



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**Department of National and Foreign Language Pedagogy
English Major**

MODALITY: RESEARCH REPORT

THEME:

**OPPOSITIONAL DEFIANT DISORDER (ODD) IN THE CHILDREN'S ENGLISH
LANGUAGE LEARNING PROCESS.**

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

Authors:

Leonardo Junior Espejo Jimbo

Johan Marlon Mendoza Calva

Tutor:

José Ignacio Andrade Morán Mg.

PUJILÍ ECUADOR

AUGUST - 2025

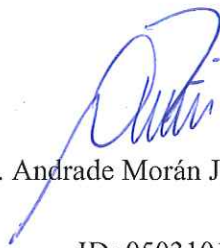
TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the researcher report entitled "OPPOSITIONAL DEFIANT DISORDER (ODD) IN THE CHILDREN'S ENGLISH LANGUAGE LERANING PROCESS", research by Leonardo Junior Espejo Jimbo ID number 1726370396 and Johan Marlon Mendoza Calva, ID number 1105367757, for obtaining the bachelor' degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí August, 2025



Mg. Andrade Morán Jose Ignacio

ID: 0503101040

COMMITTEE APPROVAL

The research report entitled “LEARNER’S MOTIVATION IN LEARNING ENGLISH”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí August, 2025



.....
MSc. Rosero Menéndez Jorge Luis

ID: 0500862727

Committee president



.....
MSc. Castro Bungacho Sonia Jimena

ID: 0501974729

Committee, reader



.....
Mg. González Ortíz Olga Lorena

ID: 1002377271

Committee, secretary

COPYRIGHT REFUSE

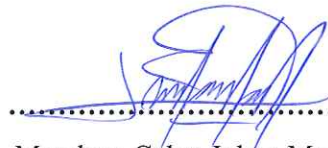
We, Espejo Jimbo Leonardo Junior and Mendoza Calva Johan Marlon confer the rights of this undergraduate research report and authorize its total reproduction or part of it, as long as it is under the regulation of the Technical University of Cotopaxi.

Pujilí August, 2025



.....
Espejo Jimbo Leonardo Junior

ID: 1726370396



.....
Mendoza Calva Johan Marlon

ID: 1105367757

GRATEFULNESS

First, we want to thank everyone who helped us develop this thesis. We thank God for giving us strength and wisdom. We also thank our families for their unconditional love and words of encouragement during difficult times, and for always supporting us. Without them, this would not have been possible.

Leonardo & Johan

DEDICATION

I want to dedicate this work first of all to my parents Francisco and Gloria for their unconditional love, for teaching me the value of effort, and for always supporting me throughout this period and in the most difficult moments. I also want to thank my siblings, Veronica, Christian, Yazmin, and Karen, who have helped me not to give up, and finally, myself, for continuing to move forward despite the obstacles at this important stage in my life.

Johan

DEDICATION

I dedicate this work to God for giving me the wisdom and effort necessary to complete this research project. I also want to thank my parents for their unconditional support, my mother, Gina, for encouraging me to continue studying, and my father, Leonardo, for guiding me through my personal achievements. I also want to thank those closest to me, like my girlfriend and my sister. Thank you.

Leonardo

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

**THEME: OPPOSITIONAL DEFIANT DISORDER (ODD) IN THE CHILDREN'S
ENGLISH LANGUAGE PROCESS.**

Authors:

Espejo Jimbo Leonardo Junior

Mendoza Calva Johan Marlon

Tutor:

MSc. Andrade Morán José Ignacio

ABSTRACT

Oppositional defiant disorder (ODD) is a behavioral disorder characterized by frequent anger, defiance, and hostility toward authority figures. It is more common in children than in adolescents because it tends to develop early, as children learn to cope with emotions and authority. The main objective was to determine how ODD influences children's English language learning process. A qualitative research approach was used. Data were collected using an observational technique using a checklist based on the Disruptive Behavior Disorder (DBD) Rating Scale. The instrument was administered in two educational institutions to ten students between the ages of 4 and 12 who presented behavioral symptoms associated with ODD. Through systematic classroom observation, the study identified recurring patterns such as verbal aggression, refusal to follow instructions, emotional dysregulation, and lack of cooperation. The findings revealed that these behaviors seriously hinder English language learning and affect the overall classroom environment. However, they also indicated that the use of structured routines, visual supports, positive reinforcement, and emotional regulation strategies can improve student engagement and reduce denial behavior. This project highlights the importance of early identification and intervention, as well as the need for teacher training in behavior management. It provides insights for inclusive education and underscores the importance of adapting teaching practices to support students with ODD in foreign language contexts.

Keywords: Behavioral, English learning, Influence, ODD, Verbal aggression.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

TÍTULO: TRASTORNO NEGATIVO DESAFIANTE (TND) EN EL PROCESO DEL LENGUAJE INGLÉS EN NIÑOS.

Authors:

Espejo Jimbo Leonardo Junior

Mendoza Calva Johan Marlon

Tutor:

MSc. Andrade Morán José Ignacio

RESUMEN

El trastorno negativista desafiante (TND) es un trastorno del comportamiento que se caracteriza por ira frecuente, desafío y hostilidad hacia las figuras de autoridad. Es más común en niños que en adolescentes porque suele desarrollarse tempranamente, mientras aprenden a lidiar con las emociones y la autoridad. El objetivo principal fue determinar cómo el TND influye en el proceso de aprendizaje del inglés en niños. Se utilizó un enfoque de investigación cualitativo. Para obtener datos se empleó la técnica de observación mediante una lista de cotejo basada en la Escala de Calificación del Trastorno de Conducta Disruptiva (DBD). El instrumento se administró en dos instituciones educativas a diez estudiantes de entre 4 y 12 años que presentaban síntomas conductuales asociados al TND. A través de la observación sistemática en el aula, el estudio identificó patrones recurrentes como agresión verbal, negativa a seguir instrucciones, desregulación emocional y falta de cooperación. Los hallazgos revelaron que estos comportamientos obstaculizan seriamente el aprendizaje del inglés y afectan el ambiente general del aula. Sin embargo, también indicaron que el uso de rutinas estructuradas, apoyos visuales, refuerzo positivo y estrategias de regulación emocional pueden mejorar la participación estudiantil y reducir el comportamiento negacionista. Este proyecto destaca la importancia de la identificación e intervención tempranas, así como la necesidad de capacitar al profesorado en gestión del comportamiento. Aporta perspectivas para la educación inclusiva y subraya la importancia de adaptar las prácticas pedagógicas para apoyar a los estudiantes con TND en contextos de lenguas extranjeras.

Palabras clave: Aprendizaje de Inglés, Agresión verbal, Influencia, TND

INDEX

COVER PAGE	i
TUTOR'S ENDORSEMENT.....	ii
I CERTIFY THAT:	ii
COMMITTEE APPROVAL	iii
COPYRIGHT REFUSE	iv
GRATEFULNESS.....	v
DEDICATION.....	vi
DEDICATION.....	vii
ABSTRACT	viii
RESUMEN	ix
INDEX.....	x
TABLES INDEX.....	xii
1. GENERAL INFORMATION.....	1
2. PROBLEM STATEMENT.....	2
3. OBJECTIVES.....	3
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.....	3
5. JUSTIFICATION	4
6. SCIENTIFIC AND TECHNICAL FOUNDATION	5
6.1 Background.....	5
6.2 THEORETICAL FRAMEWORK.....	8
Behavior Disorders.....	8
Attention-Deficit Hyperactivity Disorder.....	9
Conduct Disorder.....	9
Oppositional Defiant Disorder.....	10
Characteristics of ODD	11
Family Factors	11
Hostile and Angry Attitude in Classroom	12
Tendency to Argue in an Academic Context.....	12
Oppositional Defiant Disorder in Education	13
Impact of ODD on Educational Outcomes.....	14
EFL Learning.....	15
English as a Foreign Language [EFL] and English as a Second Language [ESL]	15
Learning Process in the English Language.....	15
Methods for the English Learning Process.....	16
Strategies and Activities to Support the English Learning Process.....	17

Impact of ODD on Communicative and Collaborative Learning Contexts in EFL Classrooms.....	18
Evidence-Based Strategies for Teaching Children with ODD	18
Strategies for ODD	19
Oppositional Defiant Disorder in the Learning English Context	20
7. METHODOLOGY	20
7.1 Research Approach.....	20
7.2 Research Method	21
7.3 Data Collection Procedure.....	21
7.4 Research Context.....	22
8. ANALYSIS AND DISCUSSION OF RESULTS.....	23
8.1 Analysis	25
8.2 Discussion.....	26
9. RESEARCH IMPACTS	27
10. CONCLUSIONS AND RECOMMENDATIONS.....	29
Conclusions	29
Recommendations	30
11. REFERENCES	31
12. APPENDICES	38

TABLES INDEX

Table 1: Data collection.....	23
Table 2: Behavior Categories	24
Table 3: General Interpretation.....	25

1. GENERAL INFORMATION

Theme: Oppositional defiant disorder (ODD) in the children's English language learning process.

