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ETHNOGRAPHY OF POLITE AND IMPOLITE STUDENT CLASSROOM BEHAVIOR IN THE INTENSIVE ENGLISH CENTER

ROBYN ZANDER

ABSTRACT

International students entering U.S. universities are faced with many challenges, including classroom pragmatics, which are seldom taught. When determining what constitutes polite and impolite behavior in the classroom, they may have preconceived ideas of U.S. classroom culture, which may or may not be true. This study explores these notions through multiple lenses: the ethnographer, the students themselves, and their teachers. Results of observations, surveys, and interviews indicate that perceptions of polite and impolite behaviors do vary, depending on linguistic and cultural background. Implications for pedagogy include direct teaching of cultural similarities and differences; by doing so, teachers will help to promote intercultural awareness regarding polite and impolite behavior within the classroom context.

1.0 Introduction

This ethnography study explored the classroom environment which involved a specific group of students. For this study, interest in general findings was incidental to understanding the particular details of students' and teachers' behaviors and the classroom surroundings (Spradley, 1980). The purpose of this research was to find, by observing the same group of students over a period of time, if certain patterns of behavior emerged, particularly those regarding polite and impolite student behavior.

2.0 Methodologies and Description

Fourteen students, three teachers, and three classrooms were observed (demographics of students' gender and language are listed in Table 1). At this study's onset, detailed surroundings and behavior were recorded. Verbatim remarks and nonverbal behavior from teachers and students were also noted. In addition, the physical environment of the classroom was described. It was not until the sixth observation that a domain analysis and focused observation began. The first domain analysis focused on "attentiveness and disinterest." This analysis changed focus, however, in the final three class periods. Here the domain analysis was redirected and narrowed to "polite and impolite behaviors." Domain analyses for polite and impolite behaviors are recorded in a separate section of the study (Domain Analysis, Table 2).

Notions of polite and impolite behavior can be subjective. Therefore, this study included a survey (Appendix A), developed and given to the 14 students who were observed and the 14 instructors who taught in the Intensive English Center (IEC) at St. Cloud State University (SCSU). These students and teachers were surveyed for their opinions on what constitutes polite and impolite behavior. The survey consisted of short answer questions, a rating section, and a comment section.

The students' individual short answers and combined rating responses are listed in Appendices B and C. These responses were then compiled and grouped according to their first language in Appendix D. Teachers' individual short answers, combined rating responses, and individual comments are recorded in Appendices E and F. Discussion of student and teacher answers is addressed in section 5.0 Data Collection Result Analysis.

The observations took place in the Intensive English Center (IEC) at St. Cloud State University (SCSU). These observations occurred over the course of two and a half months, from February 8, 2011 to April 19, 2011. The students attended “Level Four,” which was the second highest of six levels in the IEC. This level consisted of two sections: 4(1) and 4(2); the students of this observation belonged to 4(2). For some of the students this was their first year in a U.S. classroom; others had previously attended lower levels in the IEC. The following chart provides data on student gender and first language:

	Chinese	Arabic	Francophone	Korean
Female	5		1	1
Male	3	4		
Total	8	4	1	1

Table 1: Student gender and first language

The highest percentage of students in section 4(2) spoke Chinese as their first language. This was also the most balanced language group in terms of gender (5 female, 3 male). The Arabic students were all male and the one Korean and one Francophone speakers were both female. Altogether there were 14 students: 7 female and 7 male.

The teachers (two female and one male) were all experienced instructors. One female teacher had taught for several years in Japan and China. She had been an instructor in the IEC for at least eight years. The male teacher, a graduate student, had also taught in the IEC for at least four semesters. The other instructor was a first year graduate student who previously taught in her country of origin for over twelve years. The male teacher and one of the female instructors were both native English speakers from the U.S.; the other female teacher was born in another country, thus English was her second language.

A total of ten 50-minute class periods were observed:

- 4 Structure classes: February 8, March 1, March 22, and April 19, 2011
- 3 Composition classes: February 25, March 11, and March 18, 2011
- 3 Reading classes: March 7, March 21, and April 18, 2011

3.0 Descriptive Observations

Detailed accounts of each class period were kept. From these field observations, detailed information was obtained; after several class periods, the decision was made to focus on polite and impolite behavior. Information from all class periods was gleaned from field notes which were then noted in section 4.0 Domain Analysis of this ethnography.

