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**EDUCATION, ART AND COMMUNICATION
AREA**



ENGLISH LANGUAGE CAREER

**“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE
TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd
and 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “PIO
JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION,
ACADEMIC YEAR 2009 - 2010”**

Thesis done in order to achieve
the Bachelor's degree in
Teaching English as a Foreign
Language.

AUTHORESES:

LILIANA FERNANDA CELI CELI

CRISTINA VANESSA DOMÍNGUEZ BUSTAMANTE

THESIS ADVISOR:

Dr. OLIVIO FLORIL PACCHA PUCHAICELA

LOJA-ECUADOR

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CERTIFICATION

Dr. Floril Pacha

Teacher of the Language Institute at Universidad Nacional de Loja.

CERTIFIES:

That the present research work developed by Liliana Fernada Celi Celi and Cristina Vanessa Dominguez Bustamante titled “CLASSROOM MANAGEMENT AND ITS IMPACT ON THE TEACHING LEARNING PROCESS AMONG THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “PIO JARAMILLO ALVARADO”. ACADEMIC YEAR 2009 – 2010. MORNING SECTION”, has been directed, corrected and checked carefully, according to the structure and content to the current graduation rules of the Universidad Nacional de Loja, therefore its presentation is authorized.

Loja, February 2010

Dr. Olivio Floril Pacha

AUTHORSHIP

Concepts, ideas, facts and opinions expressed in this thesis titled: “CLASSROOM MANAGEMENT AND ITS IMPACT ON THE TEACHING LEARNING PROCESS AMONG THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “PIO JARAMILLO ALVARADO”. ACADEMIC YEAR 2009 – 2010. MORNING SECTION” is of exclusive responsibility of the authoresses.

Liliana Fernanda Celi Celi
Bustamante

Cristina Vanessa Domínguez

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Liliana and Cristina.

DEDICATORY

To the first life reasons; my beautiful mother and my grandmother, who always stood by me getting this goal and to my lovely husband Roberto.

Liliana

I want to thank to my relatives, especially my parents. It shows off my effort and it will be a model to follow to my son. This is for you Juan Francisco.

Besides, I want to thank to Carlos who was my inspiration to reach it.

Cristina

SUMMARY

The researches show off this worked named: “CLASSROOM MANAGEMENT AND ITS IMPACT ON THE TEACHING LEARNING PROCESS AMONG THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “PIO JARAMILLO ALVARADO”. ACADEMIC YEAR 2009 – 2010. MORNING SECTION”, whose general objective is “to determine how the teacher’s leadership influences on the students’ learning process among the students of 1st, 2nd and 3rd years of High School Curriculum at “Pio Jaramillo Alvarado” High School, morning section. Academic Period 2009-2010.

To accomplish this research we took advantage of the scientific, analytical-synthetic, explicative, inductive-deductive methods. To collect the key information we made use of the surveys which were directed to teachers and students.

As hypothesis the research group set up two: “The teacher does not consider the Classroom Management styles into the students’ learning on the Teaching Learning Process” and “The class is interrupted by the students with their disruptive activities, affecting in this way the Teaching Learning Process” at “Pio Jaramillo Alvarado” High School. Both were proved according to the got results and the respective analysis made by the researches. Most of students said that there is not a constant arrangement of the classroom. They work every day in the same environment. They are aware of the benefits that this important issue has, and the most important fact, they would like to work in a better atmosphere.

Teachers confirmed that the class is always disrupted by the students with frequently tardiness, gums, cellphones, chit chat and so on. Even though, establishing school rules is a demanding task that requires much effort by both parts, as students as teachers, affirmed that it is a kind of hard to fulfill all the rules which were established at the beginning of the class.

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INTRODUCTION

The following speech called: “Classroom Management and its impact on the Teaching Learning Process, shows a singular problem which is affecting the educational quality. To assure this information, we carried out a process of collecting and interpreting data with students and teachers at “Pio Jaramillo Alvarado” High School.

This research focuses on Classroom Management has a meaningful worth because it is the provision and procedure necessary to create a situation and which learning and teaching take place. That is why it is closely linked to the Teaching Learning Process. All of the problems found during the development of this research like: misbehavior, cellphones disruption, lack of motivation, poor arrangement of the classroom, teacher’s leadership and limited didactic material are an evidence for realizing the reality that our educational system is facing.

On the one hand, teachers are aware of the problematic that is happening in their classrooms. Through the surveys applied it is known, that teachers are familiar with what Classroom Management is. On the other hand, they also tend to neglect variety in their planning and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, students said their comprehension or seat work is not monitored constantly.

An effective planning is a complement in this area, although a good planning is a required condition for effective teaching, it is not sufficient because students’ responses and behaviors are always unpredictable. Certainly, the most important is that teachers should be able to apply appropriate approaches according to different situations.

The Teaching Learning Process is influenced by the problems mentioned before; consequently, the educational objectives set up in every institution do not reach the expected level and students show such disinterest.

By means of this work, the research group wants to contribute to the society, pointing to the regular difficulties found in some classroom, in such a way, the current government and the main authorities can think it over and looking for new ways to get ahead the teaching and learning process. Likewise, the researches gave ideas and points of view about the gotten results from the surveys and the real life in a classroom, it can help teachers out contrasting and differing the best ways to get a successful environment.

Furthermore, this work gives rise to keeping on developing the educational investigation, because it is considered an important tool, whose objective is looking for new and valuable facts from the society. This allowed us to know and get into this relevant topic called: Classroom Management and its impact on the Teaching Learning Process, with the students of 1st, 2nd, and 3rd years of High School Curriculum of “Pio Jaramillo Alvarado” High School, whose main problem is: How does the Teacher’s Leadership influence on the students’ learning process?, the sub problems were: “Do teachers make different styles of arrangement to catch students’ attention? and “Do students interrupt the class due to the use of cellphones , repeated tardiness , limited participation, food, and copying homework making some disturbances in the development of the class?

The specific objectives which guided this research were: To consider the importance of Classroom Management styles on the Teaching Learning Process and to verify if the class is interrupted by students with their disruptive activities. Similarly, the general hypothesis was: “The Teacher’s Leadership influences on the students learning process, among the students of 1st, 2nd, and 3rd years of High School Curriculum of “Pio Jaramillo Alvarado” High School.

As in any investigative field, methods become the way to perform this entire process successfully, among the methods employed by the researches are: scientific, analytical-synthetic, explicative, inductive-deductive methods. As it turned out, collecting the required data was made through a valuable technique called “the survey”.

This work was elaborated in sections which are shown in sequence:

The first part contains the literature review; it has the meaningful theory which was the support and the complement to contrast and analyze the reality that most schools present.

In the second place, the methodology applied, the respective methods, techniques and instruments used for carrying out this investigation are described.

After that, the analysis and interpretation of the surveys applied to students and teachers at “Pio Jaramillo Alvarado” High School is placed with the verification of the hypothesis established at the beginning of this project.

As a final point, in the last section the conclusions and the suggestions can be found. They were made through logical and detailed analysis about the gotten outcomes.

LITERATURE REVIEW

1. THEORETICAL ASPECTS ABOUT CLASSROOM MANAGEMENT AND ITS IMPACT ON THE TEACHING LEARNING PROCESS.

1.1. Classroom management

- Classroom management is a term used by teachers to describe decorative and behavioral issues by students.
- Classroom Management also means controlling students' behavior, promoting students' motivation and building partnerships with students.

1.2. Importance

Classroom Management has a big importance because it is the provisions and procedures necessary to create a situation in which learning and teaching can take place.

Also it has relevance on the Teaching Learning Process, because it can generate good results if it is well implemented by the teacher, like: students' strengths, significant knowledge, class controlled, assertive discipline, positive classroom management.

1.3. Tips for a good a Classroom Management

POSITIVE IMPRESSION GIVERS	NEGATIVE IMPRESSION GIVERS
Book on desk, pencil or pens ready	Picking face, grooming, knuckle cracking, nail filling or cleaning teeth.
Note taking or recording the lecture/class	Heavy sighs, eye rolling

with permission from the instructor	
Ask questions that are appropriate	Laughing AT the instructor rather than with the class.
Make an effort to maintain eye contact.	Leaving early without letting the instructor know ahead of time.
Sit where you can see and be attentive.	Frequent tardiness or absences.
Submit assignments on time, ask if there is supplemental material you can explore to better complete your assignments such as video titles or other materials.	Distracting noises: foot tapping, nail biting, pen twirling/tapping, yawning w/o covering your mouth, mumbling, zipping up bags to indicate you want the class to end, paper learning, paper toy making, etc.
Help your classmates whenever possible.	Head on desk to indicate boredom.
Make certain you understand assignments when assigned	Staring at the clock or your watch.
Save announcements about necessary absences for before or after class.	Skipping assignments and /or breaking assignment policy, handing shoddy, unstapled, and ripped out pages that show no care for the assignment.
Refrain from doing other course work or paying bills in class.	Refer to sexual situations inappropriately in assignments (unless it is asked for in the assignment such as a human sexuality class)
When using the internet in class, stay on task rather than surfing for fun.	Frequently forget text and notebook.
Give the instructor the respect you wish to be treated with.	Attempt to be class clown inappropriately: a joke here and there is fine, but repetitious clowning is distracting.
Do not interrupt, belittle, or put down	Squinting or face making to show

fellow students.	disapproval.
Keeping an open mind when issues arise you disagree with. Disagreeing with dignity.	Note passing or hand signals to others.
Make certain you pay your fees for enrollment and get your text on the first day of class.	Interrupting the instructor to ask what you missed when you were absent or if you missed anything “important”.
Be positive with expectations of success in the course.	Acting as if the class or topic of discussion is irrelevant or stupid-if you really feel so, drop the class.
Know the instructor’s name and call them only what they prefer to be called-ask if necessary.	Leaving your belongings where they inconvenience others.
Spell the class, instructor, and assignment name correctly on all submitted work.	Tipping in your chair. ¹

1.4.Dynamics alternatives to develop Classroom Management

Motivational Tools.²

How to implement rewards, you need to consider your goals, the kinds of incentives you will use, and the impact of the program on students.