Starting Date: April 2025

Ending Date: August 2025

Places of Research:

Unidad Educativa “Nuestra Señora de Pompeya”

Unidad Educativa “Sagrado Corazón de Jesús”

Sponsoring Faculty:

Extension Pujilí

Sponsoring career:

National and Foreign Language Pedagogy English.

Macro project of the career

Academic discourse: a transdisciplinary study of education and linguistics in linguistic-communicative context for teaching English.

Work Team:

Mgtr. Andrade Morán Jose Ignacio

Espejo Jimbo Leonardo Junior

Mendoza Calva Johan Marlon.

Knowledge area:

Education

Research line:

Education, Communication and Design for human and social development.

Research line of the career:

Education, linguistics, literature, interculturality and society.

2. PROBLEM STATEMENT

Children with Oppositional Defiant Disorder (ODD) often display characteristics of anger or irritability, argumentative behavior, or defiance, where they hold grudges against other children around. This significantly interferes with learning processes in academic settings, particularly in foreign language acquisition (American Psychiatric Association, 2013).

In English as a Foreign Language (EFL) classrooms, these behavioral traits pose unique challenges not only for affected students but also for teachers and peers. Difficulty following classroom rules, cooperating in group activities, and accepting corrective feedback makes language learning especially complex for students with ODD (Maughan et al., 2014).

In turn, teachers, unaware of Oppositional Defiant Disorder, fail to use the effective teaching strategies necessary for understanding children who exhibit defiance toward authorities. Teachers' instructions are often ignored by students with this behavior, and they often engage in activities that do not comply with the teacher's approach to the lesson. Furthermore, these students' participation in class is often inactive, preferring not to respond or responding with an insult, gesture, or facial expression.

The central problem lies in the interaction between the behavior of affected students and the cognitive demands of learning a new language. Learning English as a Foreign Language (EFL) often requires sustained attention, social interaction, and emotional self-regulation, skills that are often underdeveloped in children with ODD (Greene, 2016). Furthermore, traditional classroom settings often lack the specialized strategies needed to manage and support students with these behavior problems, leading to poor academic performance and increased school exclusion (Burke et al., 2002).

The causes of this problem are multifaceted, including inadequate teacher training in behavior management, limited use of inclusive and differentiated instruction, and a general lack of understanding of ODD in language education contexts. The effects are significant: students with ODD may exhibit poor academic performance, increased frustration, social

isolation, and negative attitudes toward English, further hindering their learning process (Nelson et al., 2004).

To address these challenges, it is necessary to understand the effects of ODD on the acquisition of English as a foreign language. Evidence-based strategies are needed to foster inclusive and supportive environments where students with ODD can thrive in English language learning. This study seeks to answer the question: "How does Oppositional Defiant Disorder (ODD) affect children's English language learning?"

3. OBJECTIVES

General Objective

- To determine the influence of oppositional defiant disorder (ODD) on the English language learning process in children.

Specific Objectives

- To describe learning strategies for children with Oppositional Defiant Disorder in EFL.
- To Identify children with oppositional defiant disorder in EFL.
- To analyze the main difficulties faced by children with oppositional defiant disorder in EFL.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific Objectives	Activities	Activity Outcome	Verification Means
Describe learning strategies for children with Oppositional Defiant Disorder in	Bibliographic review with the research topic	Define relevant information for the development of the scientific basis.	Theoretical Framework Background.

EFL.			
Identify children with oppositional defiant disorder in EFL.	Establish the data collection technique and instrument design for data application.	Data analysis	Analysis and discussion of results
Analyze the main difficulties faced by children with oppositional defiant disorder in EFL.	Application of an observation sheet to obtain data.	Conclusions and recommendations	Conclusions and recommendations

5. JUSTIFICATION

This present research on oppositional defiant disorder (ODD) is conducted due to an increase or need to understand how this type of behavior affects academic performance and active participation in the language classroom, especially where communication and cooperation are essential to achieve effective learning. This disorder is characterized by behaviors of disobedience, argumentativeness towards authority figures, as this represents a significant challenge for teachers of English as a foreign language, who often do not have strategies to apply in the classroom.

The importance of this study often goes unnoticed within a school setting. This disorder not only interferes with the student's academic development, but also affects group dynamics that is, the classroom environment, and the teacher's performance can also be affected. We can recognize this disorder in English learning to promote effective strategies in the educational environment, making it a more empathetic and effective environment for all students.

This research contributes to the knowledge about behavioral difficulties and second language learning. It also offers a framework or information for future research seeking information

on this topic in diverse educational contexts. The study responds to a more educational model that considers the English classroom as a foreign language. And with the presence of students with this behavior, we can reflect on viable strategies for classroom management, especially where participation and cooperation are very important.

In this research, the main beneficiaries will be children with these odd behaviors, English teachers, educational institutions, and parents who may find this study a guide to better understand how this disorder affects students in the English classroom when learning a language.

The feasibility of this study presents observable cases of challenging behaviors in the English classroom. This study is important due to the availability of teachers and students with whom it is possible to work collaboratively, as well as access to educational institutions that allow direct observation and the application of tools such as observation. Therefore, the study is not only relevant but also operationally achievable within the current educational framework, providing real and applicable solutions to improve English teaching to students with specific behavioral needs.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Wahyuni & Mahanani (2022) conducted the study that explored the correlation between learning behavior and Oppositional Defiant Disorder (ODD) in elementary school students in Semarang, Indonesia. The investigation focused on 57 students from SDN Mangunsari 01 and SDN Plalangan 03, both located in the Gunungpati District. In this investigation use a quantitative approach with the correlational research design, this study applies two instruments, a questionnaire that is adapted from the learning behavior scale, and the other based on the DSM-V criteria for defiant behavior disorder. The objective was to examine the presence of the defiant patterns and how that influenced in students' learning academic

behavior. Findings shows a proportion of students of students that show low levels of learning behavior, that is characterized by motivation, poor task, and classroom engagement. ODD were present generally moderate levels. A statistical analysis in the correlation ($r = 0.620$, $p < 0.01$) that was research between behavior and poor learning outcomes, that suggest these students with stronger defiant tendencies are more likely to academic difficulties.

Mishra, Garg, & Desai (2014) conducted a study to determine the prevalence of the oppositional defiant disorder (ODD) and the conduct disorder between primary school children in Indore, India. The cross-sectional investigation involved 900 children from 6 to 11 years old, selected from the four different schools. The teachers completed the Rutter Children's Behavior Questionnaire, to screen behavioral issues, and the students were identified with potential difficulties subsequently assessed using DSM-IV-TR diagnostic criteria. The objective was to identify the occurrence of these disorders and explore the differences in gender. The results were revealed that 25.45% of the children had some psychiatric morbidity. the ODD was present in 7.73% of the sample, without difference between girls and boys, whereas the CD was diagnosed in 5.48%, with a higher in males. Findings shows the oppositional behaviors can be normal in childhood development, children show behavioral patterns severe enough to meet the diagnostic analysis.

López-Villalobos et al. (2015) conducted a study that the objective is determining the prevalence of Oppositional Defiant Disorder (ODD) among children from 6 to 16 years old in the autonomous community of Castile and León, in Spain, based on the teachers reports. The investigation adopted a quantitative approach and employed a stratified, multistage, and the cluster sampling design, to analyze the data from 1049 students. The data collection involved a questionnaire based on DSM-IV-TR criteria and the other one is the Vanderbilt NICHQ rating the scale to assess both the presence of the disorder and it has an impact on academic performance of 4.2%, with significantly higher rates in the males that is 5.7% compared to the females that is 2.6%, and in rural areas (6.8%) vs urban areas (3%). Besides, the students that were identified with ODD shows a significantly lower academic performance and more in the problematic classroom behavior than their peers. The

importance of the study on early diagnosis and preventive interventions to reduce the negative academic and social impacts that are associated with ODD.

