts. At the implementation level, the 11th Expert highlighted that many behavioral issues stem from emotional or environmental pressures beyond the classroom, emphasizing the need for teachers to investigate root causes and involve families in providing targeted support.

Supervisory perspectives, such as those from the 17th Expert , reinforced this by calling for systematic home–school partnerships to address family-related challenges that directly affect students’ classroom conduct. Then, the insights from the 16th Expert stress the decisive role of the home environment and advocate for proactive communication between institutions and parents to foster supportive learning conditions.

Together, these expert perspectives underline that family background and communication with parents should be integrated into intervention strategies as part of a broader systemic framework. Addressing problem behaviors through this dual lens ensures that support is not only reactive to in-class disruptions but also preventive, by mitigating external stressors. In the EDFR content analysis, references to family environment and home-school communication appeared across all three expert groups, further validating its inclusion as a critical dimension in the strategic management framework for improving classroom behavior.

Sub-element 34: A positive behavioral support pathway should be provided for students with behavioral issues, aiming to promote improvement without stigmatization.

Expert source (Quotes)

“Humiliation (e.g., saying ‘you are so stupid’) or corporal punishment should not be used as management tools, as these undermine teacher–student trust and may even provoke resistance. Problem behaviors are often signals of unmet needs, and the ultimate goal of management is to help them learn self-regulation rather than simply to ‘obey’.” (7th Expert)

“ “Build positive teacher–student relationships: take time to get to know students and build trust and respect...Open and inclusive dialogue ensures that students feel heard...creating a positive environment where they are more willing to improve when mistakes occur.” (9th Expert)

“In the classroom, teachers should provide additional tutoring and support rather than simply punishing struggling students. For those exhibiting negative behaviors, constructive feedback should be used to help them identify pathways for improvement.” (15th Expert)

The formulation of Sub-element 34 demonstrates a shared expert view that punitive measures or stigmatization are counterproductive in managing students’ problem behaviors. Policy-making voices such as the 7th Expert stressed that disruptive behavior is often a manifestation of unmet needs, requiring supportive strategies that guide students toward self-regulation instead of obedience through

fear. Implementing perspectives, as illustrated by the 9th Expert, emphasized the importance of relational trust and open communication as the foundation for behavioral improvement, ensuring students feel respected even when corrections are necessary. From a supervisory standpoint, the 15th Expert highlighted the role of constructive feedback and additional academic support in transforming negative behaviors into opportunities for growth.

The convergence of these views suggests that students with behavioral difficulties should be supported through positive, respectful, and non-stigmatizing interventions. Such pathways focus on long-term improvement and the cultivation of autonomy rather than immediate compliance. This approach was consistently echoed during the EDFR content analysis, where experts across different groups emphasized the shift from punitive correction to supportive, developmental strategies as a core component of sustainable strategic management for improving students' classroom behaviors.

Interview analysis of Domain 7

The seventh domain which also is the last domain “Strategic Management and Systemic Improvement” is a concluding domain. The 4 sub-elements in this domain links classroom-level strategies with institutional governance. The four sub-elements promote reflection, the clarity of system-wide policy, cross-stakeholder collaboration, and continuous improvement. It ensures that strategic management for improving

students' behaviors in Chinese college EFL classes should be embedded into institutional systems and leadership.

Table 8 Expert Consensus Mapping of Domain 7

Sub-element	Content	Primary Sources of Expert Opinion	Expert Group
Sub-element 35	School-wide policies on classroom behavior should be clearly defined and communicated, supported by teacher training and regular monitoring.	1 st Expert; 12 th Expert; 17 th Expert ; 18 th Expert ;	Policy-making / Implementing/ Supervising
Sub-element 36	Teachers should regularly reflect on their classroom behavior management strategies and adjust practices based on student feedback and classroom outcomes.	2 nd Expert; 11 th Expert; 15 th Expert;	Policy-making / Implementing/ Supervising
Sub-element 37	A systematic reward and reinforcement system should be implemented to encourage positive behavior and address behavioral challenges consistently.	1 st Expert; 3 rd Expert; 11 th Expert; 17 th Expert	Policy-making / Implementing/ Supervising
Sub-element 38	Schools should collaborate with parents and community stakeholders (including local organizations and employers) to build an environment that supports students' behavioral development.	2 nd Expert; 5 th Expert; 16 th Expert 19 th Expert	Policy-making / Supervising

Sub-element 35: School-wide policies on classroom behavior should be clearly defined and communicated, supported by teacher training and regular monitoring.

Expert source (Quotes)

“Strategic management for improving students’ classroom behaviors in Chinese college EFL classes refers to the process of developing and executing long-term plans to enhance student behavior...involves fostering a positive learning atmosphere, and promoting personal growth.”(1st Expert)

“Teachers should communicate objectives with students during course introductions or class meetings, helping them understand their significance. At the institutional level, behavioral standards should be clearly stipulated and consistently implemented with teacher training support.”(12th Expert)

“Teachers should construct systematic management strategies aligned with broader teaching goals, supported by regular supervision and feedback to ensure implementation.” (17th Expert)

“At the university level, explicit regulations should be established, for example, through student handbooks specifying classroom behavior requirements. The challenge lies in effective implementation, monitoring, and evaluation.”_ (18th Expert)

The formulation of Sub-element 35 is grounded in the shared understanding that classroom behavior management must be institutionalized through clear, school-wide policies. From a policy-making perspective, the 1st Expert underscored that long-term strategic management of student behavior requires not only fostering a positive learning atmosphere but also embedding behavioral expectations into systematic institutional planning. At the implementation level, the 12th Expert highlighted the importance of explicitly communicating these expectations to students at the outset of courses, while also ensuring that teachers are trained to consistently apply institutional standards. From the supervisory standpoint, both the 17th Expert and the 18th Expert emphasized that behavioral rules should be reinforced through systematic management strategies, explicit regulations, and regular monitoring mechanisms. They further noted that the effectiveness of such policies hinges on their practical execution, ongoing supervision, and evaluative feedback loops.

Taken together, these insights indicate that strategic management for improving students' behaviors in Chinese college EFL contexts depends on the integration of clearly defined institutional policies, teacher preparation, and consistent oversight. The EDFR content analysis further confirmed that multiple experts regarded the alignment of school-wide policies with classroom-level practices as a critical mechanism for ensuring both uniformity and accountability in behavior management.

Sub-element 36: Teachers should regularly reflect on their classroom behavior management strategies and adjust practices based on student feedback and classroom outcomes.

Expert source (Quotes)

“Continuous reflection and improvement should be centered around a student-oriented teaching philosophy, involving self-reflection, collecting student feedback, and adjusting teaching and management approaches based on students’ career development needs.” (2nd Expert)

“After each class, I collect feedback and regularly adjust teaching content and classroom goals to fit students’ needs. Feedback is not limited to correctness but provides specific guidance for improvement.” (11th Expert)

“Teachers should reflect on their effectiveness regularly, identifying strengths and areas for improvement. Keeping teaching journals and reviewing classroom outcomes allows for targeted adjustment of strategies.” (15th Expert)

The development of Sub-element 36 is based on a strong consensus across expert groups that reflection and adjustment are indispensable elements of effective classroom behavior management. At the policy-making level, the 2nd Expert stressed the role of teacher self-reflection and the systematic collection of student feedback as part of a student-centered educational philosophy. From an implementation

perspective, the 11th Expert provided practical insights by emphasizing the value of post-class feedback collection and ongoing adjustment of instructional objectives to better meet student needs. Meanwhile, from the supervisory side, the 15th Expert highlighted the importance of regular reflective practice, including keeping teaching journals and systematically evaluating classroom outcomes, as a means to refine management strategies.

To sum up, these perspectives underline that sustainable classroom behavior management in Chinese college EFL contexts requires teachers to adopt a cyclical process of reflection, feedback, and adjustment. The EDFR content analysis further triangulated this view, as experts across groups consistently stressed that reflective practice supported by student feedback forms a feedback loop that transforms static classroom rules into dynamic, adaptive management strategies.

Sub-element 37: A systematic reward and reinforcement system should be implemented to encourage positive behavior and address behavioral challenges consistently.

Expert source (Quotes)

“Using Positive Reinforcement: Employ positive reinforcement techniques such as praise, rewards, and recognition to encourage desired behaviors. This can be as simple as a verbal commendation or a small reward for good behavior.” (1st Expert)

“Incentive Mechanisms: Small rewards, such as bonus points or small gifts, can encourage active participation. For instance, students demonstrating outstanding classroom performance can receive extra participation points.” (3rd Expert)

“adopt a ‘small-steps’ strategy by breaking down long-term goals into short-term tasks, and provide small rewards (such as answering questions, bookmarks, or learning materials) at each stage. Group-based competitions can also be established to encourage cooperative learning, with excellent groups receiving collective rewards.” (11th Expert)

“Establish course incentive mechanisms, such as setting up reward systems and commending outstanding students. At the same time, use students’ sense of achievement to motivate continued effort, forming a positive cycle.” (17th Expert)

The identification of Sub-element 37 highlights the importance of a systematic and sustainable reward structure in promoting positive classroom behavior. Policy-level experts such as the 1st Expert and the 3rd Expert emphasized the principle of positive reinforcement, recommending the use of praise, recognition, and tangible

rewards to strengthen desired behaviors. From the implementation side, the 11th Expert illustrated how structured reward systems can be operationalized through incremental goals, short-term incentives, and group-based competitions that foster both collaboration and responsibility. Supervisory perspectives, such as that of the 17th expert, reinforced the necessity of institutionalizing reward mechanisms, suggesting that consistent recognition and the cultivation of students' sense of achievement generate a self-reinforcing cycle of engagement and improved conduct.

Together, these perspectives converge on the principle that rewards should not be ad hoc or superficial but embedded within a systematic framework that addresses both individual and group behaviors. The EDFR content analysis further confirmed that across expert groups, reward and reinforcement were consistently coded as essential elements for sustainable behavioral improvement, bridging immediate motivation with long-term engagement.

Sub-element 38: Schools should collaborate with parents and community stakeholders (including local organizations and employers) to build an environment that supports students' behavioral development.

Expert source (Quotes)

"... this involves self-reflection, collecting student feedback, and adjusting teaching and management approaches based on students' career development

needs... Collaboration with wider stakeholders, including families and institutional support offices, is essential to ensure student growth and motivation.” (2nd Expert)

“Encourage students to give feedback—anonynously or with their names—regarding learning challenges, psychological stress, or suggestions for classroom improvement. Teachers should regularly review and respond to feedback to show students that their voices are heard. When students respect and trust their teachers, they are more likely to engage in learning. Schools can also collaborate with parents and external partners to extend support beyond the classroom.” (5th Expert)

“Students’ behaviors are influenced by external factors, such as the learning environment at school and home. Administrators should actively create a supportive environment to promote positive behaviors. At the same time, administrators should engage with parents to understand students’ home learning environment and assist parents in creating a supportive home learning environment.” (16th Expert)

“Regulations exist, but there is a lack of clear interpretation or communication. Students are often unaware of the behavioral norms expected of them. Introductory or guidance lessons should reflect teachers’ individualized and differentiated teaching content and management styles, while respecting students’ individual differences.” (19th Expert)

The identification of Sub-element 38 emphasizes the importance of extending behavioral management beyond the classroom through active collaboration with families and community stakeholders. Policy-level experts like the 2nd Expert emphasized the role of aligning behavioral development with students' long-term growth needs and stressed the necessity of engaging both families and institutional support offices in this process. Meanwhile, the 5th Expert illustrated how parent-teacher collaboration, coupled with feedback mechanisms, can provide extended support that bridges classroom management and external challenges.

Then, supervisory experts such as the 16th Expert and the 19th Expert reinforced the critical influence of home and social environments, advocating stronger school-family communication and community involvement to ensure behavioral standards are consistently understood and applied.

Taken together, these insights underscore that sustainable behavioral development requires a multi-level ecosystem of support. The EDFR content analysis further revealed that integrating parental involvement, community partnerships, and institutional frameworks was repeatedly coded as a key strategic dimension, confirming that student behavior management must be embedded in a broader socio-educational context rather than confined to classroom-level interventions.

In conclusion, after systematically coding and categorizing the interview data contributed by all three expert groups, the table below synthesizes the 19 panelists'

consolidated and theoretically coherent views of strategic management for improving students' classroom behaviors in Chinese college EFL contexts.

Table 9 The Summary Table of the Expert Panel Interview

No.	Domains and Sub-elements of Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes
Domain 1	Strategic Goal Setting and Behavior Planning
Sub-element 1	Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations.
Sub-element 2	Student behavior goals should align with course content, student proficiency levels, and long-term objectives.
Sub-element 3	Teachers should involve students in setting individual learning and behavior goals.
Sub-element 4	Clear, specific, and measurable behavioral goals should be established at the beginning of each semester.
Sub-element 5	Student behavior goals should be adjusted dynamically based on data analysis and multi-source evaluations.
Sub-element 6	Student behavioral goals should be integrated into talent development planning and refer to expectations for future workplace behaviors.
Domain 2	Classroom Behavioral Rules and Behavior Management
Sub-element 7	Rules should be applied consistently but adjusted based on student feedback and classroom realities.

Table 9 The Summary Table of the Expert Panel Interview (Continued)

Sub-element 8	Violations of rules should be linked to behavior records and course evaluations.
Sub-element 9	Classroom behavioral rules should be embedded in institution-wide standards, with flexibility for teacher-level adaptation.
Sub-element 10	Students should be helped to understand the social logic and long-term value behind behavioral expectations.
Domain 3	Engagement and Motivation Strategies
Sub-element 11	Interactive and task-based learning activities help reduce disruptive behavior in Chinese college EFL classes.
Sub-element 12	Positive teacher-student relationships and emotional support contribute to improved classroom behavior.
Sub-element 13	The teacher's humor, enthusiasm, and personal style positively influence students' behavioral engagement in Chinese college EFL classes.
Sub-element 14	Emotional safety and the ability to make mistakes without shame are essential for student participation.
Sub-element 15	Learning activities should be strategically connected to students' academic and career development to enhance long-term motivation.
Sub-element 16	Curriculum design should include authentic, real-world language tasks to enhance students' motivation and engagement.
Domain 4	Instructional Differentiation for Behavior Improvement
Sub-element 17	Teaching content and materials should be adapted to accommodate students at different proficiency levels to improve student classroom

Table 9 The Summary Table of the Expert Panel Interview (Continued)

	behavior in Chinese college EFL classes.
Sub-element 18	Allowing students to choose tasks based on interest enhances engagement and reduces negative behavior.
Sub-element 19	Differentiated tasks should be designed to foster students' sense of achievement, thereby promoting improved classroom behavior.
Sub-element 20	Individualized support and tutoring are essential for improving the behavior of struggling students.
Domain 5	Feedback, Evaluation, and Reinforcement
Sub-element 21	Formative assessment and continuous feedback should be regularly used to track and improve students' classroom behaviors in Chinese college EFL classes.
Sub-element 22	Student classroom participation, group contributions, and behavioral progress should be incorporated into the grading system.
Sub-element 23	Digital tools should be used to support the monitoring and improvement of student behavior in Chinese college EFL classes.
Sub-element 24	A sustainable and structured incentive mechanism should be established to consistently reinforce positive student behavior and engagement.
Sub-element 25	Teaching teams should collaboratively develop motivation strategies and share best practices to ensure consistent and effective implementation.
Sub-element 26	Incentive strategies should be tailored to accommodate student differences and promote equitable motivation.
No.	Domains and Sub-elements of Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes

Domain 6	Problem Behavior Intervention and Social-Emotional Support
Sub-element 27	Disruptive behaviors should be interpreted within the context of emotional, academic, and social factors, and are not judged solely based on external observations.
Sub-element 28	Teachers should hold individual conversations with students to explore causes of behavioral issues and provide support.
Sub-element 29	Student anxiety and pressure should be addressed through activities such as games, peer bonding, and flexible tasks.
Sub-element 30	A sustainable early warning and intervention mechanism should be established to identify and address potential behavioral problems before they escalate.
Sub-element 31	Intervention strategies should be developed collaboratively by teaching teams to ensure consistency and shared responsibility.
Sub-element 32	Teachers should be trained to recognize and respond to students' emotional needs as part of their professional development.
Sub-element 33	Family background and home-school communication should be considered in analyzing and intervening in problem behaviors.
Sub-element 34	A positive behavioral support pathway should be provided for students with behavioral issues, aiming to promote improvement without stigmatization.
Domain 7	Strategic Management and Systemic Improvement
Sub-element 35	School-wide policies on classroom behavior should be clearly defined and communicated, supported by teacher training and regular monitoring.