The first set of field notes included a detailed description of the physical aspect of the classroom, students' behavior (individual names were unknown at this point), teachers' behavior, and examples of verbatim language. At that point, there was no particular focus to the study. The second set of field notes recorded observations of the same elements as before but also examined small group behavior. The last sample of field notes reflected the direction of the study (students now had names). As observations continued, certain features began to emerge, which became the basis for a domain analysis.

4.0 Domain Analyses

Students displayed various behaviors that could be categorized as “attentiveness” and “inattentiveness/disinterest.” Eventually the domain analysis was identified as: “x is a kind of politeness” and “y is a kind of impoliteness;” the focus of the observation asked the questions: “What are the displays of politeness ... What are the displays of impoliteness?”

The domain analysis chart below includes examples of forms of politeness and impoliteness as traditionally defined. The word *polite* is defined as: “marked by an appearance of consideration, tact, deference, or courtesy;” whereas the word *impolite* is equated with “discourteous, disrespectful, ill-bred, ill-mannered, impertinent, inconsiderate, rude, thoughtless, uncalled-for, uncivil, ungracious, unhandsome, unmannered, unmannerly” (Merriam Webster Online).

The following chart reflects the perceived kinds of politeness and impoliteness observed in the Level 4(2) throughout this study. Curiously, when the students and teachers were asked what *they* considered to be impolite, almost all of the items listed on Table 2 were listed. (See section 5.0 Data Collection Result Analysis for specific parallels.)

Domain Analysis

X is a (perceived) kind of politeness	Y is a (perceived) kind of impoliteness
Paying attention to the teacher	Speaking Chinese with each other
Good eye contact	Speaking Arabic with each other
Saying “excuse me”	Looking over shoulder and copying answers
Saying “thanks” or “thank you”	Cliquing with group of same language
Saying “excuse me” and asking for clarification	Looking at other students’ work
Saying “bless you” or “God bless you” when someone sneezes	Asking teacher to correct something
Smiling when answering question	Not having homework ready to turn in
Appearing interested	Brushing hair back (grooming)
Raising hand	Wearing hood
Many students answering questions together	Saying “excuse me” interrupting teacher
Asking for permission to do something	Mumbling answer
Asking for clarification	Lying back in chair
Waiting until after class to talk to the teacher	Appearing disinterested
Waiting in line to talk to the teacher	Looking at pictures and other things on cell phone during class time
Volunteering by raising hand	Interrupting teacher
Covering mouth when sneezing	Tapping another student
Looking up when teacher talks	Chewing gum
Looking up when teacher writes on board	Head down
Volunteering to start discussion	Lying completely back on chair
Silent when another student presenting	Slumped forward in chair
Saying hello to teacher	Arms folded
X is a (perceived) kind of politeness	Y is a (perceived) kind of impoliteness
Saying goodbye to teacher	Looking down

Waving goodbye to visitor (this observer)	Two students talking together when teacher is talking
Saying “have a good day”	Arriving late to class (five to ten minutes tardy)
Covering mouth while coughing	Laughing when another student presents
Cheering for another student	Calling across the room to talk to a classmate
Nodding head	Eating during class
Saying “yes” when asked yes/no questions.	Getting up during class and throwing something in trash
Ready when called on	Resting head on knees during class
Laughing at teacher’s humor	Laying head on table
Answering chorally when teacher asks questions	Laughing at student who slipped off chair
Raising hand and calling “teacher”	Looking away, not paying attention
Saying “please”	Hitting another student on the arm
Eye contact in small group and 1:1	Making other students laugh while teacher presenting
Looking up when another student presents	Talking when another student is presenting
Audibly agreeing with another student	Texting on cell phone during class
Saying “oh, okay” to teacher	Chopping someone on the shoulders
Saying “I’m sorry”	Not covering mouth while coughing
Engaged in discussion	Audibly sighing
Speaking quietly	Cell phone ringing
Showing friendly gestures to other students	Speaking audibly in another language during test
Asking “How are you?”	Crumpling paper and throwing away during test
Raising hand and waiting to be called on	Not covering mouth when sneezing
	Flicking pen at another student
	Picking at nails
	Grooming ears
	Calling out questions
	Cleaning glasses
	Yawning with mouth uncovered
	Head in hand
X is a (perceived) kind of politeness	Y is a (perceived) kind of impoliteness
	Standing up at desk
	Walking around room
	Biting nails
	Not read when called on
	Interrupting another student when talking
	Doing other homework during class time

