

Bullying and Its Impact on Learning Process (Language Learning)

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Abstract

The purpose of this study is to investigate the nature of classroom bullying in secondary schools in Azerbaijan and to identify the types of bullying in their English classes and its consequences for learners. This study also aims to explore different forms of bullying. Therefore, the purpose of this work is to highlight the current consequences of school bullying for secondary school students by analyzing observational data and interviews. A large part of the research works related to bullying are done in secondary schools. The reason for this is that the psychological state of the adolescent period and the internal life of the family are most affected by those who study at school. School administration has the most important role in preventing and intervening in bullying. It is the right of every learner to continue his education in a safe atmosphere without being insulted or disturbed, without hurting his family. The results of this study will provide in-depth information on what kind of bullying is often done in schools and educational institutions today, the students who are bullied and those who witnessed it. On the one hand, these results can serve as an important source for future theoretical and practical research to prevent bullying in schools and classrooms.

Keywords: *Bullying, Aggression in Education, Bullying, Students, Motivation, Psychological Well-Being, Academic Achievement, Interventions, Educational Settings*

INTRODUCTION

Recently, one of the most important problems observed in educational institutions in all countries of the world is bullying. The term was first used in the UK in 1985, and research on the term has since increased. Dan Olweus is the researcher who conducted the first systematic and scientific study of bullying. In 1970, Olweus began to study the reasons for the prevalence of bullying, and in 1973 he began to publish the first scientific works in this field. He published the book "Aggression in the schools\Bullings and whipping boys". In 1983, mobilization against bullying was started in Norway [7]. All children experience bullying at some point in their educational life. They are either directly bullied or become a participant in the bullying. According to Western sources, 50 percent of students under the age of 14 are harassed at school [4]. According to psychotherapist Jennifer Fried, bullying is not only anger, aggression and humiliating behavior, but also a tendency to keep the victim under fear and stress [5]. If children fight or use inappropriate language at school, this can be classified as bullying. Bullying victims may avoid education and experience psychological trauma. According to psychologist Svetlana Krivotsova, a student can perform aggressive and humiliating behavior towards others for his own fun and interest [6]. Others observe the actions of the bully and either anger them, intervene, or do not. Others feel powerless and demotivated when others support such behavior. Bullying According to UNICEF is repeated aggressive behavior that causes children to be hurt.

Types of bullying/Cyberbullying. In recent times, new technologies give people unlimited opportunities and they are trying to take advantage of its beneficial aspects. But, of course, the development of technologies also creates problems. One of them is cyberbullying. Recently, stalking via the Internet, e-mail, SMS, etc. has become widespread, and this type of violence has increased. Humiliating and intimidating people through social networks and messages can be considered cyberbullying. Unknowingly sharing information, writing bad comments on social networks, posting pictures or videos without permission, etc. can be considered types of

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cyber bullying. According to Spiel Salmivalli and Smith, approximately 200 million children and adolescents are bullied every day [2]. Children who bully have poor school attachment, dislike school, and have poor academic results. According to one study, children who bully between the ages of 7 and 12 are 2.5 times more likely to be arrested by the police by the time they reach their 30s.\

According to Maras and Meir, bullying is behavior done in order to be recognized by others. According to Krueger, bullying is a way to gain social power, status and popularity among peers and to be respected by others [3].

Physical Bullying-Physical bullying includes hitting, pushing, spitting, stealing a student's belongings, etc. includes. Physical bullying behaviors include kicking, slapping, pushing, spitting, choking, breaking a pencil, breaking a toy, cutting hair, opening the toilet door without permission, making inappropriate hand gestures.

Verbal bullying - threatening, insulting with words, verbal violence, calling names, cursing, shouting etc. are included.

Social bullying can be considered a social type of bullying, when a person is excluded from a group, isolated from a class, and creates a group against him. People who have been bullied may become self-absorbed, lack self-confidence, and even commit suicide.

Bullying in relationships. Gossip, reveals secrets, excludes from the group of friends, belittles, ignores, makes you jealous, etc.