Domain 6	Problem Behavior Intervention and Social-Emotional Support
Sub-element 36	Teachers should regularly reflect on their classroom behavior management strategies and adjust practices based on student feedback and classroom outcomes.
Sub-element 37	A systematic reward and reinforcement system should be implemented to encourage positive behavior and address behavioral challenges consistently.
Sub-element 38	Schools should collaborate with parents and community stakeholders (including local organizations and employers) to build an environment that supports students' behavioral development.

From the above table, it can be seen that to systematically explore what is strategic management for improving students' classroom behaviors in Chinese college EFL classes, this study identifies seven core domains consisting of 38 specific sub-elements based on the interview of the experts. These domains collectively constitute a comprehensive framework that integrates goal setting and behavior planning, rule governance, motivation strategies, instructional adaptation, behavioral feedback and intervention, social-emotional support, and systemic improvement.

On the whole, these seven domains and their 38 sub-elements collectively construct a multilevel framework for strategic management for improving students' classroom behaviors in Chinese college EFL classes. Rather than fragmenting behaviour into isolated episodes, this framework integrates multiple factors

promoted by the interviewed experts such as strategic behavioral goal setting and planning, real-time instructional tactics, emotional understanding, and systemic reinforcement. It addresses both proactive (goal-setting, motivation, differentiation) and reactive (intervention, support) dimensions of management, while ensuring alignment across classroom, institutional and governance levels.

Result from Round Two Questionnaire Data Analysis by EDFR Technique

To corroborate and calibrate the initial findings derived from the first-round content analysis of expert interviews on strategic management for improving students' classroom behaviors in Chinese College EFL classes, the second round of the EDFR process was conducted through a structured questionnaire. This round aimed to quantitatively assess expert agreement on the relevance and applicability of 38 sub-elements across seven strategic domains, which were originally derived from expert interviews and thematic content analysis in Round 1. The questionnaire translated these qualitative insights into Likert-scale items, thereby serving as a bridge between expert opinion and measurable consensus, enabling a more objective understanding of which strategies are viewed as feasible, effective, and strategically aligned with classroom realities.

The questionnaire was distributed to the same expert panel who participated in the first round of the EDFR process to cooperate in completing the second-round questionnaire, which was constructed to validate expert consensus on strategic management practices for improving students' classroom behaviors in Chinese college EFL classes. The questionnaire comprised 7 key strategic domains and 38 questions based on the 38 sub-element found in the context analysis of the expert interview. Upon completion, the expert responses were analyzed using descriptive statistics, including Median (Md), Mode (Mo), Interquartile Range (IQR) and the difference between Mode and Median (Mo-Md). The results of this second-round EDFR analysis are presented in the following tables, accompanied by interpretation and discussion of expert consensus for each domain and sub-element. To keep the questionnaire concise, all items use the capital letter Q to replace the word "Question". The questionnaire contains 38 items, numbered Q1 to Q38.

The Analysis of Questions 1- 6 in Domain 1

To clearly illustrate the details of the six sub-elements in the first domain, the table below summarizes key statistical indicators for items Q1 to Q6, including median (Md), mode (Mo), interquartile range (IQR), mode–median difference, and consensus level. From the table, it is clear that all items of the first domain

demonstrated expert consensus, with median scores equal to or greater than 4.00, and IQR values of 1.00 or less, indicating strong agreement among the expert panel.

Table 10 Statistical Summary Table of Domain 1

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q1. Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations.	4.0	5.0	1.0	1.0	Consensus achieved
Q2. Student behavior goals should align with course content, student proficiency levels, and long-term objectives.	4.0	4.0	1.0	0.0	Consensus achieved
Q3. Teachers should involve students in setting individual learning and behavior goals.	4.0	5.0	1.0	1.0	Consensus achieved
Q4. Clear, specific, and measurable behavioral goals should be established at the beginning of each semester.	5.0	5.0	0.0	0.0	Consensus achieved
Q5. Student behavior goals should be adjusted dynamically based on data analysis and multi-source evaluations.	5.0	5.0	1.0	0.0	Consensus achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q6. Student behavioral goals should be integrated into talent development planning and refer to expectations for future workplace behaviors.	5.0	5.0	1.0	0.0	Consensus achieved

The above table provides an overview of the consensus metrics for all six sub-elements of Domain 1. To bridge summary statistics with detailed evidence, the following sections sequentially discuss every item in the domain and translate aggregate statistics into item-level findings.

Data Analysis of Question 1 in Domain 1

Based on the statistic data of Q1 in Domain 1, among the 19 experts, 9 experts (47.37%) strongly agreed and 7 experts (36.84%) agreed with the statement, indicating a high level of endorsement for aligning student behavioral goals with institutional and socio-cultural expectations. Meanwhile, 3 experts (15.79%) remained neutral, and none expressed disagreement. This distribution suggests that over 84% of the panel held a positive stance.

Moreover, the median score ($Md = 4.00$) indicates that the central tendency of expert responses reflects agreement with the item's importance. The mode of 5.00,

representing the most frequently selected response, suggests that a substantial portion of the panel strongly agreed with the item. The interquartile range ($IQR = 1.00$) signifies a relatively tight clustering of responses, further supporting the presence of consensus. Additionally, the difference between the mode and median ($Mo - Md = 1.00$) falls within the acceptable threshold, reinforcing the consistency of expert opinion. Taken together, these indicators confirm that expert consensus was achieved and that the item is viewed as a strategically valuable component in improving students' classroom behaviors in Chinese college EFL settings.

Data Analysis of Question 2 in Domain 1

The statistic analysis of Q2 also demonstrates a strong level of expert agreement regarding the strategic importance of the item. The median score ($Md = 4.00$) and mode ($Mo = 4.00$) both reflect a clear tendency toward agreement, with 10 experts (52.63%) selecting "Agree" and 9 experts (47.37%) selecting "Strongly Agree", showing full agreement among all respondents. The interquartile range ($IQR = 1.00$) confirms that expert responses were closely clustered, suggesting a consistent view of the item's relevance. In addition, the mode - median difference ($Mo - Md = 0.00$) reflects perfect alignment between the most common and central ratings. Based on these indicators, expert consensus was achieved, affirming the item's perceived strategic value in managing student behavior within Chinese college EFL classes.

Data Analysis of Question 3 in Domain 1

The analysis of Q3 reveals a solid level of expert agreement regarding the importance of involving students in setting individual learning and behavioral goals. The median score ($Md = 4.00$) reflects a strong central tendency toward agreement, while the mode ($Mo = 5.00$) indicates that the majority of experts strongly supported the item.

Specifically, 9 experts (47.37%) selected “Strongly Agree”, 8 experts (42.11%) selected “Agree”, and 2 experts (10.53%) remained neutral, with no experts choosing disagreement options. The interquartile range ($IQR = 1.00$) suggests that expert responses were concentrated within a narrow range, showing consistency in perceptions. What’s more, the mode - median difference ($Mo - Md = 1.00$) remains within the acceptable threshold, confirming alignment between the central and most frequent responses.

Overall, these statistical indicators demonstrate that expert consensus was achieved, underscoring the strategic value of student involvement in personalized goal setting as a behavior management approach in Chinese college EFL classrooms.

Data Analysis of Question 4 in Domain 1

The analysis of Q4 indicates a unanimous and exceptionally strong level of expert consensus regarding the importance of establishing clear, specific, and measurable behavioral goals at the beginning of each semester. The median score

(Md = 5.00) and the mode (Mo = 5.00) both reflect that the vast majority of experts selected “Strongly Agree”, with 15 out of 19 respondents (78.95%) indicating the highest level of agreement and 4 experts (21.05%) selecting “Agree”.

In addition, the interquartile range (IQR = 0.00) highlights complete consistency in the distribution of responses, with all values falling within the same quartile. Furthermore, the zero difference between the mode and the median (Mo–Md = 0.00) confirms an exceptional degree of alignment among expert opinions. These results demonstrate unequivocal endorsement of the item’s strategic value in supporting structured behavioral planning in college EFL classrooms.

Data Analysis of Question 5 in Domain 1

The statistical results for Q5 show a high degree of expert agreement on the importance of dynamically adjusting student behavior goals based on data analysis and multi-source evaluations. The median score (Md = 5.00) and the mode (Mo = 5.00) indicate that the central tendency and the most frequent response were both “Strongly Agree.” This reflects a strong collective endorsement of the strategic relevance of evidence-based goal adjustments.

Specifically, 13 out of 19 experts (68.42%) selected “Strongly Agree”, and 6 experts (31.58%) selected “Agree”, indicating full agreement without any neutral or negative responses. The interquartile range (IQR = 1.00) suggests a narrow dispersion

in expert ratings, indicating consistency in perspectives across the panel. Furthermore, the absence of a difference between the mode and median ($Mo - Md = 0.00$) confirms alignment in expert judgments. These results affirm that expert consensus was achieved, and it is important to implement adaptive and data-informed behavior management strategies in Chinese college EFL classes.

Data Analysis of Question 6 in Domain 1

The statistical analysis of Q6 reveals a strong level of expert consensus regarding the strategic integration of student behavioral goals into broader talent development planning and alignment with workplace expectations. The median score ($Md = 5.00$) and the mode ($Mo = 5.00$) both indicate that “Strongly Agree” was the predominant choice among experts.

To be more specific, 13 out of 19 experts (68.42%) selected “Strongly Agree”, and 5 experts (26.32%) chose “Agree”, while only 1 respondent (5.26%) remained neutral. This distribution indicates an overwhelming preference toward positive agreement. Moreover, the interquartile range ($IQR = 1.00$) demonstrates a high level of agreement and minimal variation among responses, while the difference between mode and median is 0.00 which further confirms the consistency in expert judgment. These findings validate the perceived importance of aligning classroom behavior objectives with future employer’s expectations and professional development frameworks, reinforcing the item’s strategic relevance within the strategic

management structure for improving students' classroom behaviors in college-level EFL classes in China.

The Analysis of Questions 7- 10 in Domain 2

To enhance the clarity of the statistical data for all questions in Domain 2, Table 12 is presented. Table 12 provides a statistical summary of Domain 2, displaying four key indicators: median, mode, interquartile range (IQR), and the mode - median difference.

Table 11 Statistical Summary Table of Domain 2

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q7. Rules should be applied consistently but adjusted based on student feedback and classroom realities.	5.0	5.0	1.0	0.0	Consensus Achieved
Q8. Violations of rules should be linked to behavior records and course evaluations.	4.0	5.0	1.0	1.0	Consensus Achieved
Q9. Classroom behavioral rules should be embedded in institution-wide standards, with flexibility for teacher-level adaptation.	5.0	5.0	1.0	0.0	Consensus Achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q10. Students should be helped to understand the social logic and long-term value behind behavioral expectations.	5.0	5.0	1.0	0.0	Consensus Achieved

From the above table, it is clear that all four items in this domain achieved expert consensus, with median scores at or above 4.00, interquartile ranges (IQR) within 1.00, and mode-median differences not exceeding 1.00. These indicators reflect high levels of agreement and response consistency. To show exactly how the experts responded, the next pages walk through Q7–Q10 one by one, presenting the detailed data of each item.

Data Analysis of Question 7 in Domain 2

The statistical findings for Q7 in the second domain “Classroom Behavioral Rules and Behavior Management” indicate strong expert agreement on the need for classroom rules to be applied consistently while allowing for adjustments based on student feedback and classroom realities. The median score (Md = 5.00) and mode (Mo = 5.00) reflect a high level of endorsement from the expert panel, with the majority experts selected “Strongly Agree” (63.16%) and “Agree” (36.84%).

The interquartile range ($IQR = 1.00$) suggests a narrow distribution of responses, reinforcing consensus among experts. Furthermore, the zero difference between the mode and median ($Mo - Md = 0.00$) confirms uniformity in expert judgment. These results provide strong support for the inclusion of this item as a critical element in strategic management practices to improve students' behaviors within Chinese college EFL contexts.

Data Analysis of Question 8 in Domain 2

The results for Q8 reflect a strong level of expert consensus on the strategic relevance of linking rule violations with behavior records and course evaluations. The median score was 4.00, indicating general agreement, while the mode of 5.00 demonstrates that the most frequent response leaned toward the highest level of agreement. Specifically, 9 out of 19 experts (47.37%) selected the top rating "Strongly Agree", 7 experts (36.84%) chose "Agree", and only 3 (15.79%) remained neutral. None of the panel members expressed disagreement, highlighting overall support for the item.

Moreover, the interquartile range ($IQR = 1.00$) implies a relatively tight clustering of responses, showing a moderate concentration of opinion. The difference between mode and median ($Mo - Md = 1.00$) remains within the acceptable range for consensus. Collectively, these indicators confirm that experts regard this sub-element

as an important and implementable strategic management practice to improve students' classroom behaviors in Chinese college EFL classrooms.

Data Analysis of Question 9 in Domain 2

The analysis for Q9 demonstrates a high degree of expert consensus regarding the strategic importance of embedding classroom behavioral rules within institution-wide standards, while allowing for teacher-level flexibility. Both the median and mode values reached the maximum score of 5.00, indicating strong overall endorsement of the item. Specifically, 11 out of 19 experts (57.89%) selected “Strongly Agree”, while 8 experts (42.11%) chose “Agree”. No respondents expressed neutrality or disagreement, which reinforces the panel’s shared perspective.

Additionally, the interquartile range ($IQR = 1.00$) reflects a tightly concentrated distribution of responses, and the absence of a difference between mode and median ($Mo - Md = 0.00$) confirms uniformity in expert perspectives. These findings validate the relevance of this practice as part of a systemic and adaptable approach to behavioral governance in EFL classrooms at the college level.

Data Analysis of Question 10 in Domain 2

The data of Q10 reveals strong expert agreement on the importance of helping students understand the underlying social logic and long-term value of behavioral expectations. Both the median and mode scores are 5.00, indicating unanimous high

ratings. Specifically, 13 out of 19 experts (68.42%) selected “Strongly Agree”, and 5 experts (26.32%) chose “Agree”, reflecting an overwhelming consensus in support of this item. Only one respondent (5.26%) remained neutral, and no disagreement was recorded. The interquartile range ($IQR = 1.00$) also suggests that expert responses were closely clustered around the highest ratings.

Furthermore, the absence of any difference between the mode and median ($Mo-Md = 0.00$) confirms a high level of response consistency. These results support the inclusion of this sub-element as a critical dimension in behavior-oriented strategic management within Chinese college EFL classes.

The Analysis of Questions 11- 16 in Domain 3

The table below presents the statistical summary of expert responses for Domain 3, which evaluates the role of the design of activities and teacher-related factors in improving students’ classroom behaviors in Chinese college EFL classes. From the table, it can be seen that all six sub-elements achieved consensus, with median values (Md) and mode values (Mo) ranging from 4.00 to 5.00, indicating a strong central tendency toward agreement and strong agreement. The interquartile ranges (IQR) were low (0.00–1.00), reflecting high levels of response concentration and limited variability across expert opinions. The $Mo-Md$ differences were 0.00, further supporting the conclusion that expert agreement was both consistent and statistically convergent. Therefore, the results of six items (Q11–Q16) in this domain

reveal a consistent pattern of strong agreement among the expert panel. These findings underscore the recognized significance of emotional safety, supportive relationships, strategically design of activities and interactive strategies in improving student behavior in Chinese college EFL classrooms.

Table 12 Statistical Summary Table of Domain 3

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q11. Interactive and task-based learning activities help reduce disruptive behavior in Chinese college EFL classes.	4.0	4.0	1.0	0.0	Consensus achieved
Q12. Positive teacher-student relationships and emotional support contribute to improved classroom behavior.	5.0	5.0	0.0	0.0	Consensus achieved
Q13. The teacher's humor, enthusiasm, and personal style positively influence students' behavioral engagement in Chinese college EFL classes.	5.0	5.0	0.0	0.0	Consensus achieved

Table 12. Statistical Summary Table of Domain 3 (Continued)

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q14. Emotional safety and the ability to make mistakes without shame are essential for student participation.	5.0	5.0	1.0	0.0	Consensus achieved
Q15. Learning activities should be strategically connected to students' academic and career development to enhance long-term motivation.	5.0	5.0	1.0	0.0	Consensus achieved
Q16. Curriculum design should include authentic, real-world language tasks to enhance students' motivation and engagement.	5.0	5.0	1.0	0.0	Consensus achieved

After the overview table has shown the consensus scores for all sub-elements in

Domain 3, we now turn to the fine-grained picture. To further illuminate the statistical results, the following pages unpack the experts' responses item by item.

Data Analysis of Question 11 in Domain 3

The statistical analysis of Q11 indicates a generally favorable response from the expert panel regarding the effectiveness of interactive and task-based learning activities in reducing disruptive behaviors in Chinese college EFL classes. The median and mode scores both reached 4.00, suggesting a consistent level of agreement among respondents. Specifically, 9 experts (47.37%) selected “Agree” and 7 experts (36.84%) chose “Strongly Agree”, while only 3 experts (15.79%) expressed neutral or dissenting views.