Setting Individual Goals.

You should set personal goals. The steps of the process are the same, although you will need to approach the task a little differently.

¹ www.teachnet.com/how-to_manage/tattling100600.html

² These tips were summarized by the research group who made the respective analysis. This information was taken from www.education-world.com/current/profdev/

Freedoms and Responsibilities.

Your goal should be to empower students to take a part in their own learning while being held accountable for their behavior and work product

Understanding the Process.

Many of us never were taught how to set goals for ourselves, we can adapt the strategies used by successful adults and share them with our students.

Modeling Procedures.

Modeling classroom rules involves demonstrating the specific behaviors and language patterns of an expectation.

Using Language to Encourage and Empower Children

In the Responsive Classroom approach, our goal is to use more classroom language to encourage and empower children to put into practice as much as they can.

Creating a Climate for Learning: Effective Classroom Management Techniques.

"The most widespread management technique at home and in the classroom is nag, nag, nag." It's also probably the least effective. Learn how to stop nagging and start teaching.

1.5.The physical environment

Arranging Space

"The physical design reflects your teaching style. If you want students to collaborate in small groups, for instance, organize them around tables or clusters of desks. For frequent whole-group discussions, try a circle or U-shaped desk

configuration. If you plan on an individualized way, you might set up learning stations”.³

Many teachers prefer to create different areas within the classroom.

For example:

- a classroom might feature a quiet reading corner
- a music area where students can play soft music while completing work
- a discussion/conversation center
- a large table for cooperative projects
- some spaces for wet or messy projects
- learning centers or stations and individual

Desk placement

Some teachers like to arrange desks in cooperative groups of four, while many others prefer a U-shaped configuration, where everyone has a front row seat. So, in the traditional education the arrangement of the desks used to be in rows reflecting the weak and smart students.

Environmental Preferences

Other important environmental features include **temperature, lighting, and noise level**. Studies suggest that when teachers adjust the environment to students' preferences, the students perform better academically and are better behaved.

³ Carroll, J. (1963). A model of school learning. *Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline*.

Room Management

The space plays a vital role, when the teachers want to do a different arrangement of the students' desk to work in an interactive, interesting and especial way. As in: making a circle, by lines, original way, face to face, making groups, and so on, it depends of the teachers' creativity. As teacher, you decide the style to arrange the classroom, thinking of the students' preferences to work.

1.6.The importance of the Didactic Material

“Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process”.⁴ The blackboard, computer and video are resources, but the crucial element is the word, which is a limited resource, because it is an intermediary between the reality and us.

The simplest didactic resources for TEFL are real objects; we can write their names on them as a source for vocabulary improving pronunciation and spelling. We can also practice the definitions through them and operate with them: the “total physical response”. “The overhead projector has the same advantages of the blackboard. It is also useful that parts of books or notes can be reproduced, and a paper used to keep the focus or hide answers.”⁵

Flash cards can be extremely helpful if correctly used; word cards containing one single word can be ordered to build sentences and make transformations from affirmative to negative and interrogative.

⁴ www.wikipedia.com/resources-teaching

⁵ www.esl-kids.com/siteforteachers/

One of the most popular resources is the video, because it provides a closer approach to reality through the ear and eye and keeps the students active. Computers are becoming increasingly popular for TEFL for its exclusive advantages: they allow a kind of interaction and the process of learning is individualized.

“Games are also an important context to practice the L2, since it presents real communicative situations”.⁶ Finally, songs are one of the most successful resources, but must be selected carefully, according to the pupil’s interest, needing, level of difficulty and motivation.

1.7. Classroom Management Difficulties

- Undermining the instructor’s authority
- Leaving class too frequently
- Spacing out
- Poor hygiene
- Verbal or physical threats
- Gum, food pagers and cellphone disruptive
- Monopolizing discussion
- Sleeping in class
- Repeated tardiness
- Refusal to participate
- Inappropriate suggestions
- Sharing and copying homework
- Too much chit chat
- Disrespectful behavior

⁶ www.esl-kids.com/games/

1.8.An effective Classroom Management

- Know what you want, and what you do not want.
- Show and tell your students what you want.
- When you get what you want, acknowledge it.
- When you get something else, act quickly and appropriately

2. CLASSROOM MANAGEMENT PROBLEM AND TECHNIQUES TEACHERS SHOULD USE TO BETTER DISCIPLINE.

2.1.Behaviorism

“It is an approach to the study of psychology that concentrates exclusively on observing, measuring and modifying behavior”.⁷

2.2.Teacher’s Role

The role of a teacher is to facilitate and help remove those barriers. It should not be the role of a teacher to assume responsibility for the motivation of the student. Teachers do not generally want to give control to their students because they are afraid of losing it if students have increased autonomy.

Control of students by teachers tends to be regarded as the goal of classroom discipline. It is an issue with which many people in management have had to struggle. The control is necessary for the psychological balance in one's life.

Rules are meant to control, not inspire. Rules are necessary in games, but between people they immediately create an adversarial relationship.

2.3.Guidelines for effective classroom discipline

Effective Praise	Ineffective Praise
1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment	1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment

⁷ www.encyclopedia.com

2. Specifies the praiseworthy aspects of the student's accomplishments	2. Is general or global, not specifying the success.
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.	3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given for genuine effort, progress, or accomplishment which is judged according to standards appropriate to individuals.	4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides information to students about their competence or the value of their accomplishments.	5. Provides no meaningful information to the students about their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.	6. Orients students toward comparing themselves with others.
7. Attributes student success to effort and ability, implying that similar successes can be expected in the future.	7. Attributes student success to ability alone or to external factors such as luck or easy task.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.	8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc. ⁸

2.4.Setting the classroom atmosphere

- Breaking the ice
- Share your memories
- Distribute a questionnaire
- Let your students know what you want them to call them
- Announce your boundaries for communication
- Walk your talk

⁸ www.theteachersguide.com/classroommanagement.htm

- Allow students to form a list of expectations they have for you, the instructor.

3. IMPORTANCE OF THE CLASSROOM MANAGEMENT ON THE TEACHING LEARNING PROCESS

3.1. Teaching learning process

“The Teaching Learning Process reflects consistently a commitment to promote equality of opportunity and to challenge prejudice and discrimination. Staff contextualizes their subject in ways that reflect social and ethnic diversity both in the virtually invisible and undermine their confidence and capacity to participate. In contrast, acknowledging the positive importance of the ethnic background and socio-cultural experience of learners and the impact of these factors on their knowledge, skills and values, good teaching and promotes learner participation. It also leads to teaching and learning tailored to learners current and potential future situations”.⁹ The Teaching Learning Process constitutes a dialectic true pair in which, respect to the first component, it must be organized and developed so that, results as it is: a facilitator element of the knowledge appropriation taking into consideration the objectivity reality.

3.2. Teaching learning process

Planning

Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom. “Determining teaching priorities allows the educator to organize and rank order his/her responsibilities”.

The content is the material that the educator will teach and is determined by learning objectives. Content should be accurate, current, and adjusted for characteristics of the learner.

⁹ www.wikipediaencyclopedia.com

Evaluation

It is important to have the learner evaluate all aspects of the teaching-learning process. Evaluation should include consideration of the following – the timing, the teaching strategies, the amount of information, the environment, and whether the objectives were met. “The evaluation is the appreciation and analysis of the situations occurred in the classroom and its environment. It means, it involves all the curricular elements in order to manage decisions to get better the classroom process”.¹⁰

3.3.Language teaching methods

The grammar translation method: “The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge”.¹¹

The direct method: The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language. “This method places great stress on correct pronunciation and the target language from outset”.

The communicative approach method: it emphasizes interaction as both the means and the ultimate goal of learning a language. It focuses on the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.

The audio-lingual method: This "informant method" had great success with its small class sizes and motivated learners.

¹⁰ Araujo Betty. Curso para docentes. Pag 14-17. Ediciones Educativas Santillana

¹¹ O'Grady, et al. 1993).

The audio-lingual method in some sense represents a return to the direct method, as its main goal is to develop native-like speaking ability in its learner.

Total physical response: “It takes into consideration the silent period deemed necessary for some language second learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language”.¹²

The silent way: The teacher is usually silent, leaving room for the students to explore the language. They are responsible for their own learning and are encouraged to interact.

The natural approach: The aim of natural approach is to foster the communicative competence, not grammatical perfection. The teacher presents the students with a variety of easy to understand material. This input is always one level above the student’s communicative competence.

3.4. Classroom processes

- **Teacher’s behavior**

“Knowledge does not belong to a teacher who is supposed to deliver it; it is rather the result of social interaction and the meanings the teacher and the students construct together”.¹³ Teachers in the real world come in all shapes and sizes, exhibiting a wide range of different personalities, beliefs and ways of thinking and working.