Behaviors and characteristics of bullied ones. There are processes that go wrong in the psychological state of the person who practices bullying. Bullying starts at the age of at least 4 years, which attends with the preschool period. During this period, children are unable to fully communicate and express their feelings and thoughts, sometimes through emotional and physical violence. Sometimes bullied students try to apply it themselves.

A broad form of bullying behavior is mobbing. Mobbing is persistent, purposeful aggressive behavior by a group against an individual or group. The term mobbing is derived from the English word mob, which means crowd.

Students who are bullied are negatively affected physically, emotionally, behaviorally, and academically in the long and short term. They have health problems, depression, self-harm, loneliness, etc. can be seen. It can be observed that boys are more exposed to physical bullying, and girls to verbal and relational bullying. Bullying can negatively affect academic achievement, self-esteem, and psychological health. Those who are bullied feel depressed, their motivation and academic performance decrease. Their attitude towards school changes, they no longer deal with tasks. This kind of discouragement demoralizes students.

Characteristics of bullies. A person who likes to control others, has weak feelings of shame and regret, is quick to lose his temper, and has a tendency to tell lies is the character of the bullies.

Characteristics of bullied ones can be characterized by low self-esteem, shyness, introversion, submissiveness, submissiveness, lack of social friends. Having different physical characteristics (overweight, tall, having speech problems, being a refugee) are also characteristics of those who are bullied.

The parents of the bullied student should listen to the child and be able to listen without giving way to their own judgments and conclusions.

Bullying and demotivation. Demotivation is a relatively new area in the language learning process. Disincentives are important factors because they negatively affect the learner's learning process and attitudes to education. Actions should be taken at individual, school and community levels to prevent bullying in the classroom and to support students. At the individual level, measures such as psychological support and therapy can be taken to increase resilience. Anti-bullying programs are implemented at the school level, and other intercultural respect and tolerance can be done at the community level in cooperation with parents. Sometimes children hide the events from their parents, they don't talk at home [9]. This may be due to fear. Children who are bullied do not have permanent friends, they are disliked by their classmates. They have difficulty responding to the blackboard in class, does not participate in reading activities outside of class, etc. Bullying has been shown to

have a significant negative effect on student motivation. Students who experience bullying may feel a sense of hopelessness and loss of control over their situation, leading to a decrease in their motivation to succeed academically. They may develop negative self-perceptions, such as feeling inferior or incompetent, which can further decrease their motivation. In extreme cases, bullying can lead to school avoidance or dropping out, which can have significant long-term consequences for a student's academic and career trajectory.

If a student does not believe in himself, is shy, has difficulty speaking, has a low personal mood, and others make fun of him while pronouncing incorrectly, then the student becomes demotivated and depressed. Researching the idea of demotivation will be crucial for academics as well as many educators who witness demotivation in their students on a regular basis across various grade levels. Scholars may be interested in this topic since investigating the demotivation's root cause helps validate motivation theories. Additionally, in an effort to prevent contributing to their pupils' demotivation, teachers would wish to learn about the potential reason for it. However, this is a problem that many L2 learning researchers have only recently begun to investigate.

Example: Nigar is a tenth grade student. He tends to eat healthy foods in class. During the snack break, she eats the food that brought from home. Classmates generally prefer to eat from the buffet. Observing this situation, Ayan and Aygun are annoyed by Nigar's feeding in this way, and mock him by calling him "walking health".

There are students who are both bullied and bullies. When they are bullied, they feel nervous and irritable. The followers of bullying are people who are not directly involved in it, but sometimes influence it from the outside. They have a role in the bullying process, but this role is not direct. The students in this role are groups that sometimes support bullying (applause it, support it with facial expressions or words), and sometimes think about the possibility of being bullied one day, and therefore try to protect the bullied. Some are directly protecting the bullied.

Ways bullies can fight back against bullying. Bullying, which is such rude behavior, should not be ignored. Asking for help is not something to be ashamed of. It is necessary to show a healthy attitude towards the bullying student.

The bullying in the language learning process. Language learners are often bullied by other language learners or native speakers because they do not know the target language. A language learner can hurt another language learner when his language level is stronger. In addition, a native speaker of English may be rude to another because they may consider their ethnicity, nationality, language, or skin color to be superior, all of which can negatively affect an individual's academic achievement and future outcomes.