What’s more, the interquartile range (IQR) of 1.00 reflects acceptable variability in expert opinions, and the Mo–Md difference of 0.00 further supports a high degree of consistency. These findings confirm that expert consensus was achieved, indicating strong collective support for incorporating interactive and task-based strategies as part of strategic management practices aimed at improving student behavior.

Data Analysis of Question 12 in Domain 3

The expert panel’s responses to Q12 demonstrate near-unanimous agreement on the strategic importance of fostering positive teacher–student relationships and providing emotional support in enhancing classroom behavior. With 84.21% of respondents selecting “Strongly Agree” and the remainder choosing “Agree,” the data indicate overwhelming endorsement of this sub-element.

Statistically, the median and mode both reached the maximum score of 5.00, reflecting a strong central tendency toward the highest level of agreement. The interquartile range (IQR) of 0.00 and Mo - Md difference of 0.00 suggest an exceptionally tight consensus with minimal variation in expert judgments. This confirms a high degree of consensus among experts.

Therefore, this finding emphasizes the role of affective dimensions in classroom management, particularly in EFL contexts where emotional support enhances students' sense of belonging, reduces anxiety, and mitigates disruptive behavior.

Data Analysis of Question 13 in Domain 3

The analysis of Q13 highlights a very strong expert consensus on the importance of teacher characteristics—particularly humor, enthusiasm, and personal style—in enhancing students' behavioral engagement in EFL classrooms in Chinese colleges.

The response pattern is notably skewed toward the highest level of agreement: 78.95% of experts selected “Strongly Agree”, while only 5.26% expressed neutrality, and no respondents expressed disagreement. This yielded a median and mode of 5.00, confirming central agreement at the maximum level. Furthermore, the interquartile range of 0.00 and Mo — Md difference of 0.00 indicate an exceptionally high level of convergence in expert opinions.

This item reinforces the pedagogical understanding that beyond academic content, the teacher's affective and interpersonal style plays a pivotal role in managing students' classroom behavior and increasing student motivation and engagement.

Data Analysis of Question 14 in Domain 3

The statistical findings for Q14 demonstrate a high degree of expert agreement on the importance of emotional safety and tolerance for mistakes in fostering student participation in Chinese college EFL classrooms. A substantial majority (57.89%) of experts strongly agreed with the statement, and an additional 36.84% agreed, leaving only 5.26% as neutral and 0% in disagreement. The median and mode values of 5.00 reflect a strong central tendency toward strong agreement, while the interquartile range (IQR) of 1.00 and a zero Mo–Md difference signal a concentrated consensus within a narrow distribution band.

This high level of agreement supports existing research highlighting that psychological safety significantly contributes to active engagement, especially in language classrooms where fear of making errors can hinder oral participation. When students are assured that mistakes will not result in ridicule or punishment, they are more likely to engage in language risk-taking, which is crucial for second language acquisition.

Thus, this item affirms the strategic pedagogical imperative to cultivate a non-threatening classroom climate that emphasizes emotional security and normalized failure as part of learning.

Data Analysis of Question 15 in Domain 3

For Q15, 17 out of 19 experts (89.48%) agreed or strongly agreed that learning activities should be strategically connected to students' academic and career development to enhance long-term motivation. Only 2 respondents (10.53%) maintained a neutral position, while no experts expressed disagreement.

The statistical analysis reveals a highly consistent positive trend. Both the Mode and Median are 5, indicating strong central tendency toward strong agreement. The Interquartile Range (IQR) is 1, reflecting moderate variability within the upper 75% of the data. Furthermore, the difference between mode and median ($Mo - Md$) is 0, indicating no divergence between the most frequent and central values.

This distribution suggests a consensus among the expert panel that long-term motivation in EFL classrooms can be effectively supported by aligning educational content with students' academic and career paths.

Data Analysis of Question 16 in Domain 5

In Q16, all 19 experts expressed agreement with the statement, with 13 experts (68.42%) selecting "Strongly Agree" and 6 experts (31.58%) selecting "Agree".

Notably, there were no neutral or negative responses, indicating unanimous endorsement of incorporating authentic, real-world language tasks into curriculum design to enhance student motivation and engagement.

From a statistical perspective, the Mode and Median are both 5, reflecting a strong consensus toward the highest level of agreement. The Interquartile Range (IQR) of 1 demonstrates low response variability, suggesting that the majority of experts clustered their responses at the upper end of the scale. The Mode -Median value of 0 further reinforces the alignment between the central and most frequent response values.

These results indicate strong expert consensus on the importance of designing curricula that align closely with real-world language use to foster motivation and engagement in Chinese college EFL classrooms.

The Analysis of Questions 17- 20 in Domain 4

The following table of Domain 4 reflects a high level of expert consensus across all four items, particularly emphasizing the importance of differentiated instruction, task-based choices, and individualized support for enhancing student behavior in EFL classrooms. While most items have both the median and mode equal to 5.00, Q18 slightly diverges, presenting a median of 4.00 and mode of 5.00. Nonetheless, the interquartile range (IQR) for each item is 1.00 or less, indicating acceptable variability.

The difference between mode and median remains within an acceptable range (≤ 1.0), supporting the overall consensus.

Table 13 Statistical Summary Table of Domain 4

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q17. Teaching content and materials should be adapted to accommodate students at different proficiency levels to improve student classroom behavior in Chinese college EFL classes.	5.0	5.0	1.0	0.0	Consensus achieved
Q18. Allowing students to choose tasks based on interest enhances engagement and reduces negative behavior.	4.0	5.0	1.0	1.0	Consensus achieved
Q19. Differentiated tasks should be designed to foster students' sense of achievement, thereby promoting improved classroom behavior.	5.0	5.0	1.0	0.0	Consensus achieved
Q20. Individualized support and tutoring are essential for improving the behavior of struggling students.	5.0	5.0	1.0	0.0	Consensus achieved

Building on the domain-wide consensus shown in the Domain 4 overview, the analysis now delves into the granular responses. The following pages decompose expert ratings item by item to illustrate the details of the content in Domain 4.

Data Analysis of Question 17 in Domain 4

On Q17, out of the 19 expert respondents, the vast majority expressed a positive attitude toward this item. Specifically, 14 experts (73.68%) selected “Strongly Agree”, and an additional 4 experts (21.05%) selected “Agree”. Only one respondent (5.26%) remained neutral, and none expressed disagreement. This distribution clearly indicates a high level of endorsement from the expert panel. The median (Md) response value for this item was 5.00, while the mode (Mo) was also 5.00, suggesting strong central agreement. The interquartile range (IQR) was calculated to be 1.00, reflecting a moderate level of consensus with some dispersion toward slightly lower agreement values (i.e., “Agree” responses). The relatively small IQR combined with the high median and mode values supports the conclusion that expert consensus was achieved for this item.

The results of this item suggest that experts broadly recognize the importance of differentiated instruction tailored to students’ language proficiency levels as a strategic approach to improving students’ classroom behaviors in Chinese college EFL contexts. Adapting teaching materials accordingly is not only pedagogically sound but also behaviorally effective.

Data Analysis of Question 18 in Domain 4

The analysis of expert responses to Q18 reveals a high level of agreement regarding the importance of student autonomy in task selection. Specifically, 9 out of 19 experts (47.37%) strongly agreed and 8 (42.11%) agreed that allowing students to choose tasks based on their interests could enhance engagement and reduce disruptive behaviors. Only 2 experts (10.53%) expressed neutrality, and no experts disagreed with the item. The median score is 4.00, suggesting that the central tendency of expert opinions leans toward agreement. The mode of 5.00 indicates that the most frequently selected response was “strongly agree”, highlighting a strong collective endorsement. The value of $Mo - Md$ is 1.00 and an IQR of 1.00 further confirm the consistency of responses and a moderate degree of consensus.

These results support the pedagogical notion that providing students with choices - particularly those aligned with their interests - fosters intrinsic motivation and promotes positive classroom behavior. This finding aligns with constructivist and student-centered learning paradigms, which emphasize autonomy and engagement as key factors in behavioral management within EFL contexts.

Data Analysis of Question 19 in Domain 4

The statistical analysis of responses to Q19 reveals a strong expert consensus regarding the effectiveness of differentiated tasks in enhancing students' sense of

achievement and improving classroom behavior. Out of 19 experts, 12 (63.16%) strongly agreed and 6 (31.58%) agreed with the item, while only 1 expert (5.26%) remained neutral and none expressed disagreement. Moreover, the median and mode are both 5.00, indicating that the central tendency and the most frequent response strongly support the statement. The Mo - Md difference is 0.00, suggesting perfect alignment between the central response and the most common opinion. The IQR is 1.00, reflecting a moderate level of response dispersion but still within a consensus range.

These findings support differentiated instruction theories, which suggest that tailoring learning activities to students' varying abilities and needs fosters motivation and a stronger sense of competence. This, in turn, reduces frustration-related misbehavior and fosters a more conducive learning environment in Chinese college EFL classrooms.

Data Analysis of Question 20 in Domain 4

By statistically analyzing, it can be seen that the expert panel reveals a strong consensus for Q20. Specifically, 11 out of 19 experts (57.89%) strongly agreed with the item, and 8 (42.11%) agreed, with no respondents expressing neutrality or disagreement. This unanimous positive response underscores the critical role of targeted interventions in student behavior management. What's more, the median and mode of this item are both 5.00, indicating that the central tendency and the

most frequent opinion align perfectly in strong support of the item. The Mo - Md value is 0.00, further confirming this alignment. The IQR of 1.00 reflects low dispersion in responses, suggesting a concentrated level of agreement across the expert panel.

These findings suggest that implementing consistent individualized support mechanisms is essential for student behavior management in Chinese college EFL settings.

The Analysis of Questions 21- 26 in Domain 5

From the table below, it is apparent that the statistical results of Domain 5 (Q21–Q26), which centers on student motivation and engagement, exhibits a uniformly high level of expert agreement. Each item achieved a Median and Mode of 5.0, indicating that all 19 experts strongly agreed with the proposed strategies. The Interquartile Range (IQR) for all items is ≤ 1.0 , suggesting that responses are tightly clustered around the central value, which further confirms strong consensus. Moreover, the strong level of consensus among the expert panel suggests that experts not only agreed on the importance of the items in Domain 5 but also displayed highly unified perceptions, as evidenced by the convergence of central tendency measures.

Table 14 Statistical Summary Table of Domain 5

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q21. Formative assessment and continuous feedback should be regularly used to track and improve students' classroom behaviors in Chinese college EFL classes.	5.0	5.0	1.0	0.0	Consensus achieved
Q22. Student classroom participation, group contributions, and behavioral progress should be incorporated into the grading system.	5.0	5.0	1.0	0.0	Consensus achieved
Q23. Digital tools should be used to support the monitoring and improvement of student behavior in Chinese college EFL classes.	5.0	5.0	1.0	0.0	Consensus achieved
Q24. A sustainable and structured incentive mechanism should be established to consistently reinforce positive student behavior and engagement.	5.0	5.0	0.0	0.0	Consensus achieved

Table 14. Statistical Summary Table of Domain 5 (Continued)

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q25. Teaching teams should collaboratively develop motivation strategies and share best practices to ensure consistent and effective implementation	5.0	5.0	1.0	0.0	Consensus achieved
Q26. Incentive strategies should be tailored to accommodate student differences and promote equitable motivation.	5.0	5.0	1.0	0.0	Consensus achieved

With the broad agreement for Domain 5 already mapped, the spotlight now shifts to the micro-level picture. What follows breaks down each statement one by one, laying bare the fine detail of how the panel judged every element in this domain.

Data Analysis of Question 21 in Domain 5

Q21 investigates expert opinions on the use of formative assessment and continuous feedback to monitor and improve students' classroom behaviors in Chinese college EFL classes. Among the 19 experts who responded to this item, 12 experts (63.16%) selected "Strongly Agree" and 7 experts (36.84%) selected "Agree",

while no respondents expressed neutrality or disagreement. This 100% positive agreement rate reveals strong consensus among experts.

Moreover, the median and mode both equal 5, indicating that most respondents strongly agreed with the item. The interquartile range (IQR) is 1, which suggests a relatively low level of dispersion and further supports the convergence of opinions. The Mo-Md difference of 0 indicates perfect alignment between the most common and central tendency of responses, underscoring a high level of agreement among the expert panel. This result affirms the perceived value of formative assessment and feedback as essential mechanisms for effective classroom behavior management in Chinese college EFL contexts.

Data Analysis of Question 22 in Domain 5

On Q22, a total of 19 experts responded to this item. Among them, 14 experts (73.68%) selected “Strongly Agree”, and 5 experts (26.32%) selected “Agree”. None chose Neutral, Disagree, or Strongly Disagree. This means 100% of the expert panel expressed positive support for the integration of student participation and behavioral progress into the grading system, demonstrating complete consensus in favor of this item.

The median and mode are both 5, and the interquartile range is minimal (IQR = 1) reflects a high concentration of responses at the upper end of the Likert scale.

This result affirms the growing recognition of non-cognitive factors—such as participation, group collaboration, and behavioral improvement—as essential components of student development. Embedding these indicators in grading systems can promote accountability, social engagement, and sustained behavioral improvements in EFL contexts.

Data Analysis of Question 23 in Domain 5

From the data of Q23 listed in the summary table, it is evident that among the 19 participating experts, the majority demonstrated a positive attitude toward the use of digital tools for monitoring and improving student behavior in Chinese college EFL classrooms. Specifically, 10 experts (52.63%) selected “Strongly Agree” and 6 experts (31.58%) selected “Agree,” together accounting for 84.21% of the total responses. In contrast, only 2 experts (10.53%) expressed disagreement, and 1 expert (5.26%) chose “Neutral.” Notably, none of the respondents selected “Strongly Disagree.” This distribution reflects a high level of expert consensus regarding the value of digital tools in supporting behavior management, although a small portion of the panel expressed reservations or uncertainty.

To be more specific, the median and mode of this item both equal 5, indicating a high central tendency. However, the presence of two responses at the “Disagree” level and one at “Neutral” slightly broadened the distribution, reflected in the IQR of 1. This suggests that while most experts support digital monitoring tools, a small

minority remains skeptical or neutral, possibly due to concerns about data privacy, implementation challenges, or pedagogical compatibility. Still, the overwhelming support (median = 5, mode = 5) confirms the emerging trend of integrating technological solutions in behavior management as part of digital transformation in education.

Data Analysis of Question 24 in Domain 5

Among the 19 expert panelists who answered the Q24, an overwhelming majority (78.95%) strongly agreed and 21.05% agreed that a sustainable and structured incentive mechanism should be implemented to consistently reinforce positive student behavior and engagement. No participants expressed neutrality or disagreement. The distribution demonstrates an exceptional level of consensus among the experts.

Statistical indicators further substantiate this strong agreement: the Mode and Median are both 5, and the Interquartile Range (IQR) is 0, indicating complete agreement across the upper 75% of the dataset. The difference between mode and median ($Mo - Md = 0$) also reflects the uniformity in expert opinion. These results underscore the perceived criticality of a well-established incentive system in fostering positive engagement in EFL classrooms.

Data Analysis of Question 25 in Domain 5

The data from Q25 reflects unanimous positive expert agreement on the importance of collaborative development and sharing of motivational strategies among teaching teams. Specifically, 13 out of 19 experts (68.42%) strongly agreed, while the remaining 6 experts (31.58%) agreed. No respondents chose neutral or negative options, which indicates a unified consensus.

Statistically, both the Mode and Median are 5, signaling strong alignment in expert opinions. The Mo – Md difference is 0, further confirming consistency between the most frequent and central values. The Interquartile Range (IQR) of 1 demonstrates low dispersion in responses, with the majority of experts' opinions concentrated at the highest end of the scale.

This strong consensus underscores the belief that a collective and strategic approach by teaching teams is essential to consistently enhance motivation and ensure effective classroom practices in Chinese college EFL contexts.

Data Analysis of Question 26 in Domain 5

The expert responses to Q26 revealed unanimous support for differentiated incentive strategies in EFL classrooms. Among the 19 panelists, 11 experts (57.89%) strongly agreed and 8 experts (42.11%) agreed with the statement. There were no

neutral or negative responses, indicating a high level of consensus on the importance of tailoring motivational strategies to students' individual differences.

From a statistical perspective, the Mode and Median are both 5, confirming consistency in expert agreement. The Mo -Md difference is 0, highlighting alignment between the most frequently chosen and the central response values. The Interquartile Range (IQR) of 1 reflects low dispersion, suggesting concentrated expert support for the most favorable options.

This strong agreement emphasizes that individualized incentive strategies are perceived as essential to achieving equitable motivation and promoting inclusive classroom environments in Chinese college EFL settings.

To sum up, this high degree of agreement appearing in all the items of domain 5 validates the importance of implementing motivation-enhancing strategies, such as aligning curriculum with real-world tasks, fostering collaborative planning among teaching teams, and differentiating incentives. It further suggests that these strategies are perceived not just as beneficial, but as essential components of effective management of students' classroom behaviors in Chinese college EFL classes.