	Sitting with back to small group
	Watching slide shows of photos on laptop
	Heckling when other students presenting
	Stretching continuously
	Shuffling books and papers
	Throwing book at another student
	Not moving when teacher asks to get into groups
	Using translator during class

Table 2: X = perceived kind of politeness; Y = perceived kind of impoliteness

Many of these behaviors could be considered polite, impolite, or neutral depending on context and culture; notions of politeness, as mentioned previously, are subjective. Consequently, in order to elicit direct feedback on issues of politeness and impoliteness from teachers and students of various cultural and language backgrounds, a survey was developed and used to discover what both Level 4(2) students' and their IEC teachers' perceptions of polite and impolite classroom behavior were. (Results of this survey are listed in Appendices B-F of this study and discussed in section 5.0 Data Collection Result Analysis.)

5.0 Data Collection Result Analysis

From information gathered in the rating section of the survey, the following information was gathered. The first section, *Most Shared Perceptions* revealed the highest percentage (when over 50% of students and over 50% of teachers agreed on a behavior) of what constitutes polite and impolite behavior in the classroom. Section 2, *Most Differing Perception(s)*, showed the percentage of teachers and students who disagreed on whether or not a behavior is polite.

5.1 Section 1: Most Shared Perceptions

- **Coming late to class** received the highest vote for impolite behavior in the classroom. 78.6% of the students considered this behavior to be impolite, as did 92.8% of the teachers.
- **Side conversations** ranked next at 71.4% for students and 92.9% for teachers as impolite.
- **Getting up to leave the room** was considered impolite by 78.6% of the students and 85.7% of the teachers.
- **Personal grooming** was next with 58.6% of students and 84.6 teaches perceiving this behavior as impolite.

5.2 Section 2: Most Differing Perception(s)

- **Raising hand while someone else is talking** was considered impolite by 14.3% of the teachers and 28.6% of the students. 42.8% of the teachers, however, considered this behavior polite as did 35.7 of the students.

When examining the short answers from the survey, most of the responses were similar in that students and teachers alike thought it impolite to interrupt while someone else is talking. Many answers put this thinking in the polite category, e.g. "listen to others opinions," and "teachers don't interrupt students," etc. Most teachers and students also thought paying attention

to what the teacher and other students are saying is considered polite. Cell phone usage was also addressed by both students and teachers as impolite behavior.

Using bad words, interestingly, came up only in the student short answers (several times). Never once was this observed in the classroom situation, which leads one to wonder if the bad words happen to be spoken in a language other than English. Another student concern regarding impolite behavior that was not shared by teachers was that of talking with friends in languages other than English. This was observed many times and was recorded in the field notes. Students seemed to resort to this behavior quite often, even though they thought of it as impolite.

One of the short answers from a Chinese student was that throwing something was considered impolite. Interestingly, in the last structure class that was observed, two Chinese students were involved in an incident in which one threw a book at the other. The only Korean student in the class mentioned in her short answer that she considered doing homework for another class to be impolite. On several occasions, however, she was found to be doing homework during class time – homework which was not associated with that particular class.

6.0 Discussion and Conclusion

What constitutes politeness in one culture might be considered impolite in another as is the case of raising one's hand when another is talking. This knowledge will greatly help instructors and students alike in the ESL classroom. Teachers will do well to explain cultural similarities and differences to students at the beginning of the semester. This will help to alleviate misunderstandings and ambiguity when it comes to teachers' expectations for classroom behavior. Specific exercises designed to give students pragmatic awareness of the U.S. classroom might be especially beneficial.

A caveat – sometimes the lines between politeness and respect blur. When I asked a group of Chinese students what they thought was the difference between politeness and respect, one Chinese male said, "I think polite is you choose to do it, you don't have to do it. Respect is you have to do it." Notions of respect and politeness might be something that could be explored in another study.