¹² Celce-Murcia, Marianne. 1991. Ed. *Teaching English as a Second or Foreign Language*

¹³ www.proteacher.com/030000.shtml

- **The teacher as reflective practitioner**

There is usually a discrepancy between what teachers say they believe and the ways in which they act. This critical reflection can be fostered by means of asking a number of questions:

- What do my practices say about my assumptions, values and beliefs about teaching? Where did these ideas come from?
- What views of power do they embody?
- Whose interests do my practices seem to serve?

- **Teacher's beliefs**

Beliefs are culturally bound and, since they are formed early in life, they tend to be resistant to change.

- **Beliefs about learners**

There are at least seven different ways in which teachers construe learners and that such evaluative constructions have a profound influence on their classroom practice.

- resisters
- raw material
- clients
- partners
- individual explorers
- individual explorers
- democratic explorers

- **Beliefs about learning**

We can be good teachers only if we know what we mean by learning because only then can we know what we expect our learners to achieve.

- a quantitative increase in knowledge
- memorisation
- the acquisition of facts and procedures which can be retained and / or used in practice
- the abstraction of meaning
- an interpretative process aimed at the understanding of reality
- some form of personal change

- **Teacher's beliefs about themselves**

“For humanistic teachers, teaching is essentially a personal expression of the self, which has particular implications with regard to teachers' views of themselves, since a teacher who lacks self-esteem will not be able to build the self-esteem of others.

The teacher who does not accept his learners for who they are makes it difficult for them to accept themselves. By the same token, the teacher's language needs to impart a sense of self-confidence in using the language, while at the same time respecting learners' attempts to communicate in the foreign language.”

- **Student's behavior**

The **student's achievement level** is an outcome of all previous factors and variables. It is hypothesized that there is a cyclical relationship among the variables.

The main concept is that achievement in a specific classroom during a particular school year is not an end in itself. It is reinterred into the social climate of the school image and the entire process begins all over again. It implies that change can be made at any point along the way.

These changes will affect school achievement, which will continue to affect the social climate of the school.

METHODOLOGY

1. Methodology

Our research group made a descriptive research about a common problem into the teaching learning process at “Pio Jaramillo Alvarado” High School, institution that allowed us to carry out this research, which will help to improve the educational system.

1.2. Methods

In this research work we used the scientific, inductive and deductive, descriptive, analytic-synthetic and explicative methods.

The scientific method helped us to contrast, compare and analyze the theories included in the theoretical frame with the information gotten through surveys.

The inductive and deductive method allowed us to work with the first variable being Classroom Management, and its impact on the second variable it is Teaching Learning Process, in such a way the hypothesis could be proved.

The descriptive method was useful in the description of the place where the research was carried out. Also with this method the research group could detail criterions about field investigation in relationship with our society. It contributed to know the social situation given in the problem research.

The analytic-synthetic method let us to observe the causes, the nature of the phenomena and object that were studied, in order to comprehend the essential reality of the problem in the research. Also, the research group took into

consideration the determination and analysis of the problem and how to determine the two variables: independent and dependent ones.

The explicative method was used to explain all about the theoretical reference the researchers have gotten during the process. Likewise, was used to establish the logical relationship of the stated hypothesis and it could be proved according to the obtained results in the field research and the theoretical frame work.

To the graphic demonstration the research group interpreted the data collected by means of statistics representation and numbers, analyzing and pointing out the level of significance, relationship and concordance between the variables and in this way the hypothesis was verified.

1.3. Techniques

The techniques that the researchers used were surveys which were applied to English teachers and students at “Pio Jaramillo Alvarado” High School. The bibliographical information contributed with the indispensable issues to build up the research by means of summaries, files and so on.

1.4. Procedure

The surveys were submitted to students and the English teachers considered in this research. After that, it was collected, organized, processed, analyzed and interpreted scientifically.

To the hypothesis verification we included qualitative variables, therefore it was verified by means of the deductive hypothetical process, and next, the group

work took the decision based on a logical analysis of the revealed experience through the field investigation.

In agreement with the conclusions, we proposed the suitable recommendations to facilitate the possible solutions at the most relevant difficulties found during the developed study.

INTERPRETATION OF THE RESULTS

STUDENT'S SURVEYS

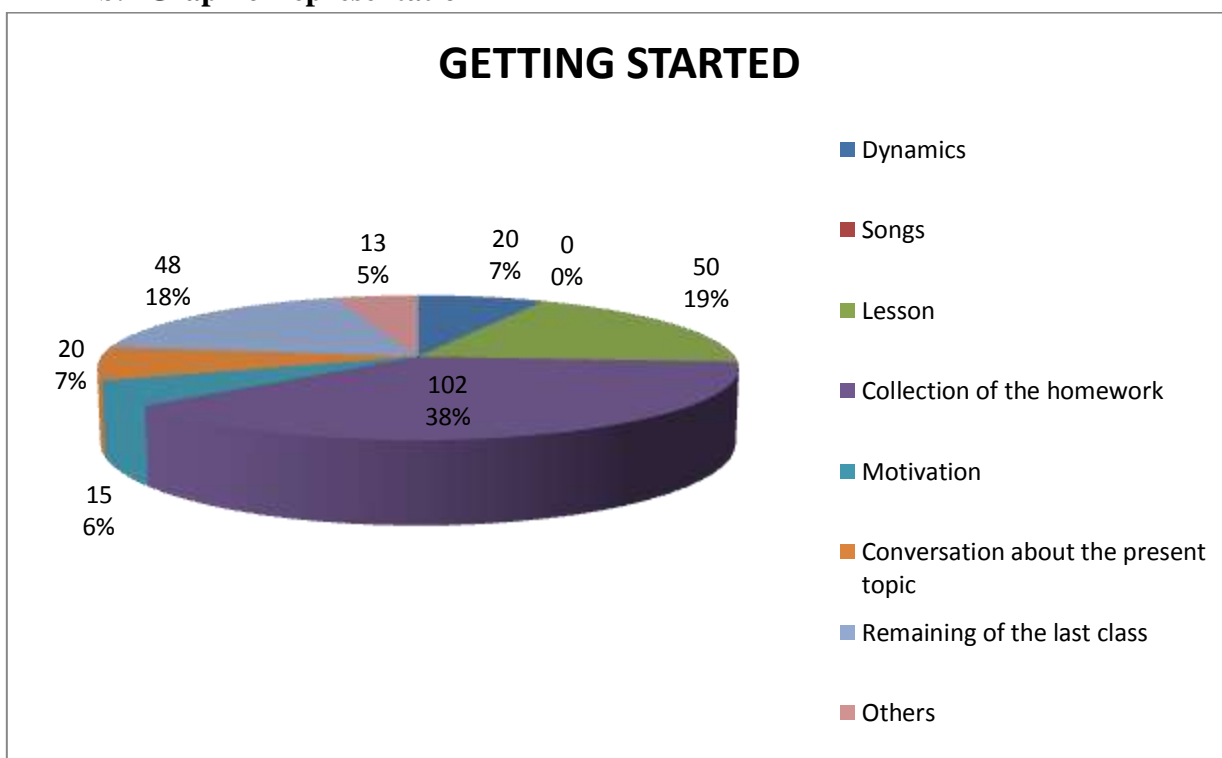
1. Which of the next activities, does your teacher do at the beginning of the class?

a. Statistic Chart

Getting Started	f	%
Dynamics	20	7%
Songs	0	0%
Lesson	50	19%
Collection of the homework	102	38%
Motivation	15	6%
Conversation about the present topic	20	7%
Remaining of the last class	48	18%
Others	13	5%
Total	268	100%

Source: "Pio Jaramillo Alvarado" High School
 Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The graphic representation shows: dynamics with the 7%, lessons with 19%, collection of the homework with 38%, motivation with 6%, conversation about the present topic 7%, remaining of the last class 18%, others with 5% and the option songs doesn't have any percentage.

Once the research group could apply the surveys, most of the students pointed at the main activities their teachers do to start the class is collecting homework, lessons and remaining of the last class; they are the activities with a high percentage as the graphic representation shows above.

The activities above mentioned should not be done constantly at the beginning of the class, because; they do not cheer students up working with enthusiasm. When we are trying to determine how to motivate students, we need to consider the goals, the kinds of incentives we will use, and the impact of the program on students.

There are a variety of things that teachers can do to start the class and break the ice and they do not take so much time, occasionally teachers have to adapt different activities to the students' age or to the previous topic.