The Analysis of Questions 27- 34 in Domain 6

From the statistical summary table of Domain 6, it is evident that expert consensus was achieved across all eight items in Domain 6, with median values ranging from 4 to 5 and IQR values consistently equal to 1. Most items (5 out of 8) had both median and mode values of 5, reflecting strong agreement. Q29 and Q33 had a median of 4, and Q31 exhibited a Mo–Md difference of 1, suggesting slight variability. Nevertheless, all items meet the Delphi criteria, confirming overall consensus on the importance of behavioral intervention and emotional support strategies.

Table 15 Statistical Summary Table of Domain 6

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q27. Disruptive behaviors should be interpreted within the context of emotional, academic, and social factors, and are not judged solely based on external observations	5.0	5.0	1.0	0.0	Consensus Achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q28. Teachers should hold individual conversations with students to explore causes of behavioral issues and provide support.	5.0	5.0	1.0	0.0	Consensus Achieved
Q29. Student anxiety and pressure should be addressed through activities such as games, peer bonding, and flexible tasks.	4.0	4.0	1.0	0.0	Consensus Achieved
Q30. A sustainable early warning and intervention mechanism should be established to identify and address potential behavioral problems before they escalate.	5.0	5.0	1.0	0.0	Consensus Achieved
Q31. Intervention strategies should be developed collaboratively by teaching teams to ensure consistency and shared responsibility.	4.0	5.0	1.0	1.0	Consensus Achieved
Q32. Teachers should be trained to recognize and respond to students' emotional needs as part of their professional development.	5.0	5.0	1.0	0.0	Consensus Achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q33. Family background and home-school communication should be considered in analyzing and intervening in problem behaviors.	4.0	4.0	1.0	0.0	Consensus Achieved
Q34. A positive behavioral support pathway should be provided for students with behavioral issues, aiming to promote improvement without stigmatization.	5.0	5.0	1.0	0.0	Consensus Achieved

To be more specific, following the summary statistics, the part below itemizes each statement of the domain 6, offering a precise view of the content in domain 6.

Data Analysis of Question 27 in Domain 6

The analysis of expert responses to Q27 indicates a unanimous and robust agreement on the necessity of interpreting disruptive behavior through a multifactorial lens, incorporating emotional, academic, and social contexts. All 19 experts expressed agreement, with 11 (57.89%) selecting “Strongly Agree” and 8 (42.11%) selecting “Agree”. Notably, no respondents chose neutral or negative options, signifying a high level of consensus.

Statistically, the Mode and Median are both 5, reflecting a centralized consensus toward the strongest level of agreement. The Mo - Md difference is 0, and the IQR of 1 indicates low variability in responses. This pattern of distribution confirms the strong and consistent endorsement among the expert panel.

Such findings underscore the perceived importance of adopting a holistic approach to student behavior assessment, particularly in the context of Chinese college EFL classrooms, where emotional and social factors often interplay with academic performance.

Data Analysis of Question 28 in Domain 6

The findings for Q28 reveal a strong consensus among the expert panel regarding the importance of teacher-student dialogue for behavioral support. All 19 experts expressed agreement, with 11 experts (57.89%) selecting “Strongly Agree” and 8 experts (42.11%) choosing “Agree.” No experts expressed neutrality or disagreement, indicating complete endorsement of the item.

From a statistical perspective, both the Mode and Median are 5, indicating that the central tendency is skewed toward strong agreement. The Mo - Md difference is 0, and the Interquartile Range (IQR) is 1, reflecting low variability and high consensus across responses.

This distribution suggests that individualized teacher-student interaction is universally regarded as a key strategy for identifying and addressing behavioral issues in Chinese college EFL classrooms. The strong agreement highlights the perceived value of personalized support in fostering improved classroom dynamics and emotional well-being.

Data Analysis of Question 29 in Domain 6

The results for Q29 demonstrate a unanimous level of agreement among the expert panel on the importance of addressing student anxiety and pressure through engaging and flexible activities. All 19 respondents either agreed or strongly agreed with the statement, with 52.63% selecting “Agree” and 47.37% choosing “Strongly Agree”. No experts expressed neutrality or disagreement, indicating complete endorsement of the item.

Statistical indicators further reinforce the strong consensus: both the Mode and Median are 4, reflecting a slight central tendency toward general agreement. The Mode-Median difference is 0, and the IQR of 1 indicates low variability in expert opinions.

These findings suggest that incorporating supportive strategies—such as games, peer bonding, and flexible learning activities—is widely perceived by experts as a valuable mechanism to reduce stress and enhance student well-being in Chinese

college EFL classrooms. The high agreement underlines the critical role of emotional and psychological considerations in designing behavior-improving interventions.

Data Analysis of Question 30 in Domain 6

The results of Q30 reveal strong expert consensus on the necessity of implementing a sustainable early warning and intervention mechanism to manage potential behavioral issues in Chinese college EFL classrooms. Among the 19 panelists, 68.42% strongly agreed, and 26.32% agreed with the statement, totaling 94.74% endorsement. Only one expert (5.26%) expressed neutrality, and none disagreed.

From a statistical standpoint, both the Mode and Median are 5, indicating a concentrated peak at the highest level of agreement. The Mo - Md difference is 0, reinforcing the central agreement tendency. An IQR of 1 reflects low variability among responses, highlighting consistency across expert evaluations.

These results indicate overwhelming professional support for early intervention as a proactive behavioral management strategy. Experts perceive such mechanisms as critical to identifying at-risk students before behavioral issues escalate, contributing to a more stable and responsive learning environment.

Data Analysis of Question 31 in Domain 6

The analysis of Q31 highlights considerable agreement among the expert panel regarding the collaborative development of intervention strategies by teaching teams. Out of 19 respondents, 47.37% strongly agreed and 42.11% agreed, totaling an endorsement rate of 89.48%. Only 2 experts (10.53%) remained neutral, and no one expressed disagreement.

From a statistical perspective, the mode is 5, while the median is 4, resulting in a $Mo - Md$ difference of 1, suggesting a slight right-skew in expert opinion favoring strong agreement. The interquartile range (IQR) of 1 reflects a moderate consensus with some spread between agreement levels.

Overall, these results suggest that experts value shared responsibility and collaboration among teaching staff as essential for ensuring consistent, coherent, and effective behavioral intervention strategies within the EFL classroom context in Chinese colleges.

Data Analysis of Question 32 in Domain 6

The analysis of Q32 indicates overwhelming consensus among the expert panel on the importance of training teachers to address students' emotional needs as part of their professional development. Out of 19 experts, 12 (63.16%) strongly agreed,

while 6 (31.58%) agreed, and only 1 expert (5.26%) remained neutral. No negative responses were recorded.

Statistically, both the mode and median are 5, reflecting strong endorsement of the item. The Mo - Md difference is 0, indicating symmetrical central tendency toward strong agreement. The interquartile range (IQR) is 1, signifying a relatively concentrated distribution with low variability in opinions.

This data underscores the professional consensus that emotional responsiveness is a vital component of teacher training in the context of behavior management in Chinese college EFL classrooms.

Data Analysis of Question 33 in Domain 6

The analysis of Q33 reveals a strong consensus among experts on the importance of incorporating family background and home-school communication when addressing students' problem behaviors. Among the 19 expert respondents, 47.37% (n = 9) agreed and 47.37% (n = 9) strongly agreed, while only one respondent (5.26%) selected the neutral option. No participants expressed disagreement.

The data yielded a bimodal distribution (Mode = 4 and 5), which is consistent with the observed balance between agreement and strong agreement. Since two modes were identified (4 and 5), the value of 4 was selected for the purpose of

computing $Mo - Md$, as it is closest to the median whose value is 4. This treatment aligns with recommendations by Okoli and Pawlowski²⁷², who suggest using the mode most consistent with the median when multiple modes are present to maintain response coherence. In this case, the $Mo - Md$ difference is 0, suggesting alignment between frequent and central tendencies. An interquartile range (IQR) of 1 indicates relatively low variability among expert opinions.

These findings suggest that experts view familial and communicative factors as integral to effective behavior analysis and intervention strategies in Chinese college EFL classrooms.

Data Analysis of Question 34 in Domain 6

The analysis of Q34 demonstrates a strong expert consensus on the necessity of establishing a positive behavioral support pathway that encourages improvement without labeling or stigmatization. All 19 experts expressed agreement: 47.37% ($n = 9$) agreed and 52.63% ($n = 10$) strongly agreed, with no neutral or negative responses.

The mode and median both equal 5, indicating that the majority of experts rated this item at the highest level of agreement. The zero difference between the mode and the median ($Mo - Md = 0$) further confirms consistency in expert opinion. An

²⁷² Okoli, C., & Pawlowski, S. D. (2004). *The Delphi method as a research tool: an example, design considerations and applications*. Information & Management, 42(1), 15–29. <https://doi.org/10.1016/j.im.2003.11.002>

interquartile range (IQR) of 1 shows limited variability, suggesting stable and unified viewpoints across the expert panel.

Overall, these findings support the view that a non-stigmatizing, supportive framework is a widely endorsed strategy for addressing behavioral challenges in Chinese college EFL contexts. Such consensus underscores the importance of adopting inclusive and proactive intervention systems to foster student well-being and engagement.

The Analysis of Questions 35- 38 in Domain 7

The Statistical Summary Table for Domain 7 (Items Q35–Q38) shows a high level of consensus among the expert panel. Each item received a median (Md) and mode (Mo) value of 5.0, suggesting that most experts selected “Strongly Agree”. The Interquartile Range (IQR) is ≤ 1.0 across all items, indicating low variability and tight clustering of responses around the central tendency. Furthermore, the comparison between Median (Md) and Mode (Mo) for Items Q35 to Q38 in Domain 7 reflects a perfect alignment between the most frequent and middle responses. This statistical consistency confirms that “Consensus was achieved” on all four items. Such uniformity reflects the experts’ shared understanding and agreement on the importance of institutional support mechanisms for improving student behavioral outcomes in educational settings.

Table 16 Statistical Summary Table of Domain 7

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q35. School-wide policies on classroom behavior should be clearly defined and communicated, supported by teacher training and regular monitoring.	5.0	5.0	1.0	0.0	Consensus achieved
Q36. Teachers should regularly reflect on their classroom behavior management strategies and adjust practices based on student feedback and classroom outcomes.	5.0	5.0	0.0	0.0	Consensus achieved
Q37. A systematic reward and reinforcement system should be implemented to encourage positive behavior and address behavioral challenges consistently.	5.0	5.0	1.0	0.0	Consensus achieved
Q38. Schools should collaborate with parents and community stakeholders (including local organizations and employers) to build an environment that supports students' behavioral development.	5.0	5.0	1.0	0.0	Consensus achieved

From the summary table of Domain 7, it can be seen that Domain 7 has already demonstrated strong overall consensus. Then, the following section zooms in on the specifics. Statement by statement, it unpacks the experts' ratings and comments, revealing exactly how each sub-element within this domain was evaluated.

Data Analysis of Question 35 in Domain 7

The statistical analysis of Q35 reveals a strong consensus among the 19 participating experts regarding the necessity for clearly defined and systematically communicated school-wide classroom behavior policies, underpinned by teacher training and ongoing monitoring. All respondents supported the item, with 36.84% ($n = 7$) selecting “Agree” and a greater proportion, 63.16% ($n = 12$), choosing “Strongly Agree.”

The mode and median values are both 5, indicating the prevailing judgment aligns with the highest level of agreement. The difference between mode and median ($Mo - Md$) is zero, demonstrating a high degree of consistency in expert opinions. An interquartile range (IQR) of 1 also reflects a narrow dispersion of responses, highlighting low variability and unified perspectives.

This result reinforces the conclusion that expert stakeholders perceive clearly articulated, well-supported institutional behavior policies as essential components for maintaining effective classroom management in Chinese college EFL settings. Such consensus suggests that systemic strategies should be prioritized to ensure clarity, consistency, and sustainability in behavior interventions.

Data Analysis of Question 36 in Domain 7

The statistical findings for Q36 demonstrate overwhelming consensus among the 19 participating experts that teachers should routinely reflect on their behavior management strategies and adjust them based on student feedback and classroom results. Notably, 84.21% ($n = 16$) of experts strongly agreed, and an additional 15.79% ($n = 3$) agreed with the statement—indicating 100% agreement and no disagreement or neutrality.

Both the mode and median are 5, reflecting the dominant tendency toward strong agreement. The Mo - Md difference is zero, and the interquartile range (IQR) is also 0, which underscores a remarkable concentration of expert opinions and minimal variance.

This unified perspective highlights that reflective teaching practices grounded in feedback and real-time classroom outcomes are considered essential for sustainable and responsive classroom behavior management in Chinese college EFL contexts. The strong agreement suggests this should be a core component in teacher training and professional development initiatives.

Data Analysis of Question 37 in Domain 7

The expert responses to Q37 reveal a high level of agreement on the importance of implementing a systematic reward and reinforcement system to promote positive behavior and manage behavioral issues effectively. Among the 19 experts surveyed, 57.89% (n = 11) strongly agreed with the statement, and 31.58% (n = 6) agreed, totaling 89.47% of participants in favor. Only 10.53% (n = 2) chose the neutral option, while no participants expressed disagreement.

Statistical analysis supports this strong consensus. The mode and median both equal 5, signifying that the majority of responses are concentrated at the highest level of agreement. The Mo - Md difference is 0, further confirming consistency. Although the interquartile range (IQR) is 1, indicating a slight spread between the lower and upper quartiles, the overall variance remains minimal.

These findings emphasize that a structured reinforcement mechanism is widely regarded as a critical strategy by educational experts for encouraging desirable classroom behavior and preventing persistent behavioral problems. This consensus underlines the value of incorporating such mechanisms into institutional behavior management policies and teacher practice frameworks.

Data Analysis of Question 38 in Domain 7

The responses to Q38 reveal a strong expert consensus on the importance of school collaboration with families and community stakeholders to foster students' behavioral development. Among the 19 participants, 63.16% ($n = 12$) strongly agreed and 31.58% ($n = 6$) agreed with the item. Only one expert (5.26%) responded neutrally, while no one disagreed.



From a statistical standpoint, the mode and median both equal 5, indicating that the most frequent and central response is the highest level of agreement. The Mo - Md difference is 0, confirming the alignment of consensus. The interquartile range (IQR) is 1, showing minimal dispersion and further supporting data consistency.

These results underscore a widespread belief among experts that engaging parents and local stakeholders is essential to creating a behavior-supportive school culture. The findings affirm that behavioral development cannot be isolated within classroom walls; rather, it requires a coordinated effort between schools, families, and communities to create a nurturing and responsive environment for students' growth.

Statistical Analysis Summary of Q1–Q38 Across Seven Domains

This section presents a comprehensive statistical summary and visual comparison of all 38 questions spanning Domains 1 through 7, each of which

addresses distinct thematic aspects of strategic management for improving students' classroom behaviors in Chinese college EFL classes.

The table below provides a statistical summary of all questions, presenting four critical indicators—Median (Md), Mode (Mo), Interquartile Range (IQR), and the value of Mode - Median (Mo - Md)—which collectively offer a robust assessment of consensus levels among the expert panel. For all 38 questions, the consensus level was achieved, reflecting high uniformity in expert judgment across all domains.