Traditional bullying victimization and cyberbullying victimization strongly influenced ELs' potential future and English learning experiences. Traditional bullying negatively affected both ELs' classroom experiences and their experiences in the L2 community. When ELs are bullied in the classroom or in the layers of the social ecological system, their experiences become more negative and therefore their attitudes towards English change dramatically. McKenney, Pepler, Craig, and Connolly (2006) reported that traditional bullying victimization caused immigrant students to be excluded from peer groups in the classroom and become passive victims due to their lack of language skills [9]. In addition, Lim and Hoot (2015) reported that immigrant bullying victims could not react to the bully because of language barriers. In such environments, ELs' English learning experiences are highly affected by bullying or the attitudes from their peers, especially if the derogatory comments are about their current level of English.

Strategies for ESOL Teachers to Help Bullied English Learners. Some intervention studies suggest a variety of projects that may be applied in classroom for preventing bullying and helping bullied students. For example, teachers can join trainings and projects to prevent bullying. Tips to prevent bullying are inculcated in such training. Students participating in such projects can express their bullying by writing essays, conversations, and drawing pictures. These projects and activities can help teachers set strict boundaries for unacceptable behavior to prevent bullies from obstructing the Els (Olweus and Limber, 2000). In addition, teachers should also be close to Els in the classroom to understand and control their mood swings. Knowing about changes in classes and

interpersonal relationships among peers helps teachers assess a potential bullying situation. Teachers can also work with school psychologists to identify bullied ELs, as they may not always report a bullying problem (Smokovski and Kopasz, 2005). Using these strategies and communicating about ELs with other staff, parents and community members can help both teachers and students recognize the process of becoming a victim of bullying and create individual plans for bullying [1]. Finally, teachers should encourage self- and group observation, evaluation and reflection on success, remedies and opportunities to transfer skills and strategies to other contexts. They can help ELs set goals to achieve their ideal L2 selves. Most importantly, introducing role models who represent a diversity of good behavior can also help ELs and bullies live in a psychologically positive environment within respectful boundaries (Olweus,1993). For example, providing bibliographies that focus on successful ELs who have once been in the same situation can help ELs develop stronger connections to their ideal second selves.

Purpose of the Study

The purpose of the research is to investigate the behavior of bullied students in secondary schools, how much their results in the subject of English are affected by bullying and to make suggestions. The research work is also to find and analyze the role of teachers and the role of the institution in teaching English.

Research Questions

What are the effects of bullying on the teaching and learning process of English in secondary schools

What are the forms of bullying, their causes and possible consequences.

How to educate students and teachers about bullying and how to prevent it

H0: Assertiveness training has no effect on peer bullying and assertiveness.

H1: Assertiveness training has an effect on peer bullying and assertiveness.

The Importance of Research

Bullying in educational institutions has always been and will be among students. Considering that bullying is a behavior by a teacher against a student, even against the teacher in our recent experience. Then one can understand the importance of research work. Recently, we often hear about bullying in the news on social networks. It has reached the point where we meet students who share it as a video. The number of studies on bullying is not enough in our country. This research may be helpful for further research works.

Research Design

The article focuses on data collection and research methodology. The difficulties encountered in the analysis process are also reflected here. It can be a source for future studies.

Research Methodology

While conducting this research, we first tried to define the term bullying, types of bullying and their causes. Published journals were examined for articles on this topic, and several classrooms were observed and notes were taken. Participants 50 (fifty) pupils, 12 (twelve) English teachers from a community secondary school in Nakhchivan, Azerbaijan are the study's participants. The participants included twenty eight males and twenty two females. A basic random sample technique was employed to choose participants from r secondary schools.

Qualitative Analysis

A questionnaire was prepared for the research study. Questions were assigned to the survey. We sought to find out the participants' experiences of bullying in the classroom.

Research Process

The study involved teachers and students who wanted to investigate bullying in English classes. The process of collecting information took about 1 month.

Data Collection

In the process of data collection, observation and survey methods were used.

Challenges

We encountered some difficulties while conducting research.