ABOUT THE AUTHOR

Robyn Zander, MA is a graduate of the MA TESL Program at St. Cloud State University and is licensed for teaching ESL K-12. She has taught in Quito, Ecuador and, most recently, in Tianjin, China. She earned a BA degree from St. Cloud State University in Linguistics, minoring in Teaching English as a Second Language. Her area of interest is in negotiation strategies in which language-related episodes occur.

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Appendix A

Polite and Impolite Student Behavior Survey

1. What is your first language?

2. List at least three student behaviors that you would usually consider as polite. Feel free to explain your answers.

3. List at least three student behaviors that you would usually interpret as impolite.

4. How would you usually consider the following behavior:

	Very impolite	Impolite	Neither impolite nor polite	Polite	Very polite	N/A
Raising hand while someone else is talking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Side conversations while someone else is talking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very impolite	Impolite	Neither impolite nor polite	Polite	Very polite	N/A
Calling out answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal grooming during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming late to class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting up to leave the room during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stretched back in chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slumped forward in chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Thank you for participating in this survey. Please feel free to comment on anything else you think might be of help or insight on the subject of your students' polite or impolite behaviors.

Appendix B

Short Answer Student Responses:

(Native language of student included after response)

List at least three student behaviors that you would usually consider as polite. Feel free to explain your answers.

- To listen the teachers; to be polite when we talk with teachers; answer the question with polite (Arabic)
- Be quiet; eye contact (Arabic)
- Completely listening while the teacher talking; paying attention; no talking with you classmates (Arabic)
- To be quiet; to listen to others opinions (Arabic)
- Ask questions; attend class (Chinese)
- Ask questions (Chinese)
- Put hand up before answer; say hi to teacher when teacher start class; keep quiet when others are talking (Chinese)
- Say “hi” to teacher when we enter class; hand in homework on time (Chinese)
- Pay attention in class; don’t say bad word (Chinese)
- Teachers don’t interrupt students; students don’t interrupt children; be earnest, whether children or teacher; co-operate (Chinese)
- Do not eat; don’t throw something (Chinese)

- Concentrate on what teacher says; ask question politely (raise hand); participate; response the question (Chinese)
- Don't say bad words to other students; don't say bad words to teacher; pay attention to the class (Korean)
- Raising hand when you want to talk; let people finish talking before you talk; avoid to say the teacher name (French)

List at least three student behaviors that you would usually interpret as impolite.

- Talking with classmate different languages; not respond the teacher when the teacher talking; noise at the class (Arabic)
- To speak while the teacher is speaking; to be late; asking a lot of questions (Arabic)
- Talking by your first language; using cell phone; laughing (Arabic)
- To stop someone when he/she is talking; to speak in your native language (Arabic)
- Make noise; talking loudly (Chinese)
- Use bad words (Chinese)
- Answer without teacher allowed; sleep in classroom; leave before the end (Chinese)
- Talk in the class; play phone in the class (Chinese)
- Don't talk when teacher is talking; don't sleep in class (Chinese)
- Interrupt; talking; didn't follow teachers (Chinese)
- Speak loud; talk on the phone; hit other person (Chinese)
- Talk to others during class; cheat; didn't do homework on time (Chinese)
- Talking loudly about the things not related to the class; do not homework or activity which is covered in the class; sleeping (Korean)
- Answer calls; laugh when people make mistakes; coming late (French)

Thank you for participating in this survey. Please feel free to comment on anything else you think might be of help or insight on the subject of polite or impolite behaviors in the classroom (*only one student commented in this section*):

- Students should pay attention to the class. I think this is the most polite behavior to the teachers. Also they have to respect the teacher and other classmates. (Korean)