According to Guanoluisa, Uribe & Ayala (2024) a study that analyzed the behavior of a child with ODD where the objective of this research was to describe the experiences that a mother, a teacher and a psychologist from a school institution have in the treatment of a child with ODD in a public school in an urban area of Latacunga, Ecuador. This research was phenomenological and qualitative, analyzing data through semi-structured interviews and thematic analysis. The main results indicated that changing the school environment, violence as a physical punishment and stopping therapies negatively affected the child with ODD, however, support and assistance, along with the patience shown by the psychologist, the assignment of responsibilities and talk therapy were useful to control the child's behavior. The mother thought that her son's behavior had changed in a positive way, but the teacher and the psychologist believe that his improvement was not as expected. The study suggested that the Ecuadorian school system should provide financial support to students and specialized training for school psychologists and teachers to create a healthy environment for parental involvement in a comprehensive support process. Furthermore, specialized mental health services should be easily accessible in educational settings.

Santacruz (2014) explained that oppositional defiant disorder (ODD) manifests a pattern of negative behaviors, angry outbursts, defiance, and aggression problems toward authority figures such as parents and teachers. The research design of this study included scales that diagnosed oppositional defiant disorder and detected disruptive behaviors observed in classrooms, homes, and the school environment. This study was not only quantitative but also correlational, as it explored differences in social behavior between boys and girls through the use of four different questionnaires: the Self-Report Toward Youth and the Symptom Inventory for Children-4, for parents and teachers. However, at preschool age, girls tend to change externalizing behavior to more subtle and covert behaviors such as telling lies and gossiping; therefore. That's why three scales will be needed to assess parents and teachers called the Children's Symptom Inventory-4 and Youth Self-Report for 30 children with ODD in the city of Quito.

González, Navarro, Ezpeleta, & Osa (2025). Mentions that the present study examined the disagreement between parents and educators about the behaviors of Oppositional Defiant Disorder (ODS) in childhood and how sociodemographic factors such as gender and economic level (SES); and emotional characteristics such as being aggressive, insensitive; Behaviors about anxiety and depression, and irritability could be the cause of this incongruence. A community sample of 614 children from 3 years to 14 years (N = 287) were obtained from a longitudinal sample that began in 2009. Parents and educators completed an ODS scale and some questionnaires about the emotional difficulties a child presents. Analyses indicated that parent and teacher ratings were not similar, and this disagreement decreased with age, with parents systematically reporting higher ODS scores compared to teachers at various ages. The results revealed that disagreement was greater when assessing girls and boys belonging to low/middle or high SES groups. Lower scores on the aggression issue, along with higher scores on effortful control, were significant indicators of greater parent-teacher problems on the aforementioned scale. Research into how children's affective variables influence disagreement among multiple informants could lead to improved clinical practice, as well as more accurate assessment and diagnosis in the child and adolescent population.

6.2 THEORETICAL FRAMEWORK

Students with Oppositional Defiant Disorder (ODD) often struggle with authority and classroom rules, leading to frequent conflicts with teachers and peers. This behavior can disrupt the learning environment, hinder academic progress, and affect peer relationships. Socially, these students may experience rejection or isolation. Understanding ODD is essential for addressing conduct disorders in general in the educational setting, as explained below:

Behavior Disorders

These behavioral disorders in children and adolescents could lead to poor social skills, poor behavior, and poor adaptation in society (Kazdin, 1995). Children with these types of

disorders may have different difficulties, some of them being attention deficit hyperactivity disorder (ADHD), Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), and finally anxiety disorders. The different disorders can attack in different ways, such as being hyperactive, aggressive, impulsive, social withdrawal, and this can affect the learning environment, such as the teaching of English as a foreign language. Children are often easily distracted by external objects and have difficulty concentrating, such as noise and common movements, among other things, that prevent them from paying attention.

Attention-Deficit Hyperactivity Disorder

When we are talking about disorders, we are referring to an illness that disrupts the normal physical or mental functions of some people, and here we have 3 of the most common behavioral disorders that affect children. Furman (2005) identifies ADHD as one of the most prevalent neurodevelopmental disorders observed during childhood, often reflected in attention challenges and hyperactive behaviors that may interfere with academic development. We raise the concern that ADHD is not a disease per se but rather a group of symptoms representing a final common behavioral pathway for a gamut of emotional, psychological, and/or learning problems.

Attention-deficit hyperactivity disorder (ADHD) effects are more visible in children because they are at an age when they just want to play, and it could affect the learning process because they don't pay attention, so the understanding process may be more difficult, as well as the acquisition of knowledge. However, it can be solved by incorporating interactive activities that motivate students to learn more engagingly and enjoyably, thereby capturing their attention and making the learning process more meaningful.

Conduct Disorder

This disorder, known as conduct disorder, is a mental health problem. It is very complex because it affects children at an early age. It can be characterized by the child's often antisocial and impulsive behaviors, and they tend to disrespect their peers. Fairchild (2019)

describes conduct disorder as a condition typically emerging during childhood or adolescence, characterized by persistent behaviors that violate societal norms or the rights of others, such as aggression, destruction of property, or serious rule-breaking.

Certain school-aged children often present with this type of conduct disorder, making it one of the leading causes of mental health problems in children. Furthermore, this disorder is one of the few psychiatric disorders studied and is under-recognized. This disorder is characterized by aggressive behavior toward friends or animals, as mentioned above. Sometimes, the behaviors tend to be more serious, such as theft or breaking rules. CD usually appears in childhood or, in some cases, during adolescence.

Oppositional Defiant Disorder

Oppositional Defiant Disorder (ODD) is another disorder that occurs in childhood. Children with this disorder are angry, irritable, and argue with adults and teachers, who are the main authority figures. They don't follow the rules and annoy their classmates. A symptom of this disorder is that they don't accept what they've done and are quick to blame others, as it's difficult for them to assume responsibility. ADHD affects children's daily lives, including their academic grades. If intervention is prompt and solid strategies are used, it can help children reduce their behavior and become more friendly.

A persistent lack of respect for authority figures characterizes ODD. The DSM-5 outlines symptoms like irritability, argumentative behavior, and vindictiveness that last for at least six months.

In different educational settings, ODD is a challenge to consider, but if specific and appropriate strategies are used, students with this disorder can be a problem in the classroom. By creating a positive and collaborative environment in the classroom, teachers can help students manage their behavior and improve their academic performance. According to Barker & de Lugt (2022), “educators must have effective strategies in place to support students with Oppositional Defiant Disorder in inclusive general education classrooms.”

The ODD has different symptoms such as disobedient and defiant behavior which leads the child to behave aggressively in the classroom and bother others, adding that he behaves irritably and answers back to authority figures in this case the teachers. The author Lin (2022) mentions that oppositional defiant disorder is characterized by recurrent patterns of angry or irritable moods, argumentative or defiant behavior, and a tendency toward revenge.

Characteristics of ODD

The behaviors of Oppositional Defiant Disorder (ODD) can sometimes be confused with other disorders. There are some requirements that must be taken into account in order to identify whether or not the behaviors in question are symptomatic of ODD. Recurrent angry outbursts in a preschooler may be considered indicative of ODD if they occur consistently for six months, are accompanied by additional disruptive behaviors, and significantly interfere with academic functioning. It is also worth considering that losing control does not always cause a tantrum that others define as severe, but rather an angry facial contraction, verbal rudeness, or simply frowning in anger, which do not typically represent a tantrum. Waschbusch (2016) explains that a diagnosis of ODD requires the presence of at least four persistent behavioral symptoms, such as irritability or defiance, that significantly impair daily functioning and exceed what is typical for a child's developmental stage.

Family Factors

Family influences are crucial in the development and persistence of Oppositional Defiant Disorder (ODD). Recent evidence suggests that dysfunctional family contexts (parenting dysfunctions, parenting inconsistencies, or not supervising their children) are involved in the development of conduct disorder (CD). For example, Waller et al. (2019) found that the consequences of severe parenting and parental warmth were strongly correlated and contributed significantly to higher conduct problems, depending on poor parenting practices. Indeed, family stressors like parental mental health problems and marital conflict can increase the likelihood of developing CD (Hawes et al., 2020).

Family targeted interventions, including parent training or education programs, have been found to be effective in reducing oppositional behaviors and improving family management

(Sanders, 2008). Other ways include equipping parents through techniques such as Parent-Child Interaction Therapy (PCIT), or the Incredible Years (IY) series, with effective means of implementing positive reinforcement and appropriate limits and consistent discipline (McMahon & Forehand, 2003). Teachers can partner with parents so that strategies are the same at home as they are in school, establishing a cohesive support network for the child.