Table 17 Statistical Summary Table of Domain 1-Domain7

Item	Median (Md)	Mode (Mo)	IQR	Mo - Md	Consensus Level
Q1. Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations.	4.0	5.0	1.0	1.0	Consensus achieved
Q2. Student behavior goals should align with course content, student proficiency levels, and long-term objectives.	4.0	4.0	1.0	0.0	Consensus achieved
Q3. Teachers should involve students in setting individual learning and behavior goals.	4.0	5.0	1.0	1.0	Consensus achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q4. Clear, specific, and measurable behavioral goals should be established at the beginning of each semester.	5.0	5.0	0.0	0.0	Consensus achieved
Q5. Student behavior goals should be adjusted dynamically based on data analysis and multi-source evaluations.	5.0	5.0	1.0	0.0	Consensus achieved
Q6. Student behavioral goals should be integrated into talent development planning and refer to expectations for future workplace behaviors.	5.0	5.0	1.0	0.0	Consensus achieved
Q7. Rules should be applied consistently but adjusted based on student feedback and classroom realities.	5.0	5.0	1.0	0.0	Consensus Achieved
Q8. Violations of rules should be linked to behavior records and course evaluations.	4.0	5.0	1.0	1.0	Consensus Achieved
Q9. Classroom behavioral rules should be embedded in institution-wide standards, with flexibility for teacher-level adaptation.	5.0	5.0	1.0	0.0	Consensus Achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q10. Students should be helped to understand the social logic and long-term value behind behavioral expectations.	5.0	5.0	1.0	0.0	Consensus Achieved
Q11. Interactive and task-based learning activities help reduce disruptive behavior in Chinese college EFL classes.	4.0	4.0	1.0	0.0	Consensus achieved
Q12. Positive teacher-student relationships and emotional support contribute to improved classroom behavior.	5.0	5.0	0.0	0.0	Consensus achieved
Q13. The teacher's humor, enthusiasm, and personal style positively influence students' behavioral engagement in Chinese college EFL classes.	5.0	5.0	0.0	0.0	Consensus achieved
Q14. Emotional safety and the ability to make mistakes without shame are essential for student participation.	5.0	5.0	1.0	0.0	Consensus achieved
Q15. Learning activities should be strategically connected to students' academic and career	5.0	5.0	1.0	0.0	Consensus achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
development to enhance long-term motivation.					
Q16. Curriculum design should include authentic, real-world language tasks to enhance students' motivation and engagement.	5.0	5.0	1.0	0.0	Consensus achieved
Q17. Teaching content and materials should be adapted to accommodate students at different proficiency levels to improve student classroom behavior in Chinese college EFL classes.	5.0	5.0	1.0	0.0	Consensus achieved
Q18. Allowing students to choose tasks based on interest enhances engagement and reduces negative behavior.	4.0	5.0	1.0	1.0	Consensus achieved
Q19. Differentiated tasks should be designed to foster students' sense of achievement, thereby promoting improved classroom behavior.	5.0	5.0	1.0	0.0	Consensus achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q20. Individualized support and tutoring are essential for improving the behavior of struggling students.	5.0	5.0	1.0	0.0	Consensus achieved
Q21. Formative assessment and continuous feedback should be regularly used to track and improve students' classroom behaviors in Chinese college EFL classes.	5.0	5.0	1.0	0.0	Consensus achieved
Q22. Student classroom participation, group contributions, and behavioral progress should be incorporated into the grading system.	5.0	5.0	1.0	0.0	Consensus achieved
Q23. Digital tools should be used to support the monitoring and improvement of student behavior in Chinese college EFL classes.	5.0	5.0	1.0	0.0	Consensus achieved
Q24. A sustainable and structured incentive mechanism should be established to consistently reinforce positive student behavior and engagement.	5.0	5.0	0.0	0.0	Consensus achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q25. Teaching teams should collaboratively develop motivation strategies and share best practices to ensure consistent and effective implementation.	5.0	5.0	1.0	0.0	Consensus achieved
Q26. Incentive strategies should be tailored to accommodate student differences and promote equitable motivation.	5.0	5.0	1.0	0.0	Consensus achieved
Q27. Disruptive behaviors should be interpreted within the context of emotional, academic, and social factors, and are not judged solely based on external observations.	5.0	5.0	1.0	0.0	Consensus Achieved
Q28. Teachers should hold individual conversations with students to explore causes of behavioral issues and provide support.	5.0	5.0	1.0	0.0	Consensus Achieved
Q29. Student anxiety and pressure should be addressed through activities such as games, peer bonding, and flexible tasks.	4.0	4.0	1.0	0.0	Consensus Achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
Q30. A sustainable early warning and intervention mechanism should be established to identify and address potential behavioral problems before they escalate.	5.0	5.0	1.0	0.0	Consensus Achieved
Q31. Intervention strategies should be developed collaboratively by teaching teams to ensure consistency and shared responsibility.	4.0	5.0	1.0	1.0	Consensus Achieved
Q32. Teachers should be trained to recognize and respond to students' emotional needs as part of their professional development.	5.0	5.0	1.0	0.0	Consensus Achieved
Q33. Family background and home-school communication should be considered in analyzing and intervening in problem behaviors.	4.0	4.0	1.0	0.0	Consensus Achieved
Q34. A positive behavioral support pathway should be provided for students with behavioral issues, aiming to	5.0	5.0	1.0	0.0	Consensus Achieved

Item	Median (Md)	Mode (Mo)	IQR	Mo – Md	Consensus Level
promote improvement without stigmatization.					
Q35. School-wide policies on classroom behavior should be clearly defined and communicated, supported by teacher training and regular monitoring.	5.0	5.0	1.0	0.0	Consensus achieved
Q36. Teachers should regularly reflect on their classroom behavior management strategies and adjust practices based on student feedback and classroom outcomes.	5.0	5.0	0.0	0.0	Consensus achieved
Q37. A systematic reward and reinforcement system should be implemented to encourage positive behavior and address behavioral challenges consistently.	5.0	5.0	1.0	0.0	Consensus achieved
Q38. Schools should collaborate with parents and community stakeholders (including local organizations and employers) to build an environment that supports students' behavioral development.	5.0	5.0	1.0	0.0	Consensus achieved

Overall, the statistical results across Q1–Q38 show a consistently high level of expert consensus within and across the seven domains. Median scores predominantly cluster at 5.00, with occasional instances of 4.00, indicating a generally strong agreement on most strategic management practices proposed. Mode values mirror this pattern, demonstrating close alignment with median scores and reinforcing the uniformity of expert perspectives. The interquartile range (IQR) values are mostly 1.00, reflecting a narrow spread of responses and strong consensus, with some items achieving an IQR of 0.00, denoting unanimous or near-unanimous agreement. The difference between mode and median ($Mo - Md$) remains 0.00 in the vast majority of items, further validating response consistency. These results highlight a robust and cohesive expert consensus, suggesting that the strategic elements across all domains are viewed as both relevant and implementable for improving students' classroom behaviors in Chinese college EFL contexts. In this case, the round 3 confirmation was deemed unnecessary, thus was not conducted in the research.

Following two rounds of data collection, it can be concluded that the strategic management for improving students' classroom behaviors in Chinese college EFL classes consist of seven domains and 38 sub-elements, which are listed below.

Domain 1: Strategic Goal Setting and Behavior Planning

This domain focuses on embedding student behavioral goals within institutional frameworks, emphasizing alignment with workplace expectations and talent development planning. In the interview round, all the three expert groups emphasized goal clarity, tiered planning, and SMART principles. Based on the results of context analysis, six sub-elements were yielded. By systematically statistical analysis, all the 6 sub-elements achieved consensus with median values ranging from 4.0 to 5.0 and the value of Interquartile Range is of 1.0 or less , indicating strong agreement on the necessity of integrating student behavioral goals with institutional frameworks, workplace expectations and talent development planning.

Domain 2: Classroom Behavioral Rules and Behavior Management

This domain focuses on the consistent application of classroom rules while allowing necessary flexibility based on classroom realities and student feedback. During the interview stage, experts from all three panels underscored the importance of clarity, consistency, and fairness in both the formulation and the application of such rules. Drawing on the findings from context analysis, four sub-elements were identified. The subsequent statistical examination revealed that consensus was reached for all four sub-elements, with medians consistently between 4.0 and 5.0 and an Interquartile Range (IQR) of 1.0 or less. These results point to broad expert agreement on the critical role of establishing transparent behavioral regulations and

ensuring their consistent application in the classroom, thereby fostering a structured and accountable learning environment that supports student responsibility and sustained engagement in Chinese college EFL classes.

Domain 3: Engagement and Motivation Strategies

This domain emphasizes fostering student engagement and motivation through interactive, supportive, emotionally safe classroom environments and strategically design of activities and curriculum. In the interview phase, expert groups consistently highlighted the value of interactive and task-based learning activities as a means to reduce disruptive behaviors and sustain student focus. They also stressed that positive teacher-student relationships, coupled with emotional support, contribute significantly to improved classroom behavior. Furthermore, the teacher's humor, enthusiasm, and personal style were identified as important drivers of students' behavioral engagement, promoting a lively and inclusive learning atmosphere. Emotional safety, including the ability for students to make mistakes without fear or shame, was viewed as essential for active participation.

From context analysis, six sub-elements were identified. Statistical results showed consensus for all sub-elements, with medians ranging from 4.0 to 5.0 and an interquartile range (IQR) of 1.0 or less, indicating strong expert agreement on the need to integrate engagement and motivation strategies into classroom practice. These findings underscore that promoting active participation, fostering positive

interpersonal relationships, and creating a safe emotional climate are key to improving student behavioral outcomes in Chinese college EFL classes, thereby reinforcing the consistent application of classroom rules and strategic management practices.

Domain 4: Instructional Differentiation for Behavior Improvement

The fourth domain emphasizes the importance of adapting teaching content, materials, and instructional strategies to accommodate students with varying proficiency levels, thereby fostering positive classroom behavior in Chinese college EFL settings. Insights from expert interviews underscored the value of tailoring instruction to meet diverse learner needs, allowing task choices aligned with students' interests to boost engagement and minimize negative behaviors. Additionally, the design of differentiated tasks was recognized as a key factor in enhancing students' sense of achievement, which in turn contributes to improved classroom conduct. The provision of individualized support and tutoring emerged as an essential measure for addressing the behavioral challenges of struggling students.

Through statistical analysis, all four sub-elements within this domain reached consensus, with median scores consistently ranging from 4.0 to 5.0 and minimal variability ($IQR \leq 1.0$) across expert responses. These findings highlight the critical role of instructional differentiation in not only improving students' learning experiences

but also in systematically promoting constructive behavior, thus reinforcing the sustainable application of effective management practices in EFL contexts.

Domain 5: Feedback, Evaluation, and Reinforcement

Domain 5 highlights the significance of systematic feedback, structured evaluation, and targeted reinforcement in shaping positive student behaviors within Chinese college EFL classes. In the interview phase, experts highlighted the use of formative assessment, continuous feedback, and integration of behavioral progress into grading systems to enhance engagement and accountability. The incorporation of digital tools and sustainable incentive mechanisms was also considered essential for consistent reinforcement. Furthermore, aligning learning activities with students' academic and career goals, incorporating authentic language tasks, and fostering collaborative teaching strategies were identified as effective ways to enhance motivation.

Statistical analysis confirmed that all six sub-elements achieved the highest level of expert consensus, with a median score of 5.0 across all items and minimal variability ($IQR \leq 1.0$), underscoring the unanimous recognition of feedback, evaluation, and reinforcement as pivotal to sustaining constructive classroom behaviors.

Domain 6: Problem Behavior Intervention and Social-Emotional Support

This domain addresses the necessity of integrating emotional, academic, and social considerations into problem behavior interventions, ensuring that student conduct is not judged solely based on external observations. In interviews, experts emphasized personalized support, such as one - on - one teacher - student dialogues, activities to alleviate anxiety and pressure, and the establishment of sustainable early warning systems to address potential behavioral issues proactively.

Moreover, collaborative intervention strategies, professional training for teachers are helpful to recognize and respond to students' emotional needs, and the inclusion of family background and home-school communication were identified as essential components for effective behavior management. Additionally, the creation of positive behavioral support pathways was deemed crucial for fostering improvement without stigmatization.

All eight sub-elements achieved consensus, with median scores of 4.0 or 5.0 and low variability ($IQR \leq 1.0$) across responses of the collected questionnaires, reflecting a high level of agreement on the need for comprehensive, empathetic, and preventive approaches to student behavior intervention.

Domain 7: Strategic Management and Systemic Improvement

The last domain focuses on embedding strategic management principles into systemic initiatives for improving students' classroom behaviors in Chinese college EFL classes. It calls for clearly defined, well-communicated school-wide behavior policies, supported by teacher training and regular monitoring. Teachers are encouraged to reflect on classroom management strategies and make evidence-based adjustments guided by student feedback and classroom observations.

It also emphasizes the importance of a structured reward and reinforcement system to sustain positive behavior and address challenges consistently, alongside active collaboration with parents and community stakeholders, including local organizations and employers. All four sub-elements reached full consensus, with median scores of 5.0 and IQR values between 0 and 1, reflecting strong and uniform expert agreement on the need for systemic, strategic measures to ensure lasting behavioral improvements.



To sum up, strategic management for improving students' classroom behaviors in Chinese college EFL (English as a Foreign Language) classes should be based on a comprehensive framework comprising 7 domains and 38 items, as illustrated in Figure 6.

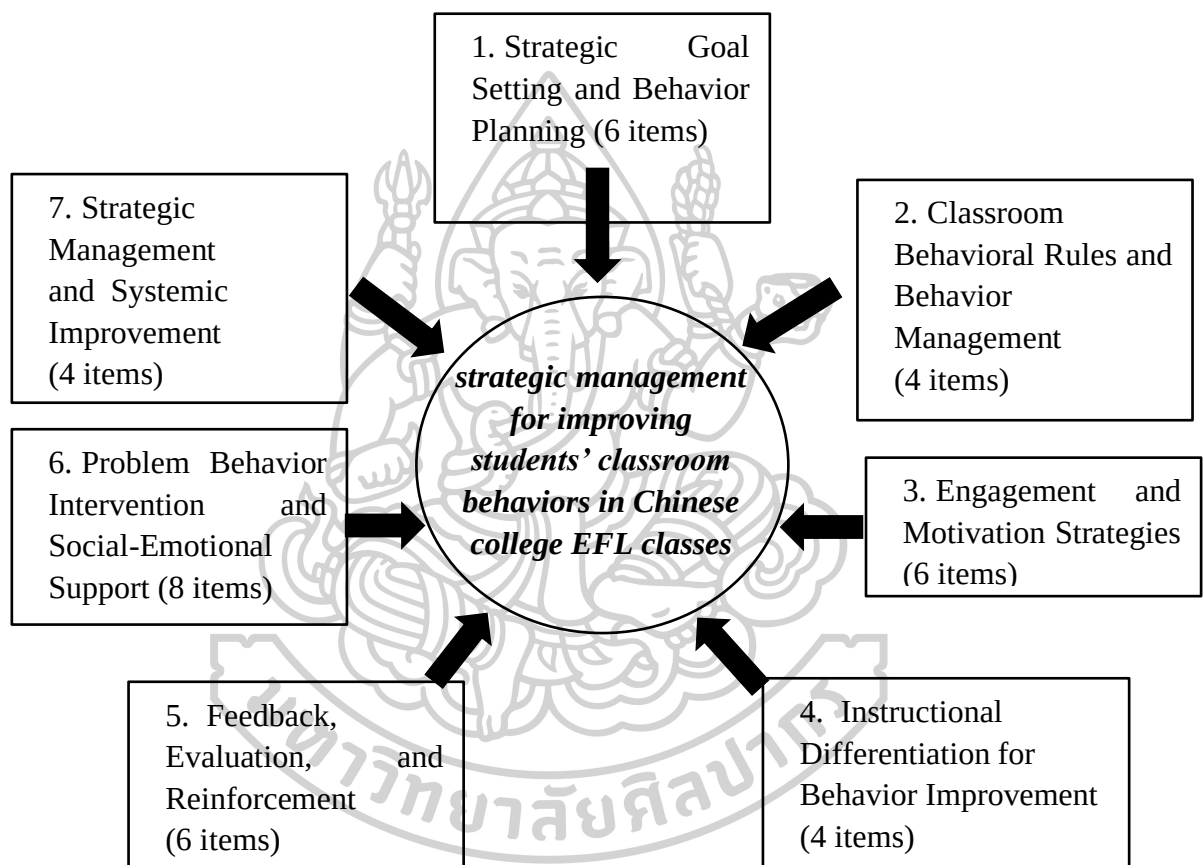


Figure 6 7 Domains of Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATION

The objective of this research, entitled “Strategic Management for Improving Students’ Classroom Behaviors in Chinese College EFL Classes”, was to explore and identify effective strategic management practices that can be applied in Chinese higher education EFL contexts to help the students improve their classroom behaviors. The research adopted the Ethnographic Delphi Future Research (EDFR) method, which combines the advantages of Ethnographic Futures Research (EFR) and the Delphi method, to ensure both contextual richness and expert consensus.

To successfully achieve the study’s predefined objectives, the process of the study began with an extensive literature review to establish a theoretical and empirical foundation for the study. Following this preparation, the EDFR process was conducted in two rounds. In the first round, 19 experts in EFL teaching and educational administration who met the selection criteria were invited to participate in unstructured interviews. These experts were categorized into three professional groups, representing eight different higher education institutions. Their diverse yet complementary expertise ensured a well-rounded perspective, and their insights provided qualitative data for identifying preliminary strategic management for improving students’ classroom behaviors in Chinese college EFL classes. In the

second round, the data from the context analysis of experts' interviews were employed to design a structured rating-scale questionnaire, which was then distributed to the same expert panel. The responses of all the 19 experts were analyzed using median, mode, interquartile range (IQR), and the difference between mode and median ($Mo - Md$) to determine the degree of consensus. The statistical analysis demonstrated consistently high expert consensus across all domains, which indicates that the identified strategies are widely accepted by experts as relevant, practical, and applicable for improving students' classroom behaviors in Chinese college EFL classes. As all questionnaire items met the predetermined consensus threshold, the third round of the EDR process was deemed unnecessary.