The number of articles and information about the causes of bullying in English classes was small. We used foreign literature.

In our country, students had little knowledge about the term bullying, while most of them are either participants or victims of bullying.

We could not conduct research in remote village schools, we could only conduct it in schools in the city.

Scope Of Further Research

We intend to conduct research in rural or remote areas in the future. At the same time, more teachers and students can be involved in research work.

DISCUSSION

Things to Do to Prevent Peer Bullying According to Teachers' Opinions. Education should be given about bullying. Families should be made aware. There should be more communication with children and they should be listened to. School-family-teacher cooperation should be established. It is necessary to make children feel safe. There should be more communication with children and they should be listened to. School-family-teacher cooperation should be established. It is necessary to make children feel safe. Bullying behavior should be intervened immediately. Children should be enabled to express themselves. Children who bully should be empathized. Public service announcements should be made. It cannot be prevented completely. More time can be spent with children, solutions need to be produced in school-family-teacher cooperation, we need to listen to the child and make him/her feel that we care about him/her, we need to prepare an environment where he/she will feel safe. We believe that bullying children should be talked to their parents. It is necessary to watch, read or listen to impressive movies, stories or people to realize how bad bullying is. The people who bully children love the most, that is, the people who are most affected by them, need to raise awareness of the child about bullying. Children who bully should take part in activities such as drama and be given the role of the bullied child. It is necessary to be in constant communication with parents. Group guidance activities should be emphasized in the classroom. Most importantly, it is necessary to learn what bullying is. It is necessary to show respect and love to students. It is necessary to organize events about bullying. It is necessary to discuss what peer bullying is with our other teacher friends. When we see bullying, we need to take immediate action. We can organize training to prevent bullying, keep the doors of communication open, improve empathy and teamwork skills and reward good behavior. All students should be informed. Social behaviors should be improved. This issue has both school and home aspects. Importance should be given to preventive work to prevent such behavior from occurring at school. The behavior of a bully student should never be rewarded. The social relations of the victimized student need to be supported. All students need to be told which behaviors constitute bullying. Additionally, parents have a lot of work to do at home. Parents should definitely not resort to it at home, do not praise violence, etc. This behavior should definitely be avoided. At home, the student needs to rest. If such a situation is noticed, they should contact the guidance service. Training should be given at school. Parents should be made aware of this issue. Seminars can be given to students. Activities and games can be organized so that they can develop their sense of empathy.

Regular seminars and workshops should be held to educate students about the negative effects of bullying on both society and their academic achievement in the English language. In order to ensure that instructors are continuously watching over their charges and preventing bullying, principals ought to designate matrons and patrons among their colleagues and provide accommodations for them on school grounds. Principals should enact legislation prohibiting bullying, and pupils who violate such rules should face appropriate sanctions. As a warning against student bullying, principals should make sure that flyers or posters on bullying are posted on

the walls of the residence halls, classrooms, and trees surrounding the school grounds. Bullying incidents should be discussed at Parent-Teachers Association (PTA) meetings so that parents can offer.

CONCLUSION

Bullying is arbitrary and repeated aggressive behavior that causes children to be hurt. There are several types of bullying. Physical bullying, Verbal bullying, Social bullying, Cyber bullying and others. The development of technology has increased cyber bullying. Because the Internet - e-mail, sms, etc. persecution through is widespread. The person who practices bullying has psychological problems. The desire to bully starts from a young age. Bullied students are physically and emotionally damaged and their academic results suffer. They have health problems, depression, self-harm, loneliness, etc. It is observed. It can be observed that boys are subjected to more physical bullying, while girls are subjected to verbal and social bullying. Bullying can sometimes be a source of motivation and sometimes a demotivating factor. It depends on the character of the student and the right training studied to him. In order to prevent the bad consequences of bullying, the school parent-student triangle should be established properly. The practice of bullying is most common in secondary schools, but that does not mean that it does not occur among students of higher education. In the process of language learning, bullying is common. Because it is not an easy process to communicate in the learned target language, to acquire pronunciation and listening habits. Therefore, language teachers should be careful and aware and prevent the process of bullying.

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