Hostile and Angry Attitude in Classroom

An irascible/irritable mood is a hallmark of Oppositional Defiant Disorder (ODD). This mood may manifest itself in a confrontational attitude toward specific school situations, particularly authority figures such as teachers or peers, although it may appear superficial. In other words, children with ODD may express irritability and become angry or fight with peers and adults. While anger and bad mood in young children or adolescents may be common and temporary in a classroom (mood swings), the anger or irritability of a child with ODD is chronic, more intense, and occurs almost daily.

A child with ODD may be more likely to interpret neutral or positive social interactions as hostile and provocative, and may act aggressively. Typically, individuals with ODD are alert to perceived threats in their social environment, and when they recognize and respond to them, their feelings and responses initiate a cycle of anger, revenge, and punishment, which ultimately exacerbates their maladaptive behaviors and emotional problems (Frick & Nigg, 2012).

Angry mood, or ODD, is characterized by a chronic pattern of anger or irritability, argumentativeness, or excessive defiance toward authority figures. As described by Gomez and Stavropoulos (2022), the hostile and angry effect of ODD may affect peer interactions in a classroom, which is especially detrimental to teacher-directed activities.

Tendency to Argue in an Academic Context

In educational settings, this can be observed in frequent verbal conflicts, where children refuse to follow the teacher's instructions and disrupt collaborative group activities. These

behaviors pose a problem in classroom dynamics, especially in English as a foreign language learning program, where cooperation, patience, and active listening are required.

According to Greene (2016), children with ODD often perceive authority not as a guide, but as a threat to themselves. As a result, they do not follow rules, argue with adults, and refuse to follow even the simplest requests. This defiant attitude is based not only on emotional dysregulation but also on a strong desire to control situations and assert their independence. These tendencies can lead to conflicts with both teachers, who act as the primary authority figures in the classroom, and with peers, especially during group work or structured language activities that require shared responsibilities.

In the context of English as a Foreign Language (EFL) classrooms, these behaviors are even more pronounced. Language learning requires frequent interaction, risk-taking when speaking, and receptiveness to correction; tasks that are especially challenging for students with ODD. Arguing with teachers during instruction or with peers during group activities not only disrupts their learning process but also affects the classroom climate, leading to social rejection and poor academic performance (Nelson et al., 2004).

Oppositional Defiant Disorder in Education

Oppositional Defiant Disorder (ODD) and the Educational Process. Defiant and oppositional behaviors are commonly observed in classroom environments, often triggering friction between students and educators. In many cases, such behaviors may go unnoticed or be misinterpreted, complicating classroom management and student progress. Cultural and societal perspectives of authority and decision-making will vary between individuals with ODD and those without.

Oppositional outbursts are typically followed by punitive actions, as the most common punitive efforts are detention, ultimately leading to isolating a student for cultural execution of education. Completing homework, following rules defined by a teacher, and positive peer interactions across group tasks will only aid and support outcome success.

Teachers can struggle with student ODD because of student behavior and student experiences regarding classroom culture, and this implies challenges regarding their success in meeting the needs of all students. It is a continuing battle that is of paramount importance, and we are each committed to supporting student success.

Students with Oppositional Defiance Disorder (ODD) can be defiant to varying degrees, with the capacity to act defiantly to laws regarding regulation (in schools). Defiant behaviors of students with ODD will position them as routinely defiant, argumentative, and intentionally disregarding rules. ODD behaviors of students can severely interrupt their learning as well as that of their peers and their teachers.

Based on empirical studies, teachers may decrease these behaviors with preventative and scheduled interventions (e.g., functional behavior assessment [FBA], structured classroom routines, positive behavior support [PBS] systems, individual strategies) (see also Ashford et al. Implemented well, these guiding frameworks do not simply curb problem behavior; they foster social-emotional development and increase engagement with learning” (Barker & de Lugt, 2022, p. 87).

Impact of ODD on Educational Outcomes

Oppositional Defiant Disorder can greatly influence learning and educational outcomes. For students with ODD remaining calm in class can be difficult, and in some cases create disagreements with teachers and classmates, making following classroom rules difficult and subsequently leading to more defiant behavior. If they have to disobey classroom rules, they have violated the rules in their minds and did not do so to be yielding, but distracting. If they are distractible, they can't learn, nor do their work.

In summary, ODD poses a substantial obstacle within the classroom context, often disrupting both academic progress and peer relationships. These behaviors can lead to disciplinary actions, social isolation, and reduced engagement with learning tasks. As Greene (2008) and

McMahon & Forehand (2003) indicate, consistent support, rather than exclusion, is key to fostering better educational outcomes for students facing such challenges.

EFL Learning

English as a Foreign Language [EFL] and English as a Second Language [ESL]

ESL is learning English in an English-speaking environment. For instance, when a Mexican family moves to the United States, their children are learning English as their second language, because they are immersed in English at school, with their friends, and on the street, English is their environment. However, EFL is learning English as a foreign language. For instance, when a student from Ecuador learns English in school and college, he speaks Spanish with his friends after school, and his entire environment predominantly speaks Spanish (Dunsmore, 2019).

EFL is a foreign language, and ESL is considered a second language. To start with the EFL vs. ESL comparison, it is important to mention several differences between a foreign and a second language. “EFL means learning English in non-English-speaking countries, while ESL means English as a second language, which has the same or even more important status as the mother tongue” (Peng, 2019, p.33).

Learning Process in the English Language

The process of learning in terms of the English language encompasses the interplay of cognitive, social, and cultural factors that inform second language acquisition and proficiency development. With regard to cognitive influences, the distinction is made between the processes of cognitive acquisition and the processes of cognitive proficiency, such as how learners process, store, and retrospectively use linguistic data. Constructivist perspectives of learning, and theories of cognition and literacy (e.g., Piaget & Vygotsky), incorporate sociocultural models of learning along with the active learning practices of scaffolded interaction, among others. For example, within social constructivist theory, Vygotsky also contended that there are levels of developmental readiness through instructional engagement as indicated with the concept of the Zone of Proximal Development (ZPD). In essence, the

ZPD is a development zone where the language learner is provided guided opportunities to use a language while engaging with the support for the linguistic and cognitive development of other peers or a teacher (Vygotsky, 1978). Using authentic materials, including conversations or books, and media in English will offer the learners opportunities to engage with the vocabulary and grammatical structures, while also allowing students to contextually practice, in order to also deepen their understanding of meaning, and retention (Krashen, 1985).

Cultural influences also play a significant role in English language learning, as they shape both motivation and engagement. Learners who view English as a global language or a tool for upward mobility often exhibit higher levels of effort and persistence (Dörnyei, 2001). Additionally, integrating cultural contexts in teaching, such as discussing idiomatic expressions or cultural nuances, enhances learners' pragmatic competence and intercultural communication skills (Byram, 1997). This holistic approach fosters not only linguistic proficiency but also the ability to navigate English-speaking environments effectively, aligning language learning with real-world application.

Methods for the English Learning Process

The English learning process encompasses various methods tailored to meet the diverse needs of learners. Traditional approaches include the Grammar-Translation Method, which emphasizes translating sentences between the native language and English, with a focus on grammar rules and vocabulary. This method, rooted in classical language instruction, has been critiqued for its lack of communicative focus (Richards & Rodgers, 2014). In contrast, the Direct Method prioritizes oral communication and immersion, encouraging learners to think in English without relying on their first language. This approach aligns with Krashen's (1982) Input Hypothesis, which suggests that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level.

Modern methodologies integrate technology and learner-centered strategies. The communicative language teaching (CLT) method emphasizes real-life communication skills and supports learners in using English in various contexts (Larsen-Freeman, 2000).

Additionally, task-based learning, grounded in Vygotsky's (1978) socio-cultural theory, encourages collaboration and problem-solving through meaningful tasks. Digital tools, such as language apps and multimedia materials, have revolutionized learning by providing interactive and personalized experiences (Godwin-Jones, 2018). These methods, supported by research, demonstrate that combining structured input, meaningful interaction, and adaptive resources fosters effective language acquisition.

Strategies and Activities to Support the English Learning Process

Effective strategies for learning English involve integrating meaningful, engaging, and scaffolded activities that promote language acquisition. One approach is the use of visual aids and realia to help learners connect vocabulary with real-world objects or images, thereby improving comprehension and retention. For instance, flashcards, pictures, or videos can be paired with corresponding words or phrases to reinforce understanding. According to Krashen's Input Hypothesis, language learners benefit from exposure to comprehensible input slightly above their current level (Krashen, 1982). Incorporating storytelling or role-playing activities encourages learners to actively use the language in context, which strengthens their communicative competence. Additionally, structured repetition and scaffolding ensure that learners gradually build confidence and competence.