Conclusion of the Research Findings

Based on data obtained from expert interviews and questionnaire responses, the research identified seven domains and thirty-eight sub-elements for implementing strategic management to improve students' classroom behaviors in Chinese college EFL classes, namely:

(1) Strategic Goal Setting and Behavior Planning comprised six sub-elements, which are: a) Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations; b) Student behavior goals should align with course content, student proficiency levels, and long-term objectives; c) Teachers should involve students in setting individual learning and

behavior goals; d) Clear, specific, and measurable behavioral goals should be established at the beginning of each semester; e) Student behavior goals should be adjusted dynamically based on data analysis and multi-source evaluations; f) Student behavioral goals should be integrated into talent development planning and refer to expectations for future workplace behaviors.

(2) Classroom Behavioral Rules and Behavior Management consisted of four sub-elements, which are: a) rules should be applied consistently but adjusted based on student feedback and classroom realities; b) Violations of rules should be linked to behavior records and course evaluations; c) Classroom behavioral rules should be embedded in institution-wide standards, with flexibility for teacher-level adaptation; d) Students should be helped to understand the social logic and long-term value behind behavioral expectations.

(3) Engagement and Motivation Strategies encompassed six sub-elements, which include: a) Interactive and task-based learning activities help reduce disruptive behavior in Chinese college EFL classes; b) Positive teacher-student relationships and emotional support contribute to improved classroom behavior; c) The teacher's humor, enthusiasm, and personal style positively influence students' behavioral engagement in Chinese college EFL classes; d) Emotional safety and the ability to make mistakes without shame are essential for student participation; e) Learning activities should be strategically connected to students' academic and career

development to enhance long-term motivation; f) Curriculum design should include authentic, real-world language tasks to enhance students' motivation and engagement.

(4) Instructional Differentiation for Behavior Improvement was structured around four sub-elements, which are: a) Teaching content and materials should be adapted to accommodate students at different proficiency levels to improve student classroom behavior in Chinese college EFL classes; b) Allowing students to choose tasks based on interest enhances engagement and reduces negative behavior; c) Differentiated tasks should be designed to foster students' sense of achievement, thereby promoting improved classroom behavior; d) Individualized support and tutoring are essential for improving the behavior of struggling students.

(5) Feedback, Evaluation, and Reinforcement included six sub-elements, which are: a) Formative assessment and continuous feedback should be regularly used to track and improve students' classroom behaviors in Chinese college EFL classes; b) Student classroom participation, group contributions, and behavioral progress should be incorporated into the grading system; c) Digital tools should be used to support the monitoring and improvement of student behavior in Chinese college EFL classes; d) A sustainable and structured incentive mechanism should be established to consistently reinforce positive student behavior and engagement; e) Teaching teams should collaboratively develop motivation strategies and share best practices to

ensure consistent and effective implementation; f) Incentive strategies should be tailored to accommodate student differences and promote equitable motivation.

(6) Problem Behavior Intervention and Social-Emotional Support contained eight sub-elements, which are: a) Disruptive behaviors should be interpreted within the context of emotional, academic, and social factors, and are not judged solely based on external observations; b) Teachers should hold individual conversations with students to explore causes of behavioral issues and provide support; c) Student anxiety and pressure should be addressed through activities such as games, peer bonding, and flexible tasks; d) A sustainable early warning and intervention mechanism should be established to identify and address potential behavioral problems before they escalate; e) Intervention strategies should be developed collaboratively by teaching teams to ensure consistency and shared responsibility; f) Teachers should be trained to recognize and respond to students' emotional needs as part of their professional development; g) Family background and home-school communication should be considered in analyzing and intervening in problem behaviors; h) A positive behavioral support pathway should be provided for students with behavioral issues, aiming to promote improvement without stigmatization.

(7) Strategic Management and Systemic Improvement was based on four sub-elements, which are: a) School-wide policies on classroom behavior should be clearly defined and communicated, supported by teacher training and regular monitoring; b) Teachers should regularly reflect on their classroom behavior management strategies and adjust practices based on student feedback and classroom outcomes; c) A systematic reward and reinforcement system should be implemented to encourage positive behavior and address behavioral challenges consistently; d) Schools should collaborate with parents and community stakeholders (including local organizations and employers) to build an environment that supports students' behavioral development.

Discussion

The seven domains identified in this research are structured within the theoretical framework of strategic management proposed by David, encompassing the three fundamental phases which are planning, implementation, and evaluation. This model emphasizes the systematic cycle through which organizations formulate strategic objectives, execute aligned actions, and evaluate performance outcomes to ensure continuous improvement. In the context of improving students' classroom behaviors in Chinese college EFL classes, the framework provides a coherent lens to interpret how each domain contributes to a sustainable and strategic behavioral management system.

To begin with, the planning phase centers on the establishment of behavioral objectives, environmental analysis, and the design of strategic plans. Within this phase, two domains are closely aligned. Then, the implementation phase focuses on translating strategic objectives into actionable practices through coordination, motivation, and operationalization. The Domain 3 to Domain 6 in this study correspond to this phase. The evaluation phase involves the monitoring and continuous assessment of strategy effectiveness, followed by adjustments to improve long-term outcomes. The final domain aligns closely with this phase. To

provide a detailed discussion of the seven domains, each domain examined in depth in the subsequent sections.

1. Strategic Goal Setting and Behavior Planning

The results of Domain 1, Strategic Goal Setting and Behavior Planning, underscore its role as a foundational component for strategic management for improving students' classroom behaviors in Chinese college EFL contexts. Grounded in the strategic management process put forward by David, the domain resonates particularly with the planning stage, which involves systematically analyzing internal and external environments, formulating precise and attainable objectives, and aligning resources to support their realization. In the context of behavioral improvement, this translates into establishing clear, specific, and measurable behavioral targets that are explicitly linked to institutional missions, socio-cultural norms, and students' current proficiency levels. Such an approach is further reinforced by the resource-based theory, which emphasizes leveraging unique institutional and human resources to create sustained advantages, and the dynamic capabilities concept, which highlights the organization's ability to adapt, integrate, and reconfigure competencies in response to changing educational environments. Together, these theoretical underpinnings ensure that behavioral goals are not only contextually relevant but also adaptable to the evolving demands of EFL teaching and learning in higher education.

The theoretical underpinnings from behavior improvement literature further strengthen this domain. Behaviourism learning theory supports the use of reinforcement and feedback to guide goal achievement, while Social Learning Theory underscores the value of involving students in the co-construction of behavior objectives through modeling and participatory practices. Self-Control Theory aligns with the call for students to take active responsibility in monitoring their own progress toward agreed goals, and Reality Therapy and Choice Theory reinforces the integration of behavioral objectives into broader talent development plans, connecting academic conduct with long-term career readiness. Moreover, the

principles of Assertive Discipline—clarity of rules, consistent consequences, and positive reinforcement—are echoed in the sub-elements that stress measurability, regular review, and data-informed adjustments.

In practice, this domain suggests that institutions should embed a cyclical process of a structured goal-setting process and behavioral goal planning at the start of each semester, co-develop targets with students, and employ ongoing multi-source evaluation to refine objectives. In the EFL context—where communicative competence, intercultural awareness, and learner autonomy are central—strategic goal-setting and behavior planning serve as both behavioral compass and an instructional scaffold, fostering sustainable engagement and preparing students to meet professional and societal expectations in a globalized environment. Embedding these practices within EFL programs is likely to cultivate learner autonomy, align behavioral expectations with academic and professional standards, and foster long-term adaptability in socio-culturally diverse educational settings.

2. Classroom Behavioral Rules and Behavior Management

The second domain “Classroom Behavioral Rules and Behavior Management”, highlights the importance of establishing a structured yet adaptive framework of classroom behavior norms for governing student conduct in Chinese college EFL classrooms. According to David, the planning stage of strategic management centers on setting objectives, analyzing the internal and external environment, and designing strategies that establish clear direction for future actions. Similarly, in the educational context, developing classroom behavioral rules represents the process of translating institutional goals and behavioral standards into concrete operational guidelines. Therefore, this domain is classified under the planning phase.

Moreover, it also aligns closely with the principles of Assertive Discipline, which advocates for the explicit articulation of behavioral expectations, consistent application of rules, and fair consequences for infractions, while also allowing flexibility to meet individual classroom needs. Embedding behavioral rules within

institution-wide standards resonates with the “systems model” of behavior management, ensuring coherence across different educational levels while enabling teacher-level adaptation based on real-time classroom realities. Furthermore, elements of Social Learning Theory promoted by Bandura are evident in the emphasis on helping students understand the social logic and long-term value underlying behavioral norms, fostering internalized motivation and self-regulation rather than mere compliance.

The integration of behavior rules with course evaluations and student records is consistent with Self-Control Theory, which posits that accountability and the development of personal responsibility are fundamental drivers of enduring behavioral improvement. By grounding disciplinary practices in measurable outcomes, this theoretical perspective supports a shift from mere compliance to sustained behavioral growth, whereby evaluations and records serve as feedback mechanisms that reinforce target behaviors over time. Within the EFL context, linguistic engagement, intercultural communication, and collaborative learning represent core competencies that classroom rules should facilitate rather than constrain. Consequently, clearly articulated and consistently enforced behavioral standards contribute to a stable learning environment, which in turn promotes both academic achievement and socio-emotional development, thereby aligning individual student progress with broader educational objectives.

In operational terms, the findings suggest that the educational institutions should formalize behavioral standards at the policy level, ensure transparent and consistent application in classrooms, and integrate behavior-related feedback into both formative and summative assessment systems. Simultaneously, educators and administrators should engage students in understanding the rationale behind rules, thereby bridging institutional mandates with learner-centered perspectives and fostering sustainable behavioral change.

3. Engagement and Motivation Strategies

The domain of “Engagement and Motivation Strategies” emphasizes the central role of fostering active participation and sustaining student motivation to improve classroom behaviors in Chinese college EFL classes. As it focuses on how to execute planned strategies through instructions with students in the class, it was classified to the implementation stage. What’s more, this domain aligns strongly with Constructivist principles, which view learners as active participants in constructing knowledge through interaction, collaboration, and experience-based activities. What’s more, the first sub-element (Sub-element 11) in this domain emphasis on interactive and task-based learning activities echoes the task-based learning approach in EFL pedagogy, which, as supported by Cognitive Learning Theories, promotes deeper engagement and reduces disruptive behaviors by making learning personally meaningful and cognitively stimulating.

Then, the sub-elements focusing on positive teacher-student relationships and emotional support (Sub-element 12), as well as the teacher’s humor, enthusiasm, and personal style (Sub-element 13), align closely with Social Learning Theory, which highlights the influence of modeling, affective bonds, and motivational climate on student behavior. Positive emotional connections not only enhance engagement but also encourage observational learning and pro-social conduct. Furthermore, the emphasis on emotional safety and freedom from shame (Sub-element 14) reflects insights from Self-Determination Theory, which posits that fulfilling students’ needs for relatedness, competence, and autonomy fosters intrinsic motivation and sustained participation. These elements also tie into the affective filter hypothesis in second language acquisition, where a low-anxiety environment facilitates language learning and positive classroom behavior. Moreover, it’s also in line with the concept of David. In David strategic management model, reviewing internal and external factors is reflected in aligning learning activities with students’ academic and career goals (Sub-element 15) and embedding authentic, real-world tasks into the curriculum (Sub-element 16).

In operational terms, these findings suggest that institutions should integrate engagement-driven pedagogical approaches, prioritize teacher training in affective and relational strategies, and design learning environments that safeguard emotional well-being. By embedding these motivational strategies into EFL classroom practice, educators and administrators can cultivate both the cognitive and emotional conditions necessary for sustained participation, reduced behavioral issues, and enhanced language learning outcomes.

4. Instructional Differentiation for Behavior Improvement

The findings for Domain 4 emphasize the critical role of differentiated instruction in enhancing students' classroom behaviors within Chinese college EFL contexts. The sub-elements of this domain collectively emphasize adapting instruction to address differences in students' proficiency levels (Sub-element 17), providing task choices based on interests (Sub-element 18), designing differentiated tasks to foster a sense of achievement (Sub-element 19), and delivering individualized support for struggling learners (Sub-element 20). Obviously, Domain 4 also is in line with the implementation phase because it centers on the adaptive execution of instruction to accommodate students' diverse needs and behavioral patterns.

Nonetheless, this domain also aligns with Tomlinson's theory of differentiated instruction, which asserts that effective teaching must respond to students' readiness, interests, and learning profiles to maximize engagement and reduce disruptive behavior. For instance, adapting teaching materials mentioned in sub-element 17 ensures that students can access content at an appropriate challenge level, while choice-based tasks promoted by sub-element 18 align with Self-Determination Theory by fostering autonomy, intrinsic motivation, and active participation. Moreover, the design of differentiated tasks that promote achievement as outlined in sub-element 19 resonates with constructivist learning principles, where students' confidence and sense of competence are nurtured through meaningful success experiences. Finally, individualized tutoring and targeted support articulated in sub-

element 20 reflect the principle of responsive teaching, addressing behavioral challenges at their root by meeting learners' specific academic and emotional needs.

Overall, the synthesis of theoretical alignment in Domain 4 stresses the importance of differentiated instruction as a strategic approach to managing and improving students' classroom behaviors in Chinese college EFL classes. The principles of Tomlinson's differentiated instruction, Self-Determination Theory, and constructivist learning collectively emphasize tailoring teaching to students' proficiency levels, interests, and learning needs. In actual practice, this means that institutions should provide teachers with training and resources to adapt materials for varying proficiency levels, create flexible task options that cater to diverse interests, and design assignments that foster a sense of achievement. Teachers, in turn, should employ individualized tutoring and targeted support for struggling learners to address behavioral challenges at their root. Administratively, curriculum planning should incorporate differentiated pathways and assessment methods, ensuring that all learners can experience success while maintaining high engagement. By embedding these strategies into both classroom practice and institutional policy, differentiated instruction can serve as a sustainable model for enhancing students' both academic performance and positive behavioral outcomes.

5. Feedback, Evaluation, and Reinforcement

The findings for Domain 5 stress the strategic role of feedback, evaluation, and reinforcement mechanisms in improving students' classroom behaviors in Chinese college EFL classes. This aligns with the concept of formative assessment cycles and the principles of behaviorism proposed by Skinner, which emphasize that timely feedback and consistent reinforcement are crucial for shaping and sustaining desired behaviors. Sub-elements in this domain underscore formative assessment practices, the integration of behavioral progress into grading systems, the application of digital tools for monitoring, and the establishment of structured incentive mechanisms. These are complemented by strategies linking learning activities to students' academic and career goals, embedding authentic language tasks into curriculum

design, and fostering collaborative development of motivation strategies among teaching teams.

From a strategic management perspective, although Domain 5 includes “evaluation,” it is primarily situated within the implementation stage, as it involves formative rather than summative assessment. According to David, implementation includes monitoring progress, motivating personnel, and adjusting actions based on ongoing feedback. Domain 5 fulfills these functions by ensuring that students receive timely feedback, reinforcement, and behavioral guidance during the execution of teaching and learning. Feedback loops within this domain act as internal control systems that keep classroom management aligned with the strategic plan. Therefore, it represents a dynamic component of the implementation process - ensuring that strategies are continually refined through data-driven responses and positive reinforcement.

Furthermore, it also resonates with the measurement functions in Kaplan and Norton’s Balanced Scorecard. Measuring performance is evident in formative assessment, behavioral grading integration, and digital monitoring tools (Sub-elements 21–23), while taking corrective actions is addressed through structured incentives, collaborative motivation strategies, and differentiated reinforcement (Sub-elements 24, 25, 26). Viewed through the Balanced Scorecard, these practices span Learning and Growth (teacher collaboration, digital tools), Internal Processes (behavioral grading, feedback cycles), Customer/Student (career-relevant activities, tailored incentives), and Results/Outcomes (sustainable reinforcement systems). Together, these elements embed behavior management into the institution’s strategic performance monitoring framework, ensuring that classroom behavioral improvements are systematically measured, reinforced, and aligned with long-term institutional objectives.

In summary, the findings for Domain 5 illustrate that effective feedback, evaluation, and reinforcement mechanisms are indispensable for aligning classroom behavioral outcomes with broader institutional strategies. These sub-elements

demonstrate how formative assessments, integrated grading systems, digital monitoring tools, sustainable incentive mechanisms, and collaborative motivation strategies can be systematically embedded within an institution's strategic management cycle. Such integration ensures that improvements in student behavior are continuously measured, strategically reinforced, and adapted to both internal instructional goals and external societal demands.