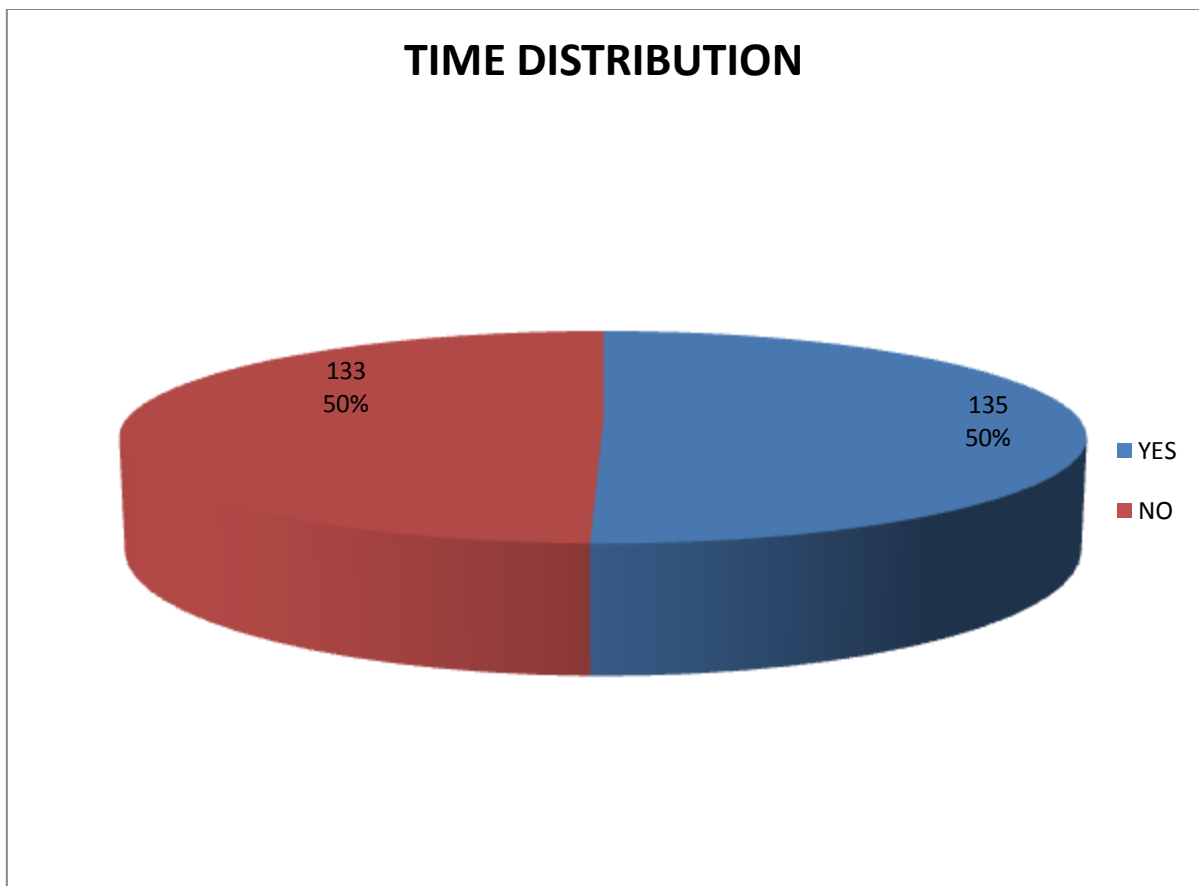
2. Do you think that your teacher plan a correct distribution of the time in each class?

a. Statistic Chart

Time Distribution	f	%
Si	135	50%
No	133	50%
Total	268	100%

Source: “Pio Jaramillo Alvarado” High School
Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The option “yes” has 50% and the other one has 50% as well.

The results in relation to the present question are remarkable due to the same percentage. The research group considers that teacher has a time distribution sometimes because a big amount of students confirmed that, but the other half of learners said the contrary with the same percentage.

As a group, it is important to mention that teachers plan the activities with a time distribution. However, it is not done very often, that is why students corroborated that in the surveys applied.

The time distribution confirms a good planning, because each activity is done in the right time with a limit. It allows the teacher to go over, expand and study new contents according to the macro-planning of the area. When teachers waste the time doing things that do not help students to make progress, it will turn out difficult to cover all the expected units, as a result of that, they have to study the last units in hurries.

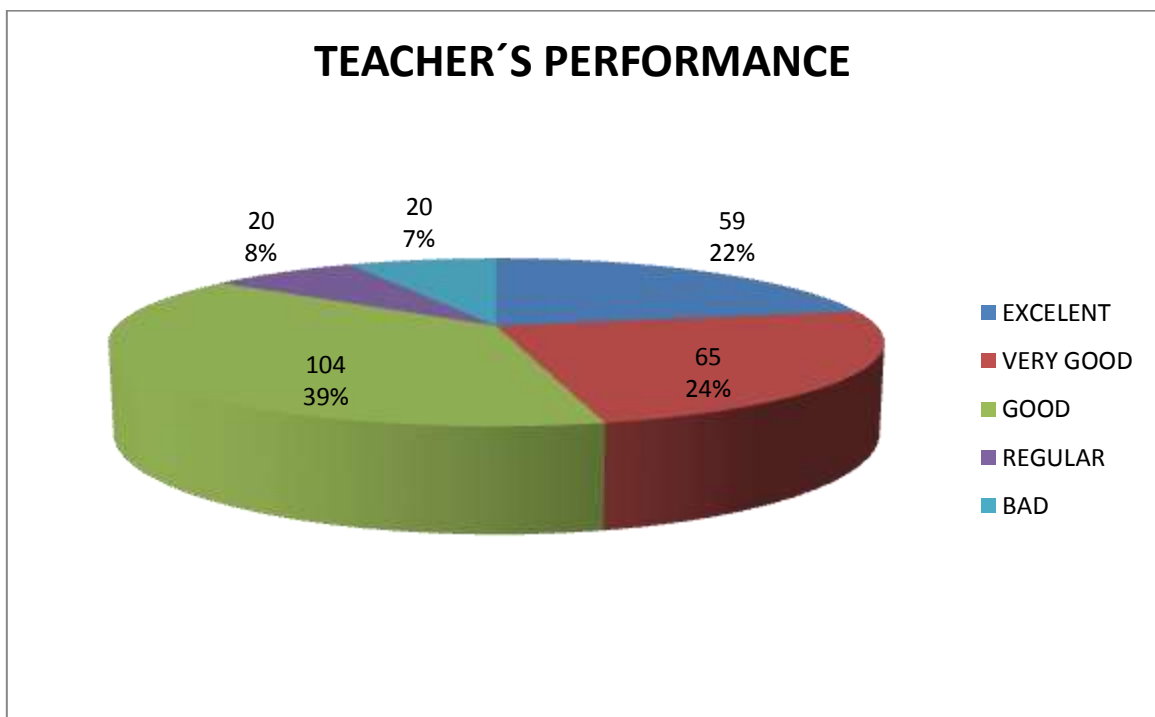
3. How do you consider your teacher's performance and his or her attitude?

a. Statistic Chart

Teacher's Performance	F	%
Excellent	59	22%
Very Good	65	24%
Good	104	39%
Regular	20	8 %
Bad	20	7%
Total	268	100%

Source: "Pio Jaramillo Alvarado" High School
Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The percentage given to these options is: “excellent” with 22%, “very good” with 24%, “good” with 39%, “regular” with 8% and “bad” with 7%.

Students gave their points of view about their teacher’s performance and their attitude in front of the class. They have expressed in a high percentage their rapport with the teachers is “Good”.

According to the students’ opinions, it is relevant to mention the teachers’ strengths such as: tolerance, friendship, understanding. As weaknesses they showed the following: lack of motivation, pessimism, limited methods. The teachers’ performance is quite good but, it could be better if teachers make enough effort to improve it in every single day to give rise to the students’ learning.

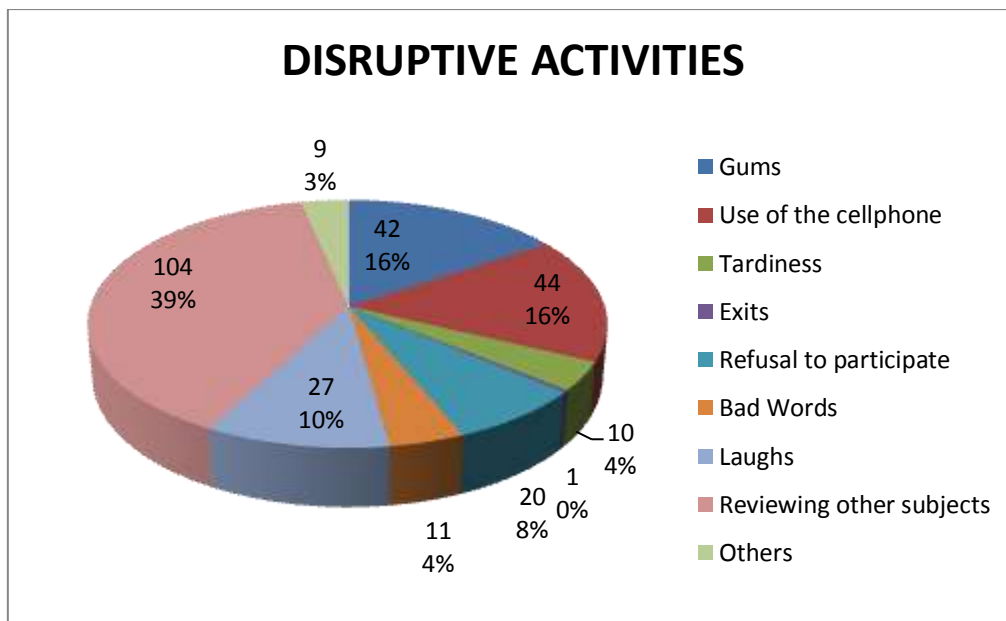
4. Which of these actions do you do in the classroom?

a. Statistic Chart

Disruptive Activities	f	%
Gums	42	16%
Use of the cellphone	44	16%
Tardiness	10	4%
Exits	1	0%
Refusal to participate	20	8%
Bad Words	11	4%
Laughs	27	10%
Review other subjects	104	39%
Others	9	3%
Total	268	100%

Source: “Pio Jaramillo Alvarado” High School
Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The question number four points: 16% for “gums”, 16% for “using of the cellphone”, 4% for “tardiness”, 8% for “refusing to participate”, 4% for “bad words”, 10% for laughs, 39% for “reviewing other subjects”, “others” 3% and “exits” without any percentage.

Into the most common disruptive activities students comment the following ones: reviewing other subjects, use of the cellphone, gums. These actions have a high percentage. It means students are not concentrated in what they need to accomplish in the class. The actions done in the classroom interrupt the development of the English teaching, students are not aware of the importance of this subject; teachers’ motivation is limited as well.