Interactive and collaborative activities such as pair work, group discussions, and games create an engaging and supportive environment that fosters learning. Communicative Language Teaching (CLT) emphasizes the importance of interaction in language acquisition (Richards & Rodgers, 2014). Activities like debates, problem-solving tasks, and board games enable learners to practice speaking, listening, and critical thinking in authentic scenarios. Digital tools such as language-learning apps or online quizzes can also motivate learners and provide immediate feedback. Moreover, strategies like explicit grammar instruction combined with practice in meaningful contexts help learners understand and apply grammatical rules effectively. A balance of these strategies ensures learners develop skills in reading, writing, speaking, and listening while staying motivated and engaged.

Impact of ODD on Communicative and Collaborative Learning Contexts in EFL Classrooms

Students with Oppositional Defiant Disorder (ODD) often present significant challenges in collaborative and communicative classroom environments, such as English as a Foreign Language (EFL) settings, where group work, peer interaction, and structured participation are essential. According to Barker and de Lugt (2022), students with ODD typically perceive both positive and negative behavioral interventions as attempts at manipulation, often reacting in opposition even to praise or rewards. This resistance complicates classroom management, particularly in EFL classrooms where tasks demand cooperation and consistent language use. Furthermore, the authors emphasize that the disruptive behaviors associated with ODD, such as defiance, irritability, and argumentativeness, may not occur uniformly across contexts but are triggered by specific social dynamics, making EFL group activities particularly vulnerable to breakdowns in engagement and discipline. These patterns underscore the need for EFL teachers to adapt their strategies by implementing evidence-based interventions that minimize confrontation and promote structured participation within socially sensitive frameworks." (*Barker & de Lugt, 2022, pp. 86–87*)

Evidence-Based Strategies for Teaching Children with ODD

While various intervention models exist, including Positive Behavior Support (PBS) and Prevent-Teach-Reinforce (PTR) strategies, the success of these interventions largely depends on teacher training, school policies, and parental collaboration." (Devapramod, 2024, p. 109).

Despite these frameworks, many schools still struggle to effectively integrate children with behavioral disorders into their academic and social environments due to inadequate resources and limited teacher preparation. This has resulted in significant disparities in educational outcomes, with children with behavioral disorders often experiencing lower academic achievement and higher rates of social exclusion." (Devapramod, 2024, p. 109).

“Many teachers acknowledged that they lacked formal training in handling these students effectively... Previous studies indicate that without adequate professional development,

teachers struggle to implement effective behavioral strategies, leading to inconsistent support for students. Many teachers suggested that schools should provide structured training programs and additional classroom resources to address these challenges better.” (Devapramod, 2024, p. 114)

Strategies for ODD

Strategies for effective management of oppositional defiant disorder (ODD), especially in children in the educational setting, should focus on structured interventions that help with emotional regulation. In addition, positive reinforcement programs that recognize and reward appropriate behaviors have been shown to be effective in increasing team cooperation and decreasing opposition.

Many children with ODD may come from traumatized, unstable, or neglectful environments (Greene, 2016). Trauma-adaptive and culturally responsive teaching strategies focus on understanding the student's background, understanding their experiences, and reducing triggers that could be problematic for challenging behaviors. In the context of English as a Foreign Language (EFL), engaging students through non-speaking and creative means such as music can be used, where songs and movement can be used to focus the child's attention and engage them in the corresponding activities. Drawing or painting can also be activities that manage the self-control of a child with ODD. Finally, using interactive games using English to teach vocabulary focuses the student's attention and motivates them to follow instructions without displaying defiance.

Using flashcards, visual planners, cue cards, emotion diagrams, and graphic organizers provides structure and clarity to EFL assignments, keeping students with ODD engaged and engaged. Structured approaches, such as task-based learning, with clear instructions and predictable routines, help students with ODD feel more in control and less anxious, which reduces challenging behavior (Barker & de Lugt, 2022).

Oppositional Defiant Disorder in the Learning English Context

In the context of learning or education, oppositional defiant disorder refers to defiant, disobedient, and in some cases hostile behavior toward authority figures, in this case teachers, which in turn affects the learning process. Students with this disorder have difficulty following instructions, making friends, or cooperating in group work, which can affect their social circle. They may argue with teachers or classmates about their mistakes and not accept their actions.

Students with ODD often require tailored instructional strategies to foster a positive and effective learning experience. Visual aids, structured activities, and clear expectations are essential in ESL classrooms for students with ODD (Kutscher & Attwood, 2014). For example, using picture-based vocabulary exercises or interactive games can keep these students engaged while reducing frustration. Providing choices in assignments, such as selecting a topic for a speaking activity, can also give them a sense of control and reduce oppositional behaviors.

Teachers must also prioritize building a supportive classroom environment that promotes emotional regulation and positive behavior. Collaborative learning activities, clear communication, and consistent reinforcement of expectations are crucial. According to Barkley (2020), students with ODD respond better to positive reinforcement and predictable routines than to punitive measures. Applying these strategies in ESL settings not only helps students with ODD succeed academically but also supports their social and emotional development.

7. METHODOLOGY

7.1 Research Approach

This study employed a qualitative research approach, allowing for data collection through and observational technique using a check list as a result to get information. The instrument was based on questions taken from the Disruptive Behavior Disorders (DBD) Rating Scale,

which assesses symptoms corresponding to disorders such as ADHD, CD, and ODD. However, researchers selected 10 questions that were most closely related to the disorder under study, and adapted them to an educational context. As Creswell (2014) explains, qualitative methods allow researchers to explore participants' behaviors and experiences in depth, using non-numerical data to interpret patterns, meanings, and contextual dynamics.

7.2 Research Method

The research followed a descriptive method for a better understanding of the difficulties faced by children with Oppositional Defiant Disorder (ODD) and the common behavioral characteristics they exhibited while learning a new language. Descriptive research, by definition, seeks to accurately and systematically describe a population, situation, or phenomenon (McCombes, 2023), which is consistent with observing and documenting how ODD behaviors manifest in English as a Foreign Language (EFL) classrooms.

The study focused on identifying recurring patterns of defiant or oppositional behavior that can hinder English language learning. Through actual classroom observations and teacher input, this descriptive methodology allowed for the detection of behavioral tendencies and classroom challenges frequently encountered when teaching English to students with ODD characteristics. The approach enabled a detailed, contextual analysis of students' reactions, interactions, and responses to teaching strategies in EFL settings.

7.3 Data Collection Procedure

Data were collected using an observation sheet that recorded the students' behavior during English learning activities. This sheet consisted of a structured behavioral questionnaire that assessed specific indicators of ODD, such as frequent arguments with teachers or peers, active refusal to follow instructions, deliberate attempts to annoy others, blaming others for personal mistakes, becoming angry or irritated easily, and displaying anger or resentment. Each indicator was rated on a Likert scale (e.g., rarely (*rly*), sometimes (*smt*), often (*oft*), almost always (*alm alw*)).

The main table helped record the frequency with which the children displayed ODD behaviors. The observation period for the research was one month, with the frequency of these characteristics appearing in the children's behavior being recorded during the first few weeks. In the last week of the study, the children's similar characteristics were identified during the study period, highlighting the item "almost always," which helps to understand that students generally displayed this characteristic more frequently in English classes.

To create the second table, key behavioral indicators were identified: aggression, self-control, disobedience, resentment, and rebellion. Furthermore, each question was divided according to the aforementioned behavioral indicator. The behavioral indicators are characteristics of ODD, maintaining the context of English language acquisition in each question.

For the third table, we used the results obtained by the students in "almost always" and grouped them according to the behavioral indicator mentioned in Table 2. For this reason, Students 2 and 9 are not included in this table because they do not "almost always" exhibit ODD behaviors. In turn, the table presents a general interpretation for each student divided by their behavioral category, exposing the main causes of their behavior and describing their conduct in the school context.

7.4 Research Context

The study involved 10 students, both male and female, aged between 4 and 12 years, from the educational units Sagrado Corazon de Jesus in Latacunga and Nuestra Señora de Pompeya in Saquisilí, in the province of Cotopaxi. These participants ranged from second grade to ninth grade. At the Sagrado Corazon de Jesus Educational Institution, six students presented the characteristics of this disorder: two in first grade, one in third grade, two in fourth grade, and finally one in seventh grade. Meanwhile, at the Nuestra Señora de Pompeya Educational Institution, four students presented this disorder: two in fifth grade and two in seventh grade.

8. ANALYSIS AND DISCUSSION OF RESULTS

To answer the main question about how Oppositional Defiant Disorder (ODD) influences children's learning of English as a Foreign Language (EFL), we analyzed the information from the observation sheets. Based on the information from the instrument, we found the following behavioral characteristics, described in the table below and shown in the line graph.