6. Problem Behavior Intervention and Social-Emotional Support

The findings for Domain 6 underscore the pivotal role of integrating problem behavior interventions with comprehensive social-emotional support systems in Chinese college EFL classrooms. It firmly belongs to the implementation phase as it entails the real-time enactment of behavioral interventions and emotional support mechanisms. This stage in strategic management requires leaders and implementers to address obstacles and resistance that emerge during execution. Similarly, Domain 6 focuses on responding to behavioral challenges, conducting personalized interventions, and promoting students' emotional well-being within the classroom. These practices exemplify the corrective and adaptive actions essential for maintaining alignment between strategic intentions and real-world outcomes. In this sense, Domain 6 represents the responsive and human-centered dimension of implementation, where teachers operationalize behavioral management strategies through empathy, counseling, and individualized support.

Drawing on the frameworks of "Positive Behavioral Interventions and Supports (PBIS)" and "Social and Emotional Learning (SEL)" models, this domain stresses that behavioral challenges should not be interpreted in isolation but rather within a multidimensional context that incorporates emotional, academic, and social factors (Sub-element 27). This aligns with PBIS's emphasis on proactive, preventive systems that create supportive learning environments, as reflected in the recommendation for early warning and intervention mechanisms to address behavioral problems before escalation (Sub-element 30) and the provision of positive behavioral support pathways free from stigmatization (Sub-element 34). Similarly, SEL principles are

evident in strategies that address student anxiety and pressure through activities fostering peer bonding and flexible engagement (Sub-element 29), as well as in calls for teachers to recognize and respond to students' emotional needs as part of their professional development (Sub-element 32). The domain also resonates with Behaviorism Learning Theory, particularly in its focus on structured, consistent interventions that reinforce desired behaviors and extinguish negative ones. For example, individualized teacher–student conversations to explore causes of behavioral issues (Sub-element 28) and collaborative development of intervention strategies among teaching teams (Sub-element 31) reflect the behaviorist approach of using targeted reinforcement and coordinated responses to shape behavior. Moreover, the inclusion of family background and home - school communication in behavior analysis and intervention (Sub-element 33) aligns with both PBIS's multi-tiered systems of support and SEL's whole-child perspective, ensuring that behavioral interventions are contextually informed and socially responsive. Taken together, the sub-elements of Domain 6 illustrate a holistic, theory-informed approach in which behaviorist reinforcement strategies are integrated, creating a sustainable framework for promoting positive behavioral change in EFL learning contexts.

Collectively, to effectively apply the items of Domain 6 in practice, it is better for educational institutions to establish integrated intervention frameworks that combine behaviorist reinforcement techniques with the relational and emotional support strategies emphasized by PBIS and SEL. Specifically, teachers should be trained to conduct context-based behavioral assessments that consider emotional, academic, and social factors, followed by individualized support plans incorporating one-on-one conversations and targeted anxiety-reduction activities. Institutions should implement early warning and intervention systems to identify at-risk students promptly, ensuring that interventions are collaboratively designed by teaching teams for consistency and supported by professional development in emotional literacy and classroom behavior management. Furthermore, family engagement protocols should be integrated into intervention processes to strengthen home–school collaboration,

while all support pathways should be non-stigmatizing and positively framed to foster sustainable improvement in student behavior.

7. Strategic Management and Systemic Improvement

The results for Domain 7 demonstrate the significant role of systematic, organization-wide strategies in sustaining and improving students' classroom behavior management within Chinese college EFL contexts. Rooted in the strategic management cycle advanced by David, this domain embodies the "evaluation" phase, where strategic policies, reflective practices, and stakeholder engagement work together to ensure continuous alignment between behavioral outcomes and institutional goals. Sub-element 35, which calls for clearly defined and communicated school-wide behavior policies supported by training and monitoring, reflects David's emphasis on formalizing strategies to maintain consistency, as well as Ansoff's focus on strategic control systems that prevent deviation from planned objectives. Then, the Sub-element 36 emphasis on teacher reflection and practice adjustment mirrors David's iterative evaluation model, wherein feedback is systematically used to fine-tune strategies. What's more, Sub-element 37, advocating for a structured reward and reinforcement system, aligns with Ansoff's principle of building sustainable mechanisms to reinforce desired outcomes over time. Sub-element 38 extends this framework through multi-stakeholder collaboration, a practice supported in both authors' models as essential for long-term strategic adaptability and resource mobilization.

In conclusion, Domain 7 underscores that effective strategic management for improving students' behaviors in Chinese college EFL classes is not solely the product of individual teacher actions, but rather the outcome of integrated strategic management, continuous systemic improvement, and multi-level stakeholder engagement. Embedding these principles into institutional culture can ensure sustainability, adaptability, and alignment with broader educational quality assurance frameworks.

Recommendation

General Recommendation

Drawing from the results and findings of this research, to further enhance the strategic management for improving students' classroom behaviors in Chinese college EFL classes, the following recommendations are proposed:

1. Recommendation for Educational Institutions

To ensure sustained improvement in students' classroom behaviors in Chinese college EFL classes, it is better for educational institutions to adopt an integrated strategic management approach. To be more specific, to support strategic management aimed at improving students' classroom behaviors in Chinese college EFL classes, the educational institutions could:

- establish clear institutional policies on classroom behavior that are communicated across all levels and supported by regular training and monitoring. These policies should be embedded into the college's academic affairs and quality assurance systems to ensure consistency and accountability.
- implement systematic feedback and evaluation mechanisms that utilize formative assessments, digital monitoring tools, and sustainable reward systems. Data from these systems should be regularly reviewed to adjust strategies in line with student needs and institutional objectives.
- foster multi-stakeholder collaboration, including partnerships with parents, local organizations, and employers, to create an environment conducive to students' behavioral and academic development. This can facilitate the construction of an ecological system in the Chinese college EFL classes by addressing factors beyond the classroom that influence behavior.

- institutionalize early warning and intervention systems to identify at-risk students and prevent escalation of behavioral issues. These systems should integrate both academic performance data and socio-emotional indicators.

2. Recommendation for Frontline Teachers

Since the classroom behavior management ultimately depends on the day-to-day practices of frontline teachers who play a crucial role in operationalizing institutional strategies within the classroom, here are some recommendations for them. As a frontline teacher, it is advisable for him to

- integrate formative feedback into daily teaching practice, ensuring that behavioral and academic progress are monitored and discussed with students regularly.
- adopt differentiated motivational strategies that address diverse student backgrounds and learning preferences, thereby enhancing engagement and equitable participation.
- develop socio-emotional competence through professional training to better recognize and respond to students' emotional needs, particularly when dealing with disruptive behaviors.
- engage in reflective practice by systematically reviewing classroom behavior management strategies and making adjustments based on student feedback and observed outcomes.

3. Recommendation for Policymakers

Although students' classroom behaviors are directly shaped by influencing factors at the institutional and classroom levels, policy alignment at provincial and national levels remains a crucial driver of classroom behavior management and, more broadly, on the quality of EFL education. Policies that coherently connect teacher training, classroom practices, assessment, and resources create consistent

expectations and supports across schools, which in turn reinforce positive student behaviors. Therefore, here some recommendations for policymakers:

- Integrate behavioral development indicators into EFL curriculum guidelines issued by the Ministry of Education, ensuring that institutions prioritize behavioral outcomes alongside linguistic proficiency.
- Provide funding and resources for the adoption of digital behavior tracking systems and socio-emotional learning programs, especially in under-resourced colleges.
- Support large-scale professional development programs that train EFL teachers in behavior management strategies aligned with international best practices.
- Align EFL policy with on-the-ground classroom realities to facilitate more effective management of classroom behaviors.

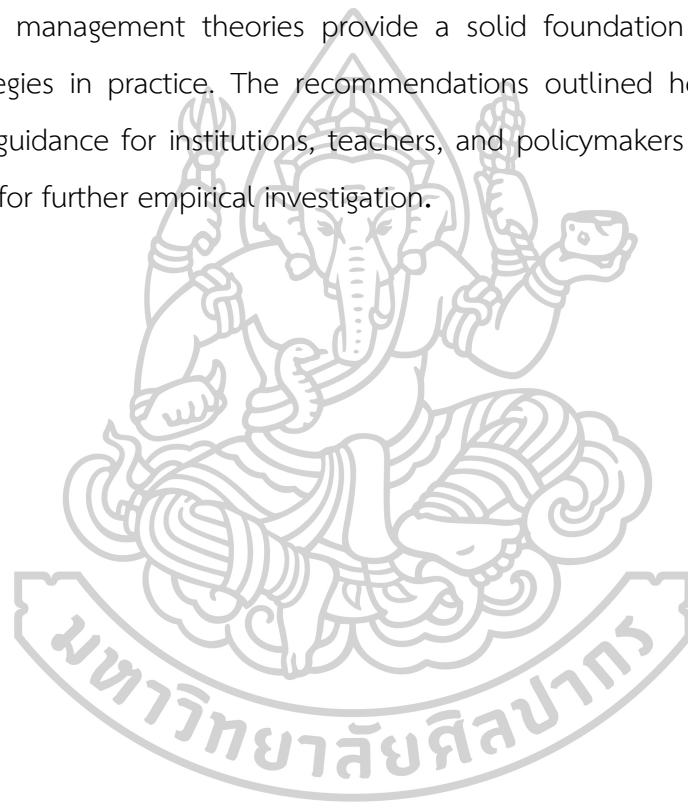
Recommendation for Future Research

Given the high consensus levels observed in this study, further research can build on these findings to refine and expand the strategic framework. Here are some recommendations:

- Longitudinal studies could be conducted to assess the sustained impact of integrated strategic management on student behavior and academic performance over time.
- Mixed-methods research could be used to explore the relationship between digital monitoring tools, formative feedback systems, and student engagement outcomes, thereby integrating quantitative behavioral data with qualitative insights.

- Intervention-based studies could experimentally test the effectiveness of specific reward systems, socio-emotional support programs, or collaborative stakeholder models in improving classroom behaviors.

In conclusion, the integration of expert consensus across the seven domains yields a comprehensive, theoretically grounded, and contextually adaptable strategic management framework for improving students' classroom behaviors in Chinese college EFL classes. The strong expert consensus and alignment with established educational management theories provide a solid foundation for operationalizing these strategies in practice. The recommendations outlined herein not only offer actionable guidance for institutions, teachers, and policymakers but also lay a solid foundation for further empirical investigation.





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No. 8612.2/695



Department of Educational Administration
Faculty of Education, Silpakorn University
Nakhon Pathom, Thailand 73000

5th August 2568

Subject: Requesting letter for research interview

Dear

Mrs. LI JIANLAN, I.D.No.650630070, who is a Ph.D. Candidate, majoring in Educational Administration at the Faculty of Education, Silpakorn University, Thailand. She has been approved to conduct the doctoral dissertation on the topic of “Strategic Management for Improving Students’ Classroom Behaviors in Chinese College EFL Classes”.

I would like to ask for your kind cooperation to allow Mrs. LI JIANLAN to have an interview session with you for your expertise and views on the strategic management for improving students’ classroom behaviors in Chinese College EFL Classes at colleges in Kunming. The study findings will be based on the entire group of participants and not on individual participants. There are no known risks to participate in this study. If you have any questions about this process, please contact our department.

Your kind cooperation will be highly appreciated and thank you very much for your kindness.

Sincerely Yours,

Saisuda Tiacharoen

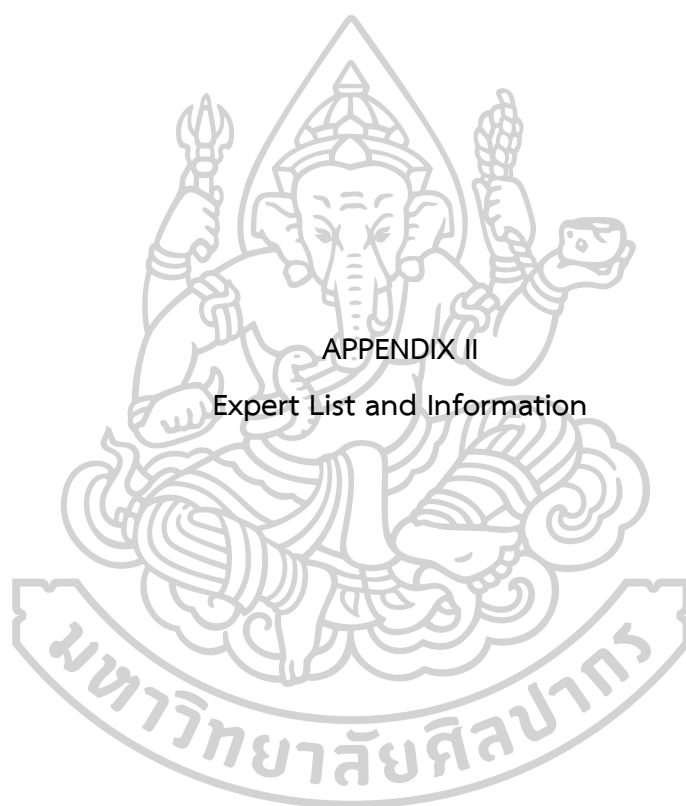
(Asst. Prof.Saisuda Tiacharoen, Ph.D.)

Head of the Educational Administration Department

Silpakorn University

Department of Educational Administration

Tel: +66 93979 3455



APPENDIX II

Expert List and Information

Group	Name	Title	Years of Related experience
Policy making group	Dr. Yuan Yichuan	◆ Professor ◆ Member of The National Advisory Committee on Teaching College English in Higher Education under the Ministry of Education; ◆ Former President of the Yunnan Foreign Language Education committee; ◆ Vice President of Yunnan Normal University	45 years
	Mrs. Yuan Jing	◆ Professor ◆ Dean of the Department of Language and Culture ◆ Director of the International Affairs Office ◆ Head of Bilingual Instruction, Oxbridge College of KUST	23 years
	Mrs. Chen Fan	◆ Associate Professor ◆ Deputy Dean of Foreign Languages Department, Yunnan Land and Resources Vocational College	8 years
	Mrs. Liu Dan	◆ Associate Professor ◆ Deputy Dean of the Department of Language and Culture, Oxbridge College of	17 years

Group	Name	Title	Years of Related experience
		KUST	
	Mrs. Luo Yuanmei	◆ Associate Professor ◆ Director of the College English Teaching and Research Office, Oxbridge College of KUST	12 years
	Mrs. Liu YuBing	◆ Director of the Student Affairs, Yunnan Vocational College of Science and Technology Information	10 years
	Mr. Feng Min	◆ Deputy Dean of Academic Affairs Office, Oxbridge College of KUST	17 years
Implementing group	Mrs. Tang Shulan	◆ Professor, Oxbridge College of KUST ◆ Member of Yunnan Foreign Language Education committee	20 years
	Mrs. Meng Rongjing	◆ Associate Professor, Dianchi College of Yunnan University	10 years
	Mrs. Bao Lei	◆ Associate Professor, Oxbridge College of KUST	15 years
	Mrs. Duan Jinhui	◆ Associate Professor, Yunnan Technology and Business University	26 years
	Mrs. Liu Jingying	◆ Associate Professor, College of Arts and Sciences-Kunming,	15 years

Group	Name	Title	Years of Related experience
	Mrs. Liu Xuelei	◆ Associate Professor, Oxbridge College of KUST	12 years
	Mrs. Lei Ling	◆ Associate Professor, Oxbridge College of KUST	12 years
Supervising group	Dr. Hu Deying	◆ Professor, ◆ Undergraduate Teaching Supervisor of Yunnan Normal University	44 years
	Mr. Che Yongping	◆ Professor ◆ English Teaching Supervisor of Kunming University of Science and Technology	42 years
	Mrs. Wang Kunjian	◆ Professor ◆ Educational Supervisor and Evaluation Expert of Yunnan Province	15 years
	Mrs. Fei Hong	◆ Professor ◆ English Teaching Supervisor of Kunming University of Science and Technology	35 years
	Mrs. Zeng Wei	◆ Associate Professor ◆ English Teaching Supervisor of Oxbridge College	15 years



APPENDIX III

Round I Opinionnaire



Round 1 Opinionnaire

STRATEGIC MANAGEMENT FOR IMPROVING STUDENTS' CLASSROOM BEHAVIORS IN CHINESE COLLEGE EFL CLASSES

This opinionnaire is for the thesis titled “Strategic Management for Improving Students’ Classroom Behaviors in Chinese College EFL Classes” in order to collect data to develop round two questionnaire. The objective for collecting your opinion is to provide strategic management guidelines to improve students’ classroom behaviors in Chinese college EFL classes.

Please be informed that your answers will be confidential and will not be shared without your permission.