Appendix C

Combined Student Responses

	Very impolite	Impolite	Neither impolite nor polite	Polite	Very polite	N/A	Rating Average	Response Count
Raising hand while someone else is talking.	0.0% (0)	28.6% (4)	35.7% (5)	21.4% (3)	14.3% (2)	0.0% (0)	3.21	14
Side conversations while someone else is talking.	35.7% (5)	35.7% (5)	28.6% (4)	0.0% (0)	0.0% (0)	0.0% (0)	1.93	14
Calling out answers.	21.4% (3)	42.9% (6)	28.6% (4)	7.1% (1)	0.0% (0)	0.0% (0)	2.21	14
Personal grooming during class.	14.3% (2)	64.3% (9)	14.3% (2)	0.0% (0)	0.0% (0)	7.1% (1)	2.00	14
Coming late to class.	14.3% (2)	64.3% (9)	21.4% (3)	0.0% (0)	0.0% (0)	0.0% (0)	2.07	14
Getting up to leave the room during class.	21.4% (3)	64.3% (9)	7.1% (1)	7.1% (1)	0.0% (0)	0.0% (0)	2.00	14
Stretched back in chair.	21.4% (3)	35.7% (5)	35.7% (5)	0.0% (0)	7.1% (1)	0.0% (0)	2.36	14
Slumped forward in chair.	35.7% (5)	50.0% (7)	14.3% (2)	0.0% (0)	0.0% (0)	0.0% (0)	1.79	14

Appendix D

Student Responses Grouped by First Language

	Very Impolite	Impolite	Neither impolite nor polite	Polite	Very Polite
Raising hand while someone else is talking		C,A,C,C	C,K,C,C,C	A,F,C	A,A
Side Conversations while someone else is talking	A,F,C,A,C	C,K,A,C,C	C,A,C,C		
Calling out answers	C,F,A	C,A,A,C,C,A	C,K,C,C	C	
Personal grooming during class	F,A	C,C,K,C,C,A,C,A,C	A,C		
Coming late to class	F,A	C,C,K,,C,C,C,C,A,C	A,C,A		
Getting up to leave the room during class	F,A,C	C,C,K,A,C,A,C,C,A	C	C	
Stretched back in chair	C,F,C	C,K,C,A	A,C,A,A,C		C
Clumped forward in chair	C,K,F,C,C	C,A,C,A,A,C,A	C,C		

Key: A=Arabic; C=Chinese; F=French; K=Korean

Appendix E

Short Answer Teacher Responses

(Native language of teacher included after response)

List at least three student behaviors that you would usually consider as polite. Feel free to explain your answers.

- 1. Eye contact with the teacher. This indicates the student is paying attention. 2. Raising a hand to ask a question (as opposed to blurting out the answer or interrupting another student and/or teacher). 3. Staying on task. This applies more toward individual or group work, but staying on task implies that the student is not being distracted by other things (conversing about unrelated topics with classmates or doing other work in class). (English)
- Listening to other students when they are talking Keeping eye contact Asking questions about a lecture or during a discussion (English)
- Greeting the teacher Saying please and thank you Paying attention in class (English)
- Quietening other students waiting for a good time ask about something unrelated to the class that day being on time (English)
- 1. To begin a sentence with "teacher". 2. Always say hi and smile to me whenever we meet. 3. To raise hand before speaking. (Chinese)
- Listening while others are speaking. Raising a hand to answer a question. Coming to class on time. Keeping cell phones off. (English)
- Raising hand waiting to be called on respectfully considering others' ideas (English)
- Raising hand to ask questions Remaining quiet during lecture Saying please and thank you (English)
- Be seated in class when class begins respond to questions actively do not whisper in class (Chinese)
- As I can't escape unless I answer: standing when I enter or leave the room, looking down as they speak to me, apologizing for each solecism.(English)
- Arriving on time. Raising their hands. Waiting to be called on/waiting for their "turn". (English)
- Raising their hand during class Saying hello teacher when entering the classroom (before class only) Listening when others are speaking (English)

- Listen while others speak; take turns speaking - pay attention to the teacher - put desks/chairs/tables in order before leaving the room (English)
- 1. The student would say thank you, when he/she gets her/his homework back. 2. The student would address me as "teacher". I feel like they show respect to the vocation. 3. Some students would say thank you, when the class is over. (Russian)

List at least three student behaviors that you would usually interpret as impolite.