Table 1: Data collection

<i>Students</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>	<i>Snt</i>
<i>Questions</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
<i>1. How often do children actively argue with authority figures or adults?</i>	<i>Smt</i>	<i>Smt</i>	<i>Oft</i>	<i>Almt</i> <i>Alw•</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Almt</i> <i>Alw•</i>	<i>Almt</i> <i>Alw•</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>
<i>2. How often do the children accept help or support from an adult when offered?</i>	<i>Smt</i>	<i>Rly</i>	<i>Oft</i>	<i>Smt</i>	<i>Smt</i>	<i>Smt</i>	<i>Rly</i>	<i>Oft</i>	<i>Smt</i>	<i>Rly</i>
<i>3. How often do children blame others for their mistakes or bad behavior?</i>	<i>Oft</i>	<i>Smt</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Almt</i> <i>Alw•</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Almt</i> <i>Alw•</i>	<i>Oft</i>	<i>Smt</i>
<i>4. How often do the children speak to others using respectful or kind language?</i>	<i>Rly</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Smt</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Oft</i>	<i>Smt</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>
<i>5. How often do the children respond calmly when asked to change activities?</i>	<i>Rly</i>	<i>Smt</i>	<i>Smt</i>	<i>Smt</i>	<i>Smt</i>	<i>Oft</i>	<i>Oft</i>	<i>Oft</i>	<i>Oft</i>	<i>Smt</i>
<i>6. How often do children show resentment or deliberately seek revenge?</i>	<i>Smt</i>	<i>Smt</i>	<i>Rly</i>	<i>Oft</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Smt</i>	<i>Smt</i>	<i>Oft</i>	<i>Oft</i>
<i>7. How often do children have difficulty controlling their temper?</i>	<i>Oft</i>	<i>Smt</i>	<i>Oft</i>	<i>Almt</i> <i>Alw•</i>	<i>Oft</i>	<i>Oft</i>	<i>Almt</i> <i>Alw•</i>	<i>Almt</i> <i>Alw•</i>	<i>Rly</i>	<i>Oft</i>
<i>8. How often do children show defiant</i>	<i>Smt</i>	<i>Oft</i>	<i>Smt</i>	<i>Oft</i>	<i>Smt</i>	<i>Almt</i>	<i>Almt</i>	<i>Almt</i>	<i>Oft</i>	<i>Almt</i>

<i>or disobedient behavior?</i>						<i>Alw•</i>	<i>Alw•</i>	<i>Alw•</i>		<i>Alw•</i>
<i>9. How often do children actively refuse to follow rules or requests?</i>	<i>Almt</i> <i>Alw•</i>	<i>Oft</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Rly</i>	<i>Oft</i>	<i>Almt</i> <i>Alw•</i>	<i>Rare</i> <i>ly</i>	<i>Oft</i>	<i>Smt</i>
<i>10. How often do children get easily angry over petty things?</i>	<i>Oft</i>	<i>Oft</i>	<i>Smt</i>	<i>Almt</i> <i>Alw•</i>	<i>Smt</i>	<i>Oft</i>	<i>Oft</i>	<i>Oft</i>	<i>Rly</i>	<i>Oft</i>

To create this table, we used the information obtained from the observation sheets, which included two subdivisions: student and question. Each student's behavior was studied during English class, and the responses were obtained based on the frequency with which the children engaged.

Table 2: Behavior Categories

Behavioral category	Items corresponding to each question
Verbal and physical aggression in the classroom	Questions 4 and 5
Disobedience or defiance to the teachers	Questions 1, 8 and 9
Lack of self-regulation in academic activities	Questions 7 and 10
Lack of cooperation in groups	Questions 2 and 3
Resentment and revenge toward classmates	Questions 6

To create this table, key behavioral indicators were identified: aggression, self-control, disobedience, resentment, and rebellion. Furthermore, each question was divided according to the aforementioned behavioral indicator. This behavioral indicator table serves as a tool for systematically analyzing and monitoring student behavior when observed during English classes.

8.1 Analysis

Table 3: General Interpretation

Behavioral Category	Students	General Interpretation
Verbal and physical aggression in the classroom	Student 3, 10	Students showed aggressive vocabulary towards their classmate and the teacher, and this can affect in classes because they don't let their classmate and teacher work.
Disobedience or defiance to the teachers	Student 1, 4, 6, 7, 8, 10	Students showed the disobedience, this could be seen because they didn't listen to the teacher or not follow their instructions.
Lack of self-control in academic activities	Student 4	The student showed impulsive attitudes, gets angry when the teacher changing activities that affect academic performance, and also interrupts the concentration and the collaborative work.
Lack of cooperation in groups	Student 3	The student not accept rules and instructions for working with colleagues, can be generated by social conflicts when arguing with colleagues or because he wants to take the control of decisions and they don't let him.
Resentment and revenge toward classmates	Student 6	The student presented feelings of resentment and revenge in class, which can be interpreted as keeping offenses to himself and the responding in a hostile manner, or it can annoy, hurt or getting even.

This table shows the classification of students who obtained the highest behavior, it means “almost always” in the observational sheet, it was seen that of the 10 students, they presented behavior such as aggression, disobedience, they cannot control themselves when changing

activities that they don't like, they cannot cooperate in teams, and in some occasions they are vengeful. for which a general interpretation of this type of behavior was made, explaining how this type of behavior was made, explaining how this type of behavior of children with this disorder affects the classroom when they are learning a new language.

8.2 Discussion

The results of this research reveal that two students displayed aggressive behavior toward the teacher and their classmates, which can interfere with classroom activities, and also in the academic and social. This is similar to the study of Evan et al. (2016), who reported that “Teacher reported ODD behaviors are associated with increased social impairment and antisocial behavior disruptive to the learning process”. This suggests that oppositional defiant behaviors, such as disobedience and aggression, not only affect the interpersonal relationships but also has an impact on the academic performance and development of the students studied. Disobedience in school environments is a problem to be solved more if students show behaviors related to characteristics with ODD, as shown in the results of the research many of the students presented this type of behavior within the classroom towards the teacher. As mentioned, the author (2024), that disobedience and challenging the rules imposed by the teacher affect student learning, another is bothering their classmates that lead to fights that will cause students to be suspended from school, ignoring warnings from teacher and parents, threatening and hitting other students can result in punishments.

On the other hand, a student showed difficulties controlling his temper in activities that the teacher decides to apply or change in the class, it may be because the child doesn't like to do academic activities, then he tends to get angry since the learner prefers to do another type of activity. According to the study by Seppä, Halt, Nordström & Hurtig (2023), they mention that the problem of self-control in this case of emotions, consists of an angry or irritable mood, resentment towards others and arrogant behavior. Meanwhile, lack of team cooperation is another difficulty that students with ODD display, whether due a lack of social interaction or simply because the student doesn't like working in a team. According to

research by Kuhl et al. (2023), they mention that storytelling, such as action stories, can improve empathy and cooperation and reduce aggression. Therefore, this can facilitate connections between students in the classroom and improve their social behavior and academic performance. Finally, the results showed that a student displays revenge behaviors towards their peers for insignificant things, and sometimes they can respond in a hostile manner and take things too personally. While the investigation of Dalili & Zohuri (2023) says that ODD behaviors can reveal themselves in different ways, among the most common ones include arguments with teachers, and revenge is when the individual seeks revenge or tries to upset others, it is also a characteristic of ODD.

In general, these results show that students exhibit aggressive, hostile behavior and defiant attitudes toward teachers, and it is important to further investigate this type of disorder that affects students when learning a new language.

9. RESEARCH IMPACTS

This research has significant implications for various areas of the education sector. In the academic field, it contributes to our understanding of how behavioral disorders, especially Oppositional Defiant Disorder (ODD), hinder English learning. By recognizing the unique challenges faced by students with ODD, the research expands the literature on inclusive education and foreign language acquisition, laying the groundwork for future studies in this interdisciplinary field.

Based on an educational approach, the research encourages the implementation of organized, visual, and emotionally supportive teaching strategies tailored to the needs of children with behavioral difficulties. These tactics contribute to reducing disruptive behaviors and promoting a more efficient and inclusive learning environment in English as a Second Language (ESL) classrooms. The findings promote teacher training in behavior management and emotional regulation, motivating teachers to go beyond punitive methods and implement evidence-based practices.

At the institutional level, the study emphasizes the importance of incorporating mental health awareness into educational systems. It highlights the importance of collaborative efforts between teachers, school administrators, and families to develop personalized support plans and ensure consistent interventions. Educational institutions are encouraged to evaluate their disciplinary policies and consider preventive strategies that promote the academic and emotional growth of students with ODD.