Most inappropriate behavior in classrooms, that is not seriously disruptive, can be managed by relatively simple procedures that prevent escalation. Teachers can practice skills that minimize misbehavior and also monitor students carefully and frequently so that misbehavior is detected early before it involves many students or becomes a serious disruption.

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5. How can you define your class participation?

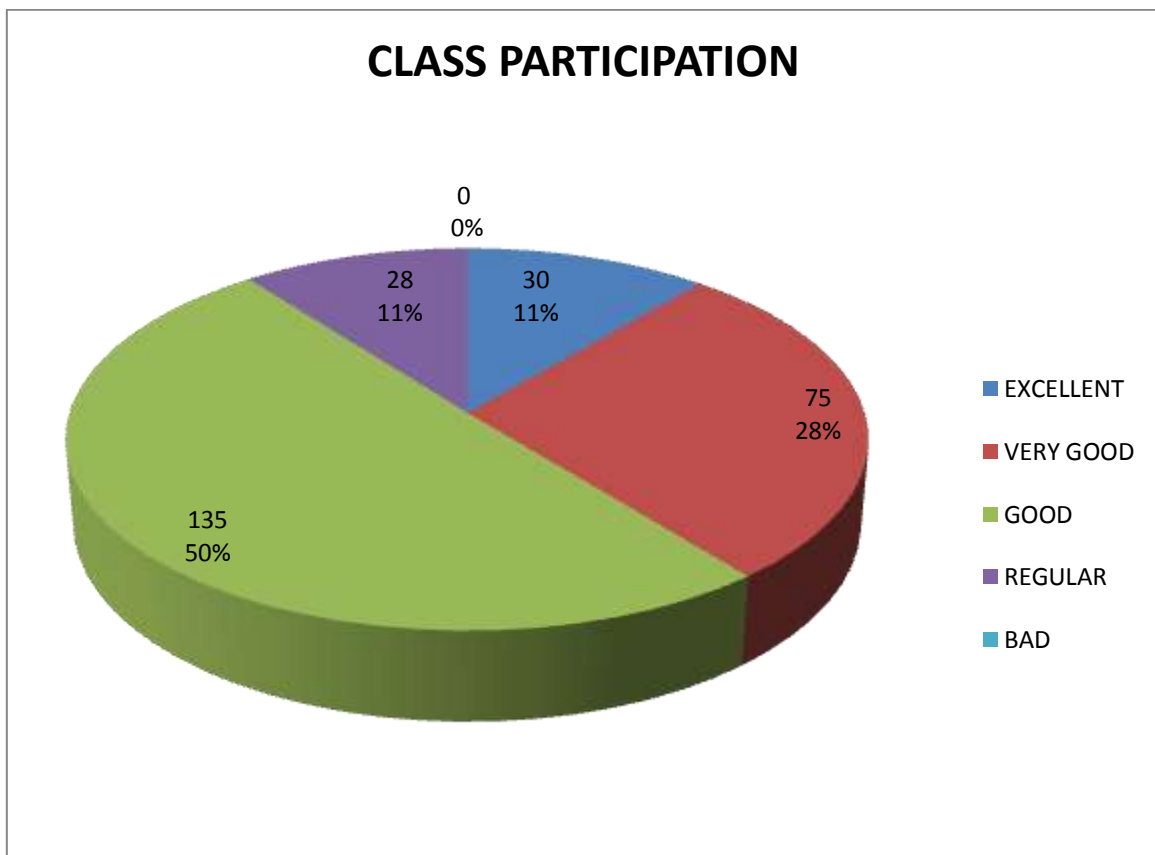
a. Statistic Chart

Class Participation	f	%
Excellent	30	11%
Very Good	75	28%
Good	135	50%
Regular	28	11%
Bad	0	0%
Total	268	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The statement related with class participation shows that the option “excellent” has 11%, “very good” 28%, “good” 50%, regular 11% and bad 0%.

As it is demonstrated in the graphic representation students define their participation as “good”, being this, the highest percentage related to the student’s participation followed by the “very good” statement.

The students’ participation is quite acceptable. On the other hand; it could be better if they feel confident with their teachers, they will understand the thematic their teachers present.

By means of class participation, teachers can notice students’ strengths and weaknesses and take advantage of it to work based on students’ necessities, in such a way the class becomes successful.

6. Do you respect the rules established by the teacher?

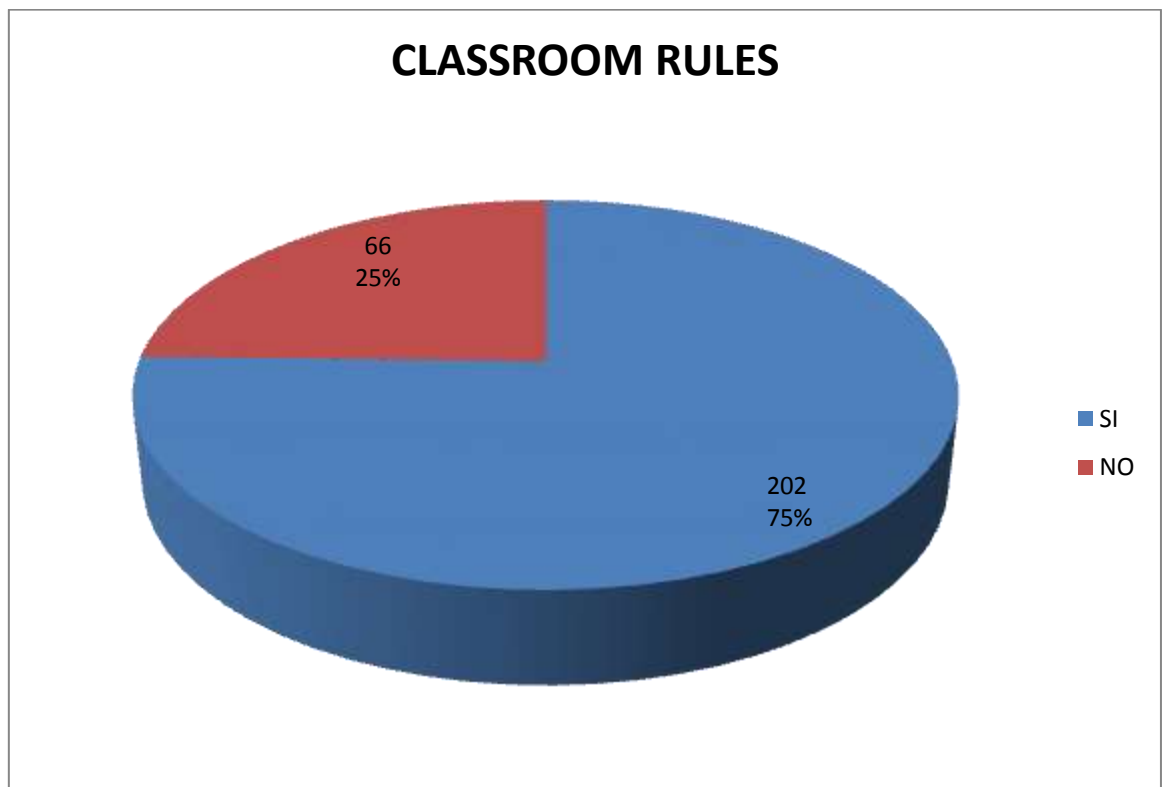
a. Statistic Chart

Classroom Rules	f	%
Yes	202	75%
No	66	25%
Total	268	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The option “yes” got 75% and “no”25%.

Taking into consideration the answers the research group got, students respect the rules established previously. It helps to have a good atmosphere in the classroom.

Students said their teachers advise them, but they are strict at the same time, so that they deserve their attention. A little percentage commented that teachers never set up rules those are the reasons why they feel free to do whatever they want.

Rules are meant to control, not inspire. They are necessary in each class; especially between people they immediately create an adversarial relationship, in this case teenagers.

Setting up rules at the beginning of the school year is a good way to succeed the teachers’ academic goals. It is remarkable that at Pio Jaramillo Alvarado High School teachers take into account this aspect.