- 1. Coming late to class. It usually causes a disruption, even if the teacher ignores the student walking in late. 2. Holding side conversations, especially if it's unrelated to the topic at hand, or if the teacher is trying to get the students' attention. 3. Interrupting other students or the teacher to say something. (English)
- Sleeping or closing eyes during class Ignoring what the teacher or other students say in class Answering a cell phone during class (English)
- Ignoring instructions or requests made by the teacher Using a telephone for anything other than purposes specified by the teacher Making seemingly commentary in another language (English)
- Talking while I'm talking interrupting other students arguing about homework (English)
- 1. Interrupt me or other students without raising hand. 2. Whenever he says "I don't want to do it" 3. move around during class without teacher's permission (Chinese)
- Coming late to class. Talking over other students. Doing homework for another class. Using cell phone for texting/talking during class. Listening to music with earphones during class. Sleeping during class. (English)
- Talking while others are talking calling out answers when not requested to do so excessive arguing about answers, grades, homework, etc. (English)
- Talking when another student is sharing Talking when the teacher is teaching Talking down to another student (English)
- Be late all the time, go to bathroom during class time, do not respond to questions (Chinese)
- Nudity, necking, and not laughing at my jokes. (English)
- Opposites of above... Being late. Not raising their hand, just talking. Interrupting.(English)
- Coming late to class Talking when someone else is talking Listening to iPod during instruction (English)
- Talking while the teacher is speaking -laughing at another student who does not understand - leaving the room a mess -sleeping in class -doing activity unrelated to class -taking a phone call

in class -consistently coming late or being absent, then asking to make up work -negotiating grades -demanding that the teacher give a grade that the student "needs" (English)

- 1. Coming late to class 2. Talking over the teacher or other students 3. Arguing with the teacher over the grades in front of the class. (Russian)

Thank you for participating in this survey. Please feel free to comment on anything else you think might be of help or insight on the subject of your students' polite or impolite behaviors.

- For calling out answers: it depends whether the teacher has specifically asked for students to respond this way. If that is the case, I would say no, it's not really impolite. If the teacher wants the students to raise their hand to speak, then it would be an impolite behavior. For being stretched back or slumped forward in the chair, it really depends on the extent. Sometimes (to me) these positions indicate mood rather than politeness or impoliteness. However, it is possible that stretching back in the chair could be interpreted as not wanting to listen or being defiant. Slumping forward in the chair, especially if it involves having the student putting his or her head down on the desk indicates to me that the student is tired or sleeping and likely not paying attention.
- Good luck!
- I am not much concerned unless behavior seems to bother other students.
- Side conversations depend on whether they are discussing class related issues (maybe clarifying what to do for an assignment versus talking about things outside of class. Calling out answers may be ok in a game style environment etc.
- It is interesting to ask the students about what kind of behavior is acceptable in their home countries. Most have much stricter classroom structures than we do. In our classes, they engage in behaviors that would result in severe punishment in another country. Why do they feel it's OK to do those things here? Do they secretly want us to set boundaries for behavior and enforce them?
- (Student) in L-4 (2) came to the class on time today. When he entered the classroom he said: "Good morning!" I answered, "Good morning, (Student)." (Student) said in an indignant tone, "I said good morning." Then I realized that he was talking to the class and in his opinion his classmates didn't properly respond to his greeting. That annoyed him. I feel like demanding politeness from the others may appear impolite too

Appendix F

Combined Teachers' Responses

	Very impolite	Impolite	Neither Impolite nor Polite	Polite	Very polite	N/A	Rating Average	Response Count
Raising hand while someone else is talking.	0.0% (0)	14.3% (2)	42.9% (6)	35.7% (5)	7.1% (1)	0.0% (0)	3.36	14
Side conversations while someone else is talking.	50.0% (7)	42.9% (6)	7.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.57	14
Calling out answers.	14.3% (2)	14.3% (2)	57.1% (8)	7.1% (1)	0.0% (0)	7.1% (1)	2.62	14
Personal grooming during class.	15.4% (2)	69.2% (9)	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	2.00	13
Coming late to class.	21.4% (3)	71.4% (10)	7.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.86	14
Getting up to leave the room during class.	50.0% (7)	28.6% (4)	21.4% (3)	0.0% (0)	0.0% (0)	0.0% (0)	1.71	14
Stretched back in chair.	7.1% (1)	35.7% (5)	50.0% (7)	7.1% (1)	0.0% (0)	0.0% (0)	2.57	14
Slumped forward in chair.	14.3% (2)	28.6% (4)	50.0% (7)	7.1% (1)	0.0% (0)	0.0% (0)	2.50	14