At the societal level, the research raises awareness about the challenges faced by children with conduct disorders and the stigma that often exists in educational settings. By fostering empathy and informed support, the research contributes to a more inclusive and equitable educational culture. It also provides useful data for parents, mental health experts, and policymakers when formulating actions that link academic achievement with the emotional well-being of vulnerable student communities.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Findings suggest that children with Oppositional Defiant Disorder (ODD) respond more positively when exposed to emotionally supportive, clearly structured, and interactive instructional approaches tailored to their needs. Methods such as the use of visual aids, stories, clear classroom routines, and interactive tasks, including engaging students in self-regulation activities, are effective in promoting participation and reducing opposition. These strategies align with inclusive education approaches and emphasize the need for differentiated instruction tailored to students' behavioral profiles and emotional needs.

Acquiring English as a foreign language can present certain challenges for students with oppositional defiant disorder (ODD). Motivation to learn a new language is affected by the behaviors that come with this behavior, such as not following instructions from an authority figure or having difficulty controlling one's temper. Students may prefer to ignore requests from a superior, avoid group participation, and become easily angered when there are variations in a lesson plan. These behaviors are crucial for learning a new language. In addition to hindering their own learning, they also affect the classroom environment. This makes it crucial to detect these problems early and provide help to students who exhibit these behaviors.

The results of this project demonstrate that the characteristics of Oppositional Defiant Disorder (ODD) significantly affect students' abilities to participate in class and learn English as a Foreign Language (EFL). Through observation techniques and analysis of the results, it was evident that behaviors such as rebelliousness, verbal and physical aggression, lack of self-control, and lack of participation are common among students with ODD. These behaviors not only pose problems for their own language learning, but also hinder classroom management and student interaction. The project concludes that early identification, structured intervention, and inclusive teaching practices are essential to fostering meaningful academic and social development in children with ODD.

Recommendations

Supporting children with ODD in EFL settings requires adaptable and inclusive pedagogical approaches that reduce oppositional responses and foster active engagement. Teachers should include interactive and emotionally supportive methods that reduce resistance and increase engagement. Visual aids, such as illustrated materials and flashcards, can improve comprehension and keep students engaged. Furthermore, students are allowed to choose between tasks or roles in classroom activities, which gives them a sense of autonomy and reduces power struggles. The use of structured routines and emotion-based tools, such as record charts and relaxation strategies, is also integrated into daily EFL lessons to promote a safe and predictable environment for students with ODD.

To support students with characteristics of Oppositional Defiant Disorder, it is recommended that schools, specifically teachers, be trained to provide appropriate support, developing pedagogical strategies for successful classroom delivery. These strategies can include visual activities, clear routines, and approaches that foster emotional support, focusing on student motivation. In turn, collaboration between the school and family settings is key to creating an inclusive and effective environment for each student.

Based on the findings, it is suggested that teachers and schools be trained to provide a comprehensive approach that includes teacher involvement in behavior management, the use of visual and interactive materials such as flashcards, videos, and songs, and consistent classroom routines. Schools should also develop curriculum-based frameworks that facilitate collaboration between teachers, parents, and mental health professionals to monitor student progress and adjust strategies accordingly. Finally, educational policies should promote inclusive environments by investing in professional development and providing resources for differentiated instruction tailored to the behavioral and emotional needs of students with ADHD.

11. REFERENCES

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425787>
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: Author.
- Barker, C., & de Lugt, J. (2022). A review of evidence-based practices to support students with oppositional defiant disorder in classroom settings. *International Journal of Special Education*, 37(1), 85–98. <https://doi.org/10.52291/ijse.2022.37.29>
- Barker, J., & de Lugt, J. (2022). *Interventions for students with Oppositional Defiant Disorder in inclusive classrooms: Evidence-based strategies for educators*. Routledge. <https://www.routledge.com/Interventions-for-Students-with-Oppositional-Defiant-Disorder-in-Inclusive-Classrooms/Barker-Lugt/p/book/9780367646840>
- Barker, G., Salmond, C., & Jones, L. (2016). Genetic and environmental contributions to the development of Oppositional Defiant Disorder. *Journal of Child Psychology and Psychiatry*, 57(6), 687–696. <https://doi.org/10.1111/jcpp.12486>
- Barkley, R. A. (2020). *Defiant children: A clinician's manual for assessment and parent training* (3rd ed.). Guilford Publications.
- Burke, J. D., Loeber, R., & Birmaher, B. (2002). Oppositional defiant disorder and conduct disorder: A review of the past 10 years, part I. *Journal of the American Academy of Child & Adolescent Psychiatry*, 4(11), 1273-1284. <https://doi.org/10.1097/00004583-200211000-00009>
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters. <https://doi.org/10.21832/9781853593774>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Dalili, S., & Zohuri, B. (2023). Unveiling the Intricacies of Opposite-Defiant Disorder Understanding Disruptive Behavior. *Sci Set J of Med Cli Case Stu* 2 (3) 01-06.

- Devapramod, V. B. (2024). *A comprehensive analysis of school-based support for children with ADHD and Oppositional Defiant Disorder: Insights from parental perceptions*. *Sinergi International Journal of Psychology*, 2(2), 108–119. <https://journal.sinergi.or.id/psychology>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
- Dunsmore, L. (2019, May 25). Teaching ESL vs. EFL - What's the difference? International TEFL and TESOL Training. <https://www.teflcourse.net/blog/teaching-esl-vs-eflwhats-the-difference-ittt-tefl-blog/>
- Eddy, J. M., Reid, J. B., & Fetrow, R. A. (2000). An elementary school-based prevention program targeting modifiable antecedents of youth delinquency and violence; Linking the interest of families and teachers (LIFT). *Journal of Emotional and Behavioral Disorders*, 8(3), 165-176. <https://doi.org/10.1177/10634266000800304>
- EROT, E. W. (2024). *Influence of Oppositional Defiant Disorders on Academic Performance Among Public Secondary Schools in Turkana West sub-county, Kenya* (Doctoral dissertation, University of Eldoret).
- Evans, S. C., Pederson, C. A., Fite, P. J., Blossom, J. B., & Cooley, J. L. (2016). Teacher-reported irritable and defiant dimensions of oppositional defiant disorder: Social, behavioral, and academic correlates. *School Mental Health*, 8(2), 292-304. <https://doi.org/10.1007/s12310-015-9163-y>
- Fairchild, G., Hawes, D. J., Frick, P. J., Copeland, W. E., Odgers, C. L., Franke, B., ... & De Frick, P. J., & Nigg, J. T. (2012). Current issues in the diagnosis of attention deficit hyperactivity disorder, oppositional defiant disorder, and conduct disorder. *Annual Review of Clinical Psychology*, 8, 77–107. <https://doi.org/10.1146/annurev-clinpsy-032511-143150>

- Furman, L. (2005). What Is Attention-Deficit Hyperactivity Disorder (ADHD)? *Journal of Child Neurology*, 20(12). <https://doi.org/10.1177/08830738050200121301>
- Garfinkle, A. N., & Schwartz, I. S. (2002). Effective interventions for children with behavior disorders. *Journal of Emotional and Behavioral Disorders*, 10(3), 163–174. <https://doi.org/10.1177/10634266020100030401>
- Godwin-Jones, R. (2018). Emerging technologies for language learning. *Language Learning & Technology*. https://scholarspace.manoa.hawaii.edu/bitstream/10125/44605/1/22_1godwin-jones.pdf
- González-Lorza, A., Navarro, J. B., Ezpeleta, L., & Osa, N. D. L. (2025). Child Emotional Characteristics as Predictors of Informant Disagreement in Oppositional Defiant Symptomatology. *Journal of Psychopathology and Behavioral Assessment*, 47(1), 12. <https://link.springer.com/content/pdf/10.1007/s10862-024-10187-4.pdf>
- Grabe, W., & Stoller, F. L. (1997). Content-based instruction: Research foundations. The content-based classroom: Perspectives on integrating language and content, 1, 5-21. https://carla.umn.edu/cobaltt/modules/principles/grabe_stoller1997/foundation.pdf
- Greene, R. W. (2008). *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*. Scribner. [https://books.google.es/books?hl=es&lr=&id=8O8A4qWrvT8C&oi=fnd&pg=PP9&dq=Greene,+R.+W.+\(2008\).+Lost+at+School:+Why+Our+Kids+with+Behavioral+Challenges+are+Falling+Through+the+Cracks+and+How+We+Can+Help+Them.+Scribner.&ots=4KoXL6uobU&sig=TZSnUyMM7vm23WXgyDwIHU9ERMY](https://books.google.es/books?hl=es&lr=&id=8O8A4qWrvT8C&oi=fnd&pg=PP9&dq=Greene,+R.+W.+(2008).+Lost+at+School:+Why+Our+Kids+with+Behavioral+Challenges+are+Falling+Through+the+Cracks+and+How+We+Can+Help+Them.+Scribner.&ots=4KoXL6uobU&sig=TZSnUyMM7vm23WXgyDwIHU9ERMY)
- Greene, R. W., & Ablon, J. S. (2019). *Treating Explosive Kids: The Collaborative Problem-Solving Approach*. The Guilford Press.
- Greene, R. W. (2016). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. Scribner.