7. Have you ever made some extra material to arrange the classroom?

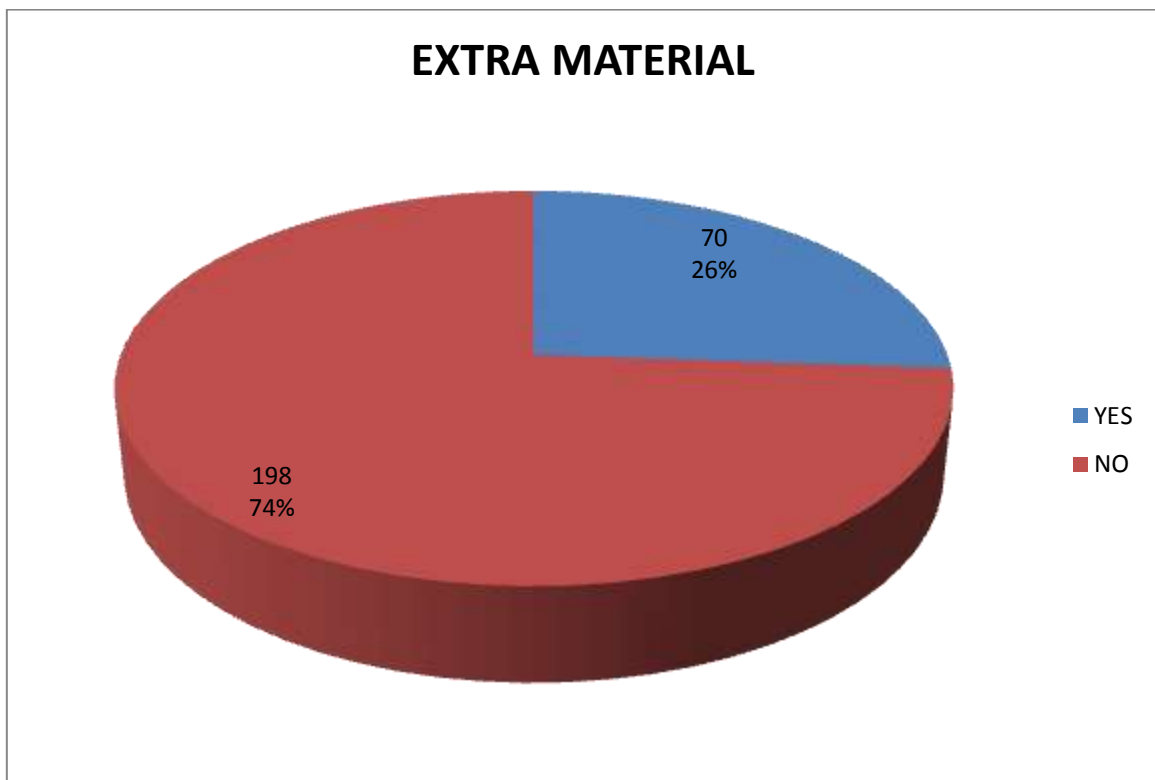
a. Statistic Chart

Extra Material	f	%
Yes	70	26%
No	198	74%
Total	268	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The graphic representation demonstrates that the alternative “yes” has 26% and the “no” 74%.

The majority of the students confirmed that they never make any kinds of didactic material. Although, a group of students make labels, drawings, motivational phrases and objects to decorate the house.

The didactic material helps a lot in the Teaching Learning Process, it makes the class more interesting and students feel predispose to learn.

But in the public institutions there is not a budget to support this income. Teachers should ask students to bring different things like: recycled papers, pieces of card, plastic cups, colored paper, and so on.

8. How often does your teacher arrange the class?

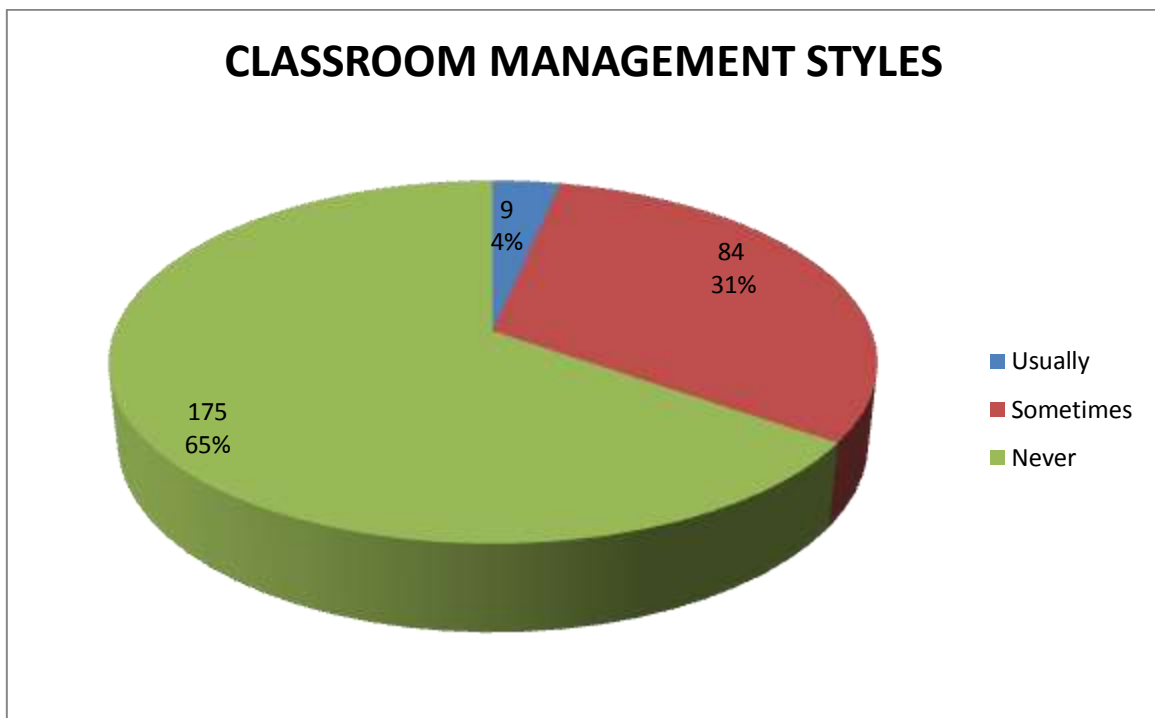
a. Statistic Chart

Classroom Management Styles	f	%
Usually	9	4%
Sometimes	84	31%
Never	175	65%
Total	268	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The question number eight shows 4% for “usually”, 31% for “sometimes” and 65% for never.

To arrange the classroom facilitates the learning condition, so that; students and teachers can work directly and it will not become a boring routine. The physical design reflects the teaching style.

If the pupils stay in the same place every day, they start talking to classmates who are sat next to them and they also do disruptive activities. As a result of that, they will not pay attention and will have academic gaps in diverse topics.

At Pio Jaramillo Alvarado High School the physical condition does not have a meaningful importance. The graphic representation shows a high percentage which indicates that they never change the seats arrangement.

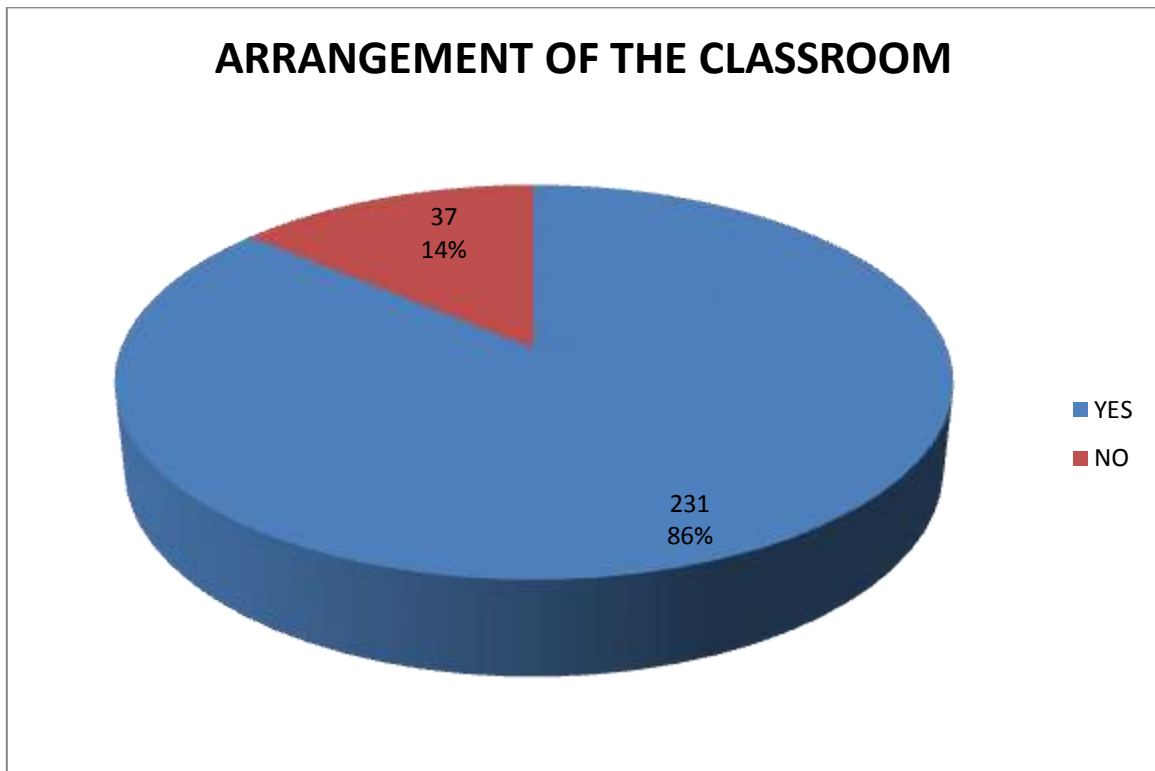
9. Do you think that arrange the class constantly is better for you?

a. Statistic Chart

Arrangement of the Classroom	F	%
Yes	231	86%
No	37	14%
Total	268	100%

Source: "Pio Jaramillo Alvarado" High School
Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

Examining question number nine, we have as results: 86% of the students said “yes” and 14% said “no”.

This question is focused firmly on the students criteria about what they think is better for them, they also expressed that working changing the position in the classroom is less stressful.

Those kinds of techniques help them to share with each other and be in touch with their classmates, likewise; they feel comfortable and concentrated to learn more. Teachers can take advantage of the placement desk to control students and supervise their work constantly.

The classroom atmosphere will inspire students just by changing it usually. Students get bored easily and teachers must look for new strategies to catch the students’ attention and avoid misbehavior.