Mrs. Li Jianlan

Doctoral Student

Doctor of Philosophy Program

Major in Educational Administration

Graduate School

Silpakorn University

Name:

Position:

Gender:

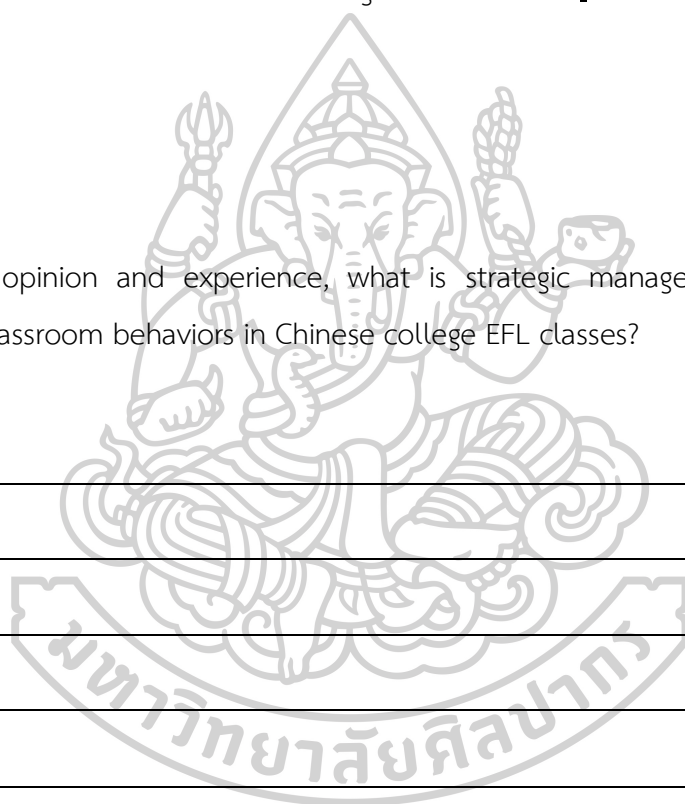
Education Background:

Academic Title(If Any):

Duration of Service in Chinese college EFL Education:

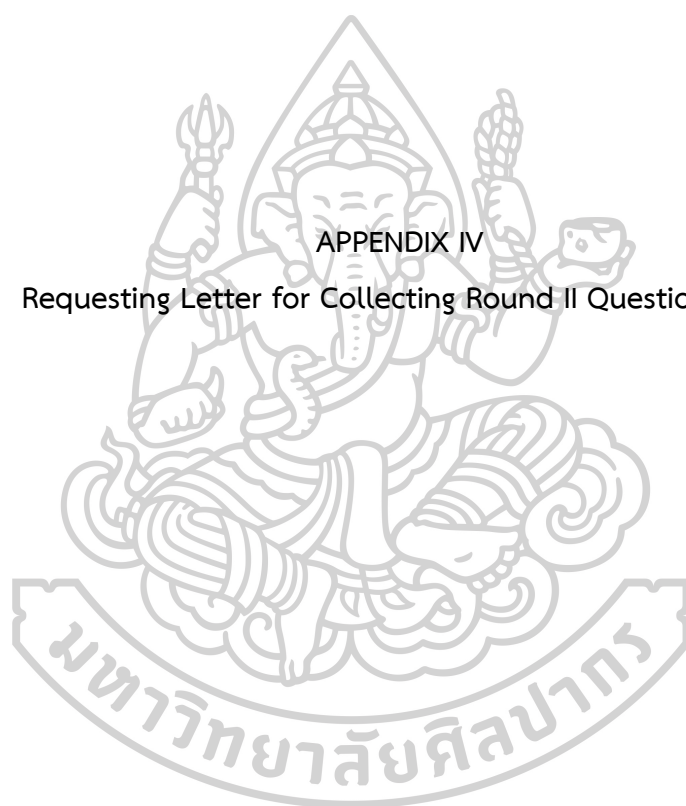
Question:

1. In your opinion and experience, what is strategic management for improving students' classroom behaviors in Chinese college EFL classes?



APPENDIX IV

Requesting Letter for Collecting Round II Questionnaire



No. 8612.2/595



Department of Educational Administration
Faculty of Education, Silpakorn University
Nakhon Pathom, Thailand 73000

18th August 2568

Subject: Invitation to participate in the second Delphi round for EDFR study

Dear

I would like to express my sincere gratitude for your valuable support in completing the first round of opinions for Mrs. LI JIANLAN, a Ph.D. candidate in the Department of Educational Administration, Faculty of Education, Silpakorn University, Thailand. Her dissertation, titled "Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes", is an Ethnographic Delphi Future Research (EDFR) project.

Based on your input in the first round, the research has analyzed the responses and prepared the questionnaire for the second round of the EDFR study. We would be grateful if you could kindly participate again and complete the second-round questionnaire relating to this topic. Enclosed please find the second-round questionnaire and a summary of the current findings.

We appreciate your time and expertise, and your participation will contribute significantly to the rigor and impact of this study. Thank you for your consideration and continued support.

Sincerely Yours,

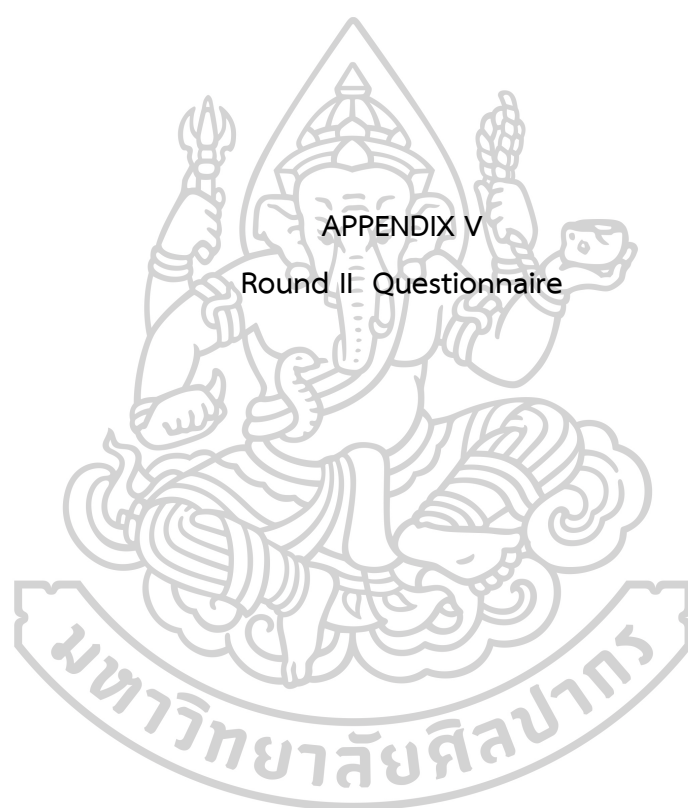
Saisuda Tiacharoen

(Asst. Prof.Saisuda Tiacharoen, Ph.D.)

Head of the Educational Administration Department
Silpakorn University

Department of Educational Administration

Tel: +66 93979 3455





Round 2 Questionnaire

STRATEGIC MANAGEMENT FOR IMPROVING STUDENTS' CLASSROOM BEHAVIORS IN CHINESE COLLEGE EFL CLASSES

This questionnaire is derived from interviews with the expert panel for the thesis titled “Strategic Management for Improving Students’ Classroom Behaviors in Chinese College EFL Classes”, and aims to assess the consensus among experts regarding strategic management for improving students’ classroom behaviors in Chinese college EFL contexts. The objective of soliciting your opinion is to provide evidence-based strategic guidelines to enhance students’ classroom behaviors in Chinese college EFL classes.

Please be informed that your answers will be confidential and will not be shared without your permission.

Mrs. Li Jianlan
Doctoral Student
Doctor of Philosophy Program
Major in Educational Administration
Graduate School
Silpakorn University

Questionnaire on Strategic Management for Improving Students' Classroom Behaviors in Chinese College EFL Classes

《中国高校英语课堂学生行为改进战略管理调查问卷》

【问卷说明 / Questionnaire Instruction】

This questionnaire is designed to collect experts' opinions on the strategic management for improving students' classroom behaviors in Chinese College EFL classes. Please reflect on each item based on your experience and select the number that best represents your agreement:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

本问卷旨在调查教师对在中国高校大学英语课堂中实施战略管理以改善学生课堂行为的看法。请您根据自身的经验，并选择最符合您认同程度的数字。每一项评分代表的含义如下：

- 1 = 完全不同意 (Strongly Disagree)
- 2 = 不同意 (Disagree)
- 3 = 中立 (Neutral)
- 4 = 同意 (Agree)
- 5 = 完全同意 (Strongly Agree)

Question / 问题 (EN & 中文)	1	2	3	4	5
Q1. Student behavioral goals should be strategically aligned with institutional development objectives and local socio-cultural expectations. 学生的行为目标应与高校发展目标和地方社会文化预期战略性地保持一致。	☐	☐	☐	☐	☐
Q2. Student behavior goals should align with course content, student proficiency levels, and long-term objectives. 学生的行为目标应与课程内容、学生语言水平和长期目标保持一致。	☐	☐	☐	☐	☐

Question / 问题 (EN & 中文)	1	2	3	4	5
Q3. Teachers should involve students in setting individual learning and behavior goals. 教师应让学生参与设定个人学习和行为目标。	☐	☐	☐	☐	☐
Q4. Clear, specific, and measurable behavioral goals should be established at the beginning of each semester. 应在学期开始时设定清晰、具体、可衡量的行为目标。	☐	☐	☐	☐	☐
Q5. Student behavior goals should be adjusted dynamically based on data analysis and multi-source evaluations. 应根据数据分析和多源评价动态调整学生行为目标。	☐	☐	☐	☐	☐
Q6. Student behavioral goals should be integrated into talent development planning and refer to expectations for future workplace behaviors. 学生行为目标应融入人才发展规划，并参考未来职场行为预期。	☐	☐	☐	☐	☐
Q7. Rules should be applied consistently but adjusted based on student feedback and classroom realities. 规则应始终如一地执行，但同时需根据学生反馈和课堂实际情况灵活调整。	☐	☐	☐	☐	☐
Q8. Violations of rules should be linked to behavior records and course evaluations. 违反规则的行为应与行为记录和课程评价相关联。	☐	☐	☐	☐	☐
Q9. Classroom behavioral rules should be embedded in institution-wide standards, with flexibility for teacher-level adaptation. 课堂行为规范应融入学校标准，同时允许教师进行个性化调整。	☐	☐	☐	☐	☐

Question / 问题 (EN & 中文)	1	2	3	4	5
Q10. Students should be helped to understand the social logic and long-term value behind behavioral expectations. 应帮助学生理解行为规范背后的社会逻辑和长期价值。	☐	☐	☐	☐	☐
Q11. Interactive and task-based learning activities help reduce disruptive behavior in Chinese college EFL classes. 互动和任务型学习活动有助于减少中国高校大学英语课堂中的扰乱性行为。	☐	☐	☐	☐	☐
Q12. Positive teacher-student relationships and emotional support contribute to improved classroom behavior. 积极的师生关系和情感支持有助于改善学生课堂行为。	☐	☐	☐	☐	☐
Q13. The teacher's humor, enthusiasm, and personal style positively influence students' behavioral engagement in Chinese college EFL classes. 教师的幽默感、热情和个人风格对中国高校大学英语课堂中学生行为表现有积极影响。	☐	☐	☐	☐	☐
Q14. Emotional safety and the ability to make mistakes without shame are essential for student participation. 情感安全以及允许学生无羞耻感地犯错是其课堂参与的关键。	☐	☐	☐	☐	☐
Q15. Learning activities should be strategically connected to students' academic and career development to enhance long-term motivation. 学习活动应与学生的学业和职业发展战略性连接以增强长期动机。	☐	☐	☐	☐	☐

Question / 问题 (EN & 中文)	1	2	3	4	5
Q16. Curriculum design should include authentic, real-world language tasks to enhance students' motivation and engagement. 课程设计应包括真实的语言任务以提升学生动机和课堂参与度。	☐	☐	☐	☐	☐
Q17. Teaching content and materials should be adapted to accommodate students at different proficiency levels to improve student classroom behavior in Chinese college EFL classes. 教学内容和材料应根据学生语言水平的差异进行调整，以改善学生在中国高校大学英语课堂中的行为。	☐	☐	☐	☐	☐
Q18. Allowing students to choose tasks based on interest enhances engagement and reduces negative behavior. 允许学生基于兴趣选择任务能增强学生课堂参与度并减少消极行为。	☐	☐	☐	☐	☐
Q19. Differentiated tasks should be designed to foster students' sense of achievement, thereby promoting improved classroom behavior. 差异化任务应有助于学生获得成就感，从而改善学生的课堂行为。	☐	☐	☐	☐	☐
Q20. Individualized support and tutoring are essential for improving the behavior of struggling students. 个性化支持和辅导对改善学困生的课堂行为至关重要。	☐	☐	☐	☐	☐
Q21. Formative assessment and continuous feedback should be regularly used to track and improve students' classroom behaviors in Chinese college EFL classes. 在中国高校的英语课堂中，应定期开展形成性评估并提供持续反馈，以追踪并改善	☐	☐	☐	☐	☐

Question / 问题 (EN & 中文)	1	2	3	4	5
学生的课堂行为。					
Q22. Student classroom participation, group contributions, and behavioral progress should be incorporated into the grading system. 学生课堂参与、小组贡献和行为进步应纳入评分体系。	☐	☐	☐	☐	☐
Q23. Digital tools should be used to support the monitoring and improvement of student behavior in Chinese college EFL classes. 应使用数字工具辅助监测和改善中国高校英语课堂中学生的课堂行为。	☐	☐	☐	☐	☐
Q24. A sustainable and structured incentive mechanism should be established to consistently reinforce positive student behavior and engagement. 应建立可持续、结构化的激励机制以持续强化学生的积极行为和课堂参与。	☐	☐	☐	☐	☐
Q25. Teaching teams should collaboratively develop motivation strategies and share best practices to ensure consistent and effective implementation. 教学团队应共同制定激励策略、共享最佳实践经验，以保证实施的一致性与实效性。	☐	☐	☐	☐	☐
Q26. Incentive strategies should be tailored to accommodate student differences and promote equitable motivation. 激励策略应考虑学生差异，促进公平的学习动机。	☐	☐	☐	☐	☐
Q27. Disruptive behaviors should be interpreted within the context of emotional, academic, and social factors, and are not judged solely based on external observations.	☐	☐	☐	☐	☐

Question / 问题 (EN & 中文)	1	2	3	4	5
学生的破坏性行为应置于情感、学业与社会因素的综合语境中加以解读，而非仅凭外在表现判断。					
Q28. Teachers should hold individual conversations with students to explore causes of behavioral issues and provide support. 教师应与学生单独沟通，探寻行为问题原因并提供支持。	☐	☐	☐	☐	☐
Q29. Student anxiety and pressure should be addressed through activities such as games, peer bonding, and flexible tasks. 应通过游戏、同伴互动与弹性任务等活动来缓解学生的焦虑与压力。	☐	☐	☐	☐	☐
Q30. A sustainable early warning and intervention mechanism should be established to identify and address potential behavioral problems before they escalate. 应建立可持续的预警和干预机制，防止行为问题升级。	☐	☐	☐	☐	☐
Q31. Intervention strategies should be developed collaboratively by teaching teams to ensure consistency and shared responsibility. 干预策略应由教学团队协作制定，以确保一致性与共责。	☐	☐	☐	☐	☐
Q32. Teachers should be trained to recognize and respond to students' emotional needs as part of their professional development. 教师应接受培训以识别和回应学生的情绪需求。	☐	☐	☐	☐	☐

Question / 问题 (EN & 中文)	1	2	3	4	5
Q33. Family background and home-school communication should be considered in analyzing and intervening in problem behaviors. 应将家庭背景和家校沟通纳入问题行为的分析与干预中。	☐	☐	☐	☐	☐
Q34. A positive behavioral support pathway should be provided for students with behavioral issues, aiming to promote improvement without stigmatization. 应为行为问题学生提供积极的行为支持路径，避免标签化。	☐	☐	☐	☐	☐
Q35. School-wide policies on classroom behavior should be clearly defined and communicated, supported by teacher training and regular monitoring. 应明确界定学校层面的行为规范政策，并配套教师培训与监督机制。	☐	☐	☐	☐	☐
Q36. Teachers should regularly reflect on their classroom behavior management strategies and adjust practices based on student feedback and classroom outcomes. 教师应定期反思课堂行为管理策略，并依据学生和课堂反馈进行调整。	☐	☐	☐	☐	☐
Q37. A systematic reward and reinforcement system should be implemented to encourage positive behavior and address behavioral challenges consistently. 应实施系统性奖励与强化机制，以持续应对行为挑战。	☐	☐	☐	☐	☐

Question / 问题 (EN & 中文)	1	2	3	4	5
Q38. Schools should collaborate with parents and community stakeholders (including local organizations and employers) to build an environment that supports students' behavioral development. 学校应与家长及相关单位（包括本地机构与用人单位）协同合作，共同营造支持学生行为发展的环境。	☐	☐	☐	☐	☐



VITA

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PUBLICATION Research Projects
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2. Internet + Shared Gym (Instructor ; Provincial Research ; Finished)
 Dec2021-Present
3. The Empirical Research of the Formulaic Language

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