- Guanoluisa, F. S. C., Uribe, I. J. C., & Ayala, L. M. G. (2024). Oppositional defiant disorder in the family and educational context. *Mikarimin. Revista Científica Multidisciplinaria*, 10(2), 60-79.: <https://doi.org/10.61154/mrcm.v10i2.3332>
- Hamilton, S. (2017). Oppositional Defiant Disorder: An Overview and Strategies for Educators. *Journal of General Music Education*, 31(2), 64-76. <https://doi.org/10.1177/1048371317708326>
- Hawes, D. J., Gardner, F., Dadds, M. R., Frick, P. J., Kimonis, E. R., Burke, J. D., & Fairchild, G. (2023). *Oppositional defiant disorder primer. Nature Reviews Disease Primers*, 9(31). <https://doi.org/10.1038/s41572-023-00441-6>
- Kaisheng, H. (2007). Reconsideration on CLT in College English: Theory and Practice. *Canadian Social Science*, 3(1), 87-90. <http://dx.doi.org/10.3968/j.css.1923669720070301.01>
- Kazdin, A. E. (1995). *Conduct disorders in childhood and adolescence (2nd ed.)*. Thousand Oaks, CA: Sage
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press. <http://doi.org/10.1177/003368828101200119>
- Kuhi, V., Khosravi, A., Baghaei, S., Nayebzadeh, M., Janfaza, M., & Seyyed Jafari, J. (2023). Storytelling on Aggression and Academic Performance in children with Oppositional Defiant Disorder. *Preventive Counseling*, 4(1), 59-69. DOI: 10.22098/JPC.2023.10434.1083
- Kutscher, M. L., & Attwood, T. (2014). *Kids in the Syndrome Mix of ADHD, LD, Autism Spectrum, Tourette's, Anxiety, and More!* Jessica Kingsley Publishers.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching (2nd ed.)*. Oxford University Press.
- Lavigne, J. V., Herzing, L. B., Cook, E. H., Lebailly, S. A., & Gibbons, R. D. (2015). Oppositional defiant disorder with and without mood and anxiety disorders as

- predictors of psychosocial difficulties in preadolescent children. *Journal of Pediatric Psychology*, 40(4), 375–383. <https://doi.org/10.1093/jpepsy/jsu098>
- Lin, X., He, T., Heath, M., Chi, P., & Hinshaw, S. (2022). A Systematic Review of Multiple Family Factors Associated with Oppositional Defiant Disorder. *International journal of environmental research and public health*, 19(17), 10866. [10.3390/ijerph191710866](https://doi.org/10.3390/ijerph191710866)
- Lin, X., He, T., Heath, M., Chi, P., & Hinshaw, S. (2022). A Systematic Review of Multiple Family Factors Associated with Oppositional Defiant Disorder. *International journal of environmental research and public health*, 19(17), 10866. <https://doi.org/10.3390/ijerph191710866>
- Lin, H., Lai, G., Wei, H., & Chen, Y. (2018). Family influences on oppositional defiant disorder in children: A review of risk factors and interventions. *Journal of Child and Family Studies*, 27(3), 675-690.
- Lopez-Villalobos, J. A., Andres-De Llano, J. M., Lopez-Sanchez, V., Rodriguez-Molinero, L., Garrido-Redondo, M., & Sacristán-Martín, A. M. (2015). Prevalence of oppositional defiant disorder in a sample of Spanish children between six and sixteen years: teacher's report. *Actas Españolas de Psiquiatría*, 43(6), 213-220.
- Manjunatha, N. (2019). Descriptive Research. *Journal of Emerging Technology and Innovative Research*, 6(6), 863–867.
- Mash, E. J., & Barkley, R. A. (2003). *Child psychopathology* (2nd ed.). Guilford Press.
- Maughan, B., Rowe, R., Messer, J., Goodman, R., & Meltzer, H. (2014). Conduct disorder and oppositional defiant disorder in a national sample: Developmental epidemiology. *Journal of Child Psychology and Psychiatry*, 45(3), 609–621. <https://doi.org/10.1111/jcpp.12047>
- McCombes, S. (2023, June 22). *Descriptive Research | Definition, Types, Methods & Examples*. Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>
- McKinney, C., & Renk, K. (2007). A multivariate model of parent-adolescent relationship variables in predicting adolescent behavior problems. *Child & Youth Care Forum*, 36(3), 137–154. <https://doi.org/10.1007/s10566-007-9038-9>
- McMahon, R. J., & Forehand, R. L. (2003). *Helping the Noncompliant Child: Family Based*

- Nelson, J. R., Benner, G. J., Lane, K., & Smith, B. (2004). Academic achievement of K–12 students with emotional and behavioral disorders. *Exceptional Children, 71*(1), 59–73. <https://doi.org/10.1177/001440290407100104>
- Mishra, A., Garg, S. P., & Desai, S. N. (2014). Prevalence of oppositional defiant disorder and conduct disorder in primary school children. *Journal of Indian academy of forensic medicine, 36*(3), 246-250. [10.1177/0971097320140307](https://doi.org/10.1177/0971097320140307)
- Nock, M. K., Kazdin, A. E., Hiripi, E., & Kessler, R. C. (2007). Prevalence, subtypes, and correlates of DSM-IV conduct disorder in the National Comorbidity Survey Replication. *Psychological Medicine, 37*(6), 961–971.
<https://doi.org/10.1017/S0033291707000303>
- Peng, S. (2019). A Study of the Differences between EFL and ESL for English Classroom Teaching in China. *IRA International Journal of Education and Multidisciplinary Studies, 15*(1), 32-35. <http://dx.doi.org/10.21013/jems.v15.n1.p4>
- Prevalence and treatment of mental disorders among U.S. children in the 2001-2004 NHANES. *Pediatrics, 125*(1), 75-82.
- Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305>
- Sanders, M. R. (2008). Triple P-Positive Parenting Program as a public health approach to strengthening parenting. *Journal of Family Psychology, 22*(4), 506-517.
- Santacruz, E. (2014). *Social behavior Differences between boys and girls with oppositional defiant Disorder: Internalizing behaviors and diagnosis in girls* (Tesis de titulación, Universidad San Francisco de Quito).
<https://core.ac.uk/download/pdf/147381543.pdf>
- Sanders, M. R. (2008). The Triple P-Positive Parenting Program as a public health approach to strengthening parenting. *Journal of Family Psychology, 22*(4), 506–517.
<https://doi.org/10.1037/0893-3200.22.3.506>

- Seppä, S., Halt, A. H., Nordström, T., & Hurtig, T. (2023). Effects of symptoms of attention-deficit/hyperactivity disorder (ADHD) and oppositional defiant disorder (ODD) on academic performance and educational attainment. *Child Psychiatry & Human Development, 1-8*. <https://doi.org/10.1007/s10578-023-01598-7>
- Treatment for Oppositional Behavior* (2nd ed.). Guilford Press
https://link.springer.com/content/pdf/10.1007/978-3-319-49425-8_382.pdf
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wahyuni, E. S., & Mahanani, F. K. (2022). Oppositional Defiant Disorder and Learning Behavior in Elementary School Students. *Nusantara Journal of Behavioral and Social Science, 1(1)*, 29-38. doi.org/10.47679/njbss.20226
- Waller, R., Hyde, L. W., Klump, K. L., & Burt, S. A. (2018). Parenting is an environmental predictor of callous-unemotional traits and aggression: A monozygotic twin differences study. *Journal of the American Academy of Child & Adolescent Psychiatry, 57(5)*, 368–375. [10.1016/j.jaac.2018.07.882](https://doi.org/10.1016/j.jaac.2018.07.882)
- Waschbusch, D. A. (2016). Oppositional defiant disorder: Diagnosis and treatment. *American Family Physician, 93(7)*, 586–592. <https://www.aafp.org/pubs/afp/issues/2016/0401/p586.html>