TEACHERS' SURVEYS

1. How do you define Classroom Management?

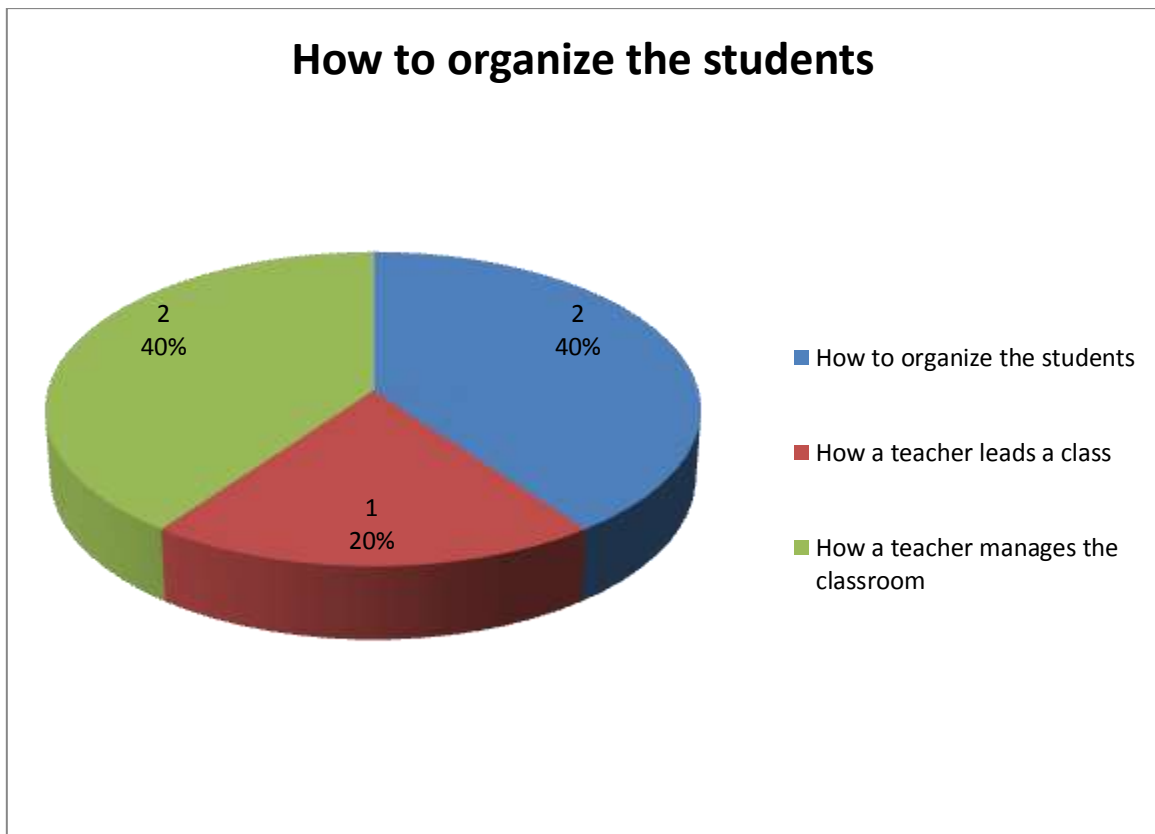
a. Statistic chart

CLASSROOM MANAGEMENT DEFINITION	f	%
The way that teachers organize their students how to work	2	40%
It is how a teacher leads a class	1	20%
It is how teachers manage the classroom	2	40%
Total	5	100%

Source: "Pio Jaramillo Alvarado" High School

Autoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

Teachers expressed in a 40% that Classroom Management is “The way that teachers organize students how to work.” The 20% said that it is: “How teachers lead a class” and the 40% stated that it is: “How teachers manage the classroom”.

According to the results, teachers have an idea about what classroom management is. It means they know what they have to do to get a successful classroom management environment. It is closely linked to issues of motivation, discipline and respect. It also has relevance on the Teaching Learning Process, because it can generate good results if it is well implemented by the teacher

However, the students’ results showed that they do not put what they know into practice, therefore students are not interested in paying attention and they are not aware of the importance that English classes have.

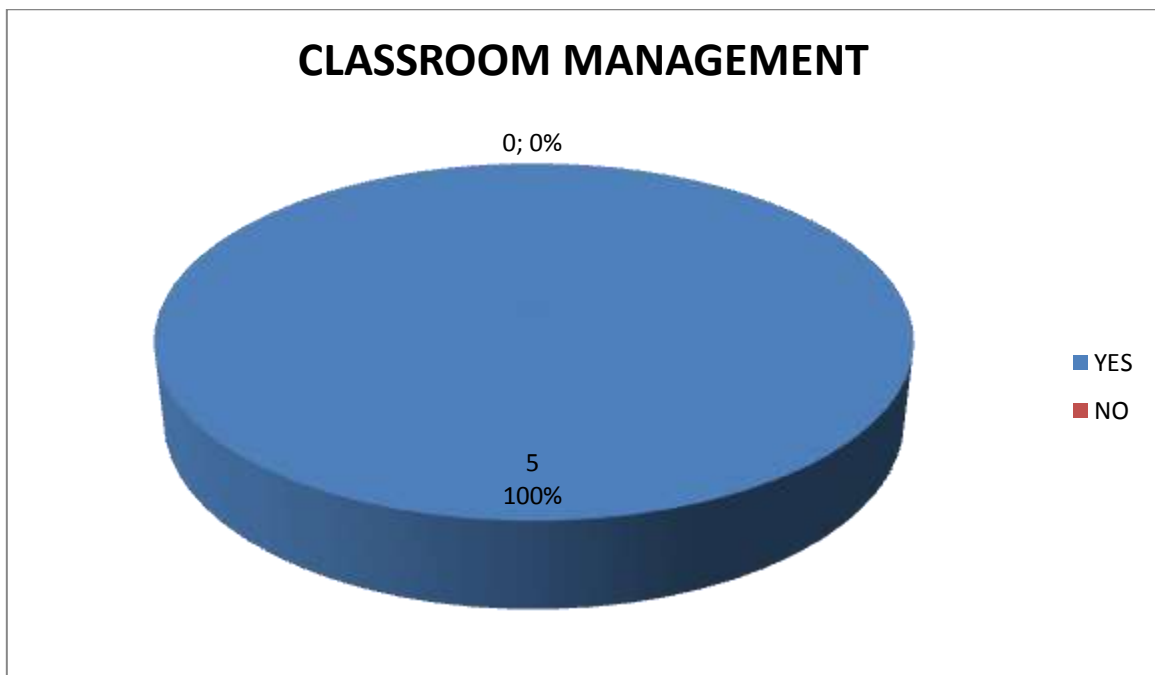
2. Do you think that classroom management is an important issue on the Teaching Learning Process?

a. Statistic Chart

Classroom Management	F	%
Yes	5	100%
No	0	0%
Total	5	100%

Source: “Pio Jaramillo Alvarado” High School
Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

In relation to the importance of the Classroom Management into the Teaching Learning process a 100% of the teachers said they do agree with this.

They confirmed that this is an essential thematic because; it involves some aspects as a good planning, motivation and instructions. Other important opinion given by some teachers is to help to know what the best ways to organize students are.

Teachers consider classroom management in such a way, they know their role in the classroom but; they must show it in a practical way. Classroom Management has a significant function into the Teaching Learning Process; it is the provisions and procedures necessary to create a situation in which learning and teaching can take place.

In this way students can acquire a productive learning to expand their skills.

3. Which of the following activities do you use to start the class?

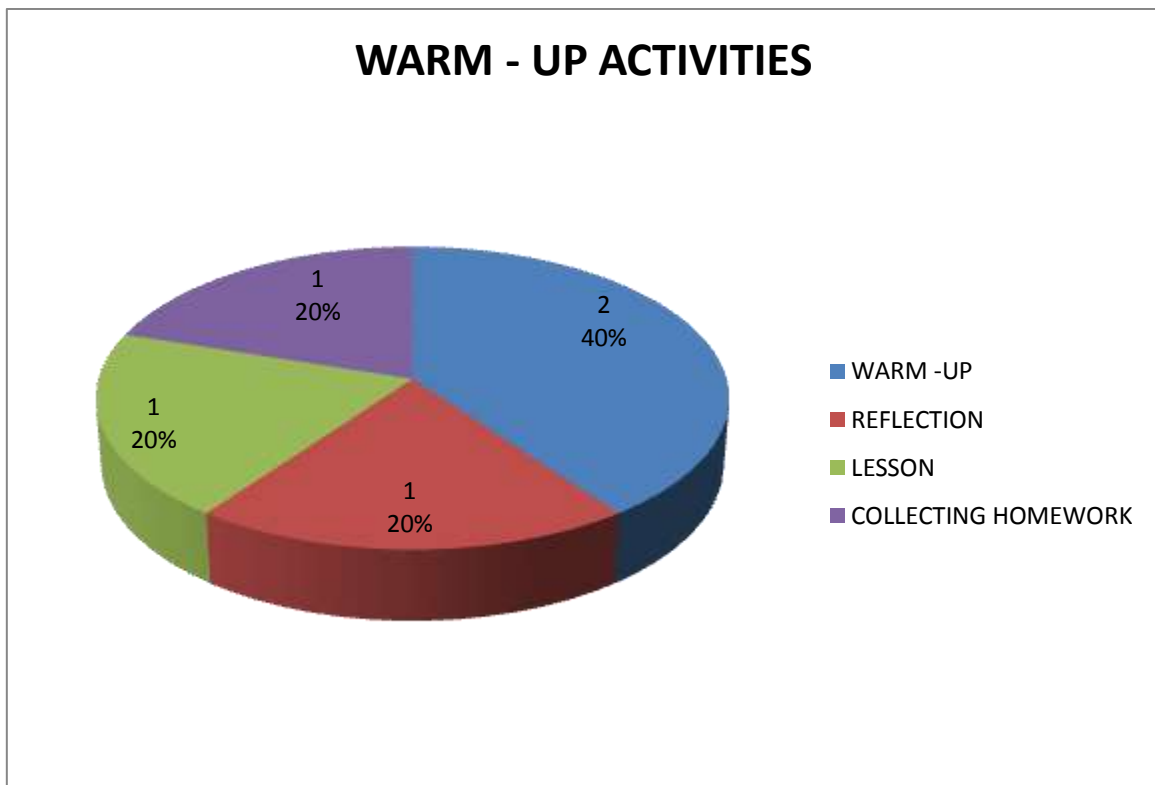
a. Statistic chart

Warm-up Activities	f	%
Warm – up	2	40%
Reflection	1	20%
Lesson	1	20%
Collecting homework	1	20%
Total	5	100%

Source: “Pio Jaramillo Alvarado” High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The 40% of the teachers start the class with warm up activities; the 20% with reflections, lessons takes the 20% and collecting homework with another 20%. The warm-up activities push and prompt students to work and take advantage of each task presented in the class. Furthermore, they can be useful to introduce any topic in an interactive and inspiring approach, in such a way students find the contents pleasing.

At “Pio Jaramillo Alvarado” High School, teachers said that the first steps they do at the beginning of the class are: warm – up activities, reflections, collecting homework, review the last class and listening songs.

In contrast with students’ criteria, teachers start the class collecting homework and reviewing the last class, these are the only activities they perform. On the one hand, the opinions given by teachers and students are the same, but the activities performed do not cheer students up learning. It brings about that students get bored easily and they do not pay attention.

4. In your daily planning, do you include some didactic material?

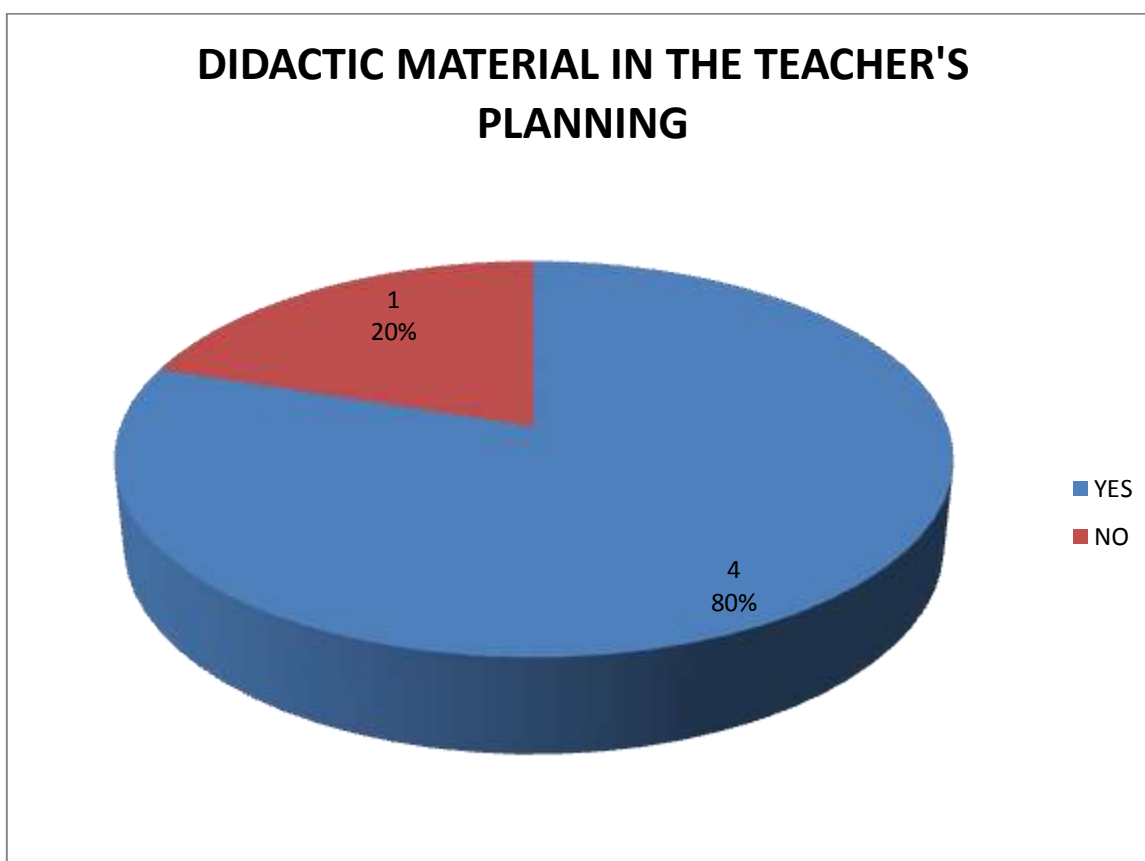
a. Statistic chart

DIDACTIC MATERIAL	f	%
Yes	4	80%
No	1	20%
TOTAL	5	100%

Source: “Pio Jaramillo Alvarado” High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The 80% of the teachers use didactic material but, the 20% do not.

In agreement with the surveys applied, teachers include didactic material to develop the class and make it dynamic.

However, a high percentage of students did not confirm that. It is noticeable that the didactic material is used rarely. The research group could observe that the use of didactic material is neglected by teachers.

Didactic materials have certain advantages; they are instruments that help teachers to achieve any goals; that is, auxiliary material with which the pupils develop the learning process.

The extra resources are a successful tool to go over and get ahead any contents. The use of them should not be limited at all as it gives the special and effective touch in every single class. It provides realism, practice, interest and fun.

5. Do you encourage your students to make resources to decorate and arrange the classroom?

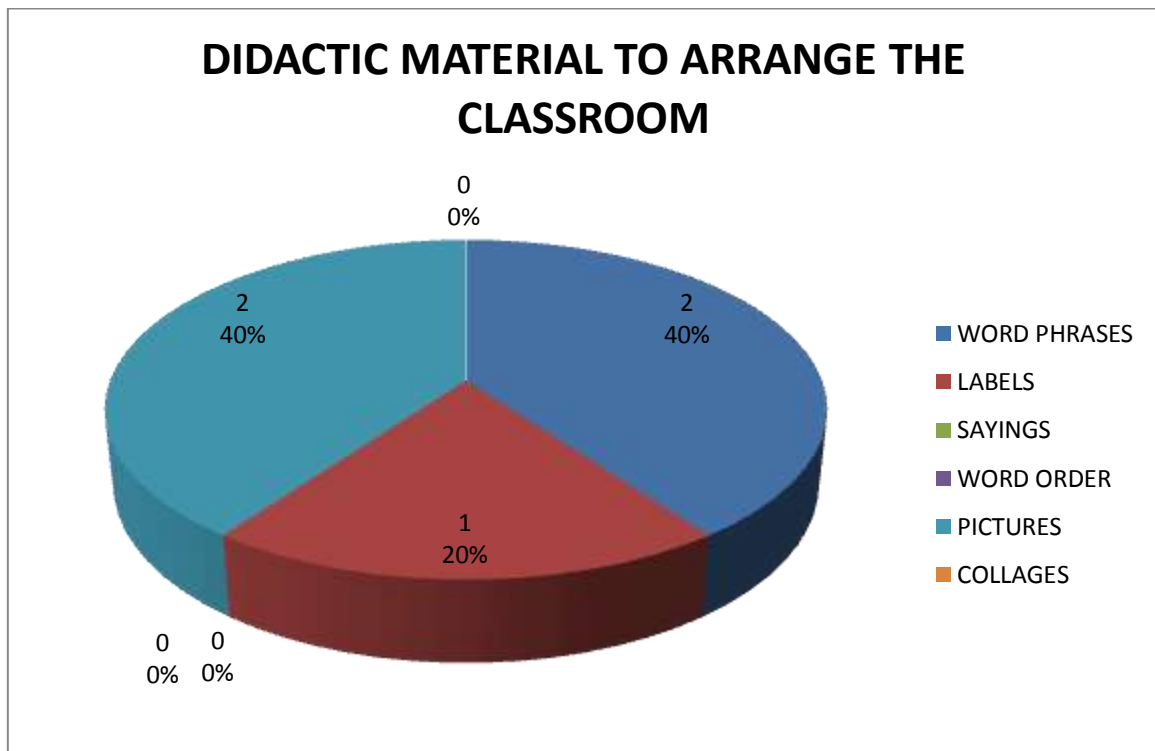
a. Statistic chart

Didactic Material	f	%
Word phrases	2	40%
Labels	1	20%
Sayings	0	0%
Word order	0	0%
Pictures	2	40%
Collages	0	0%
Total	5	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

Among the materials that students make we have: “Word phrases” with 40 %, “labels” with 20%, and “pictures” with a percentage of 40%. The options “sayings”, “word order” and “collages” do not present any proportion.

The Pío Jaramillo Alvarado teachers are doing some of these materials, to encourage students to learn. On the contrary, most of the students do not asseverate this information. It is understood that it is not done frequently.

There are many cheap ways to arrange the classroom and help students out being familiar with the foreign language. Attracting students’ attention is one of the most relevant tasks and learning how to do easy drawings, labels, word phrases, sayings, word order, pictures and collages and so on can help them.

It is such a good strategy to encourage students to make materials related with the topics studied in the class, because they are going to reinforce a little more by themselves.

6. How is your relationship with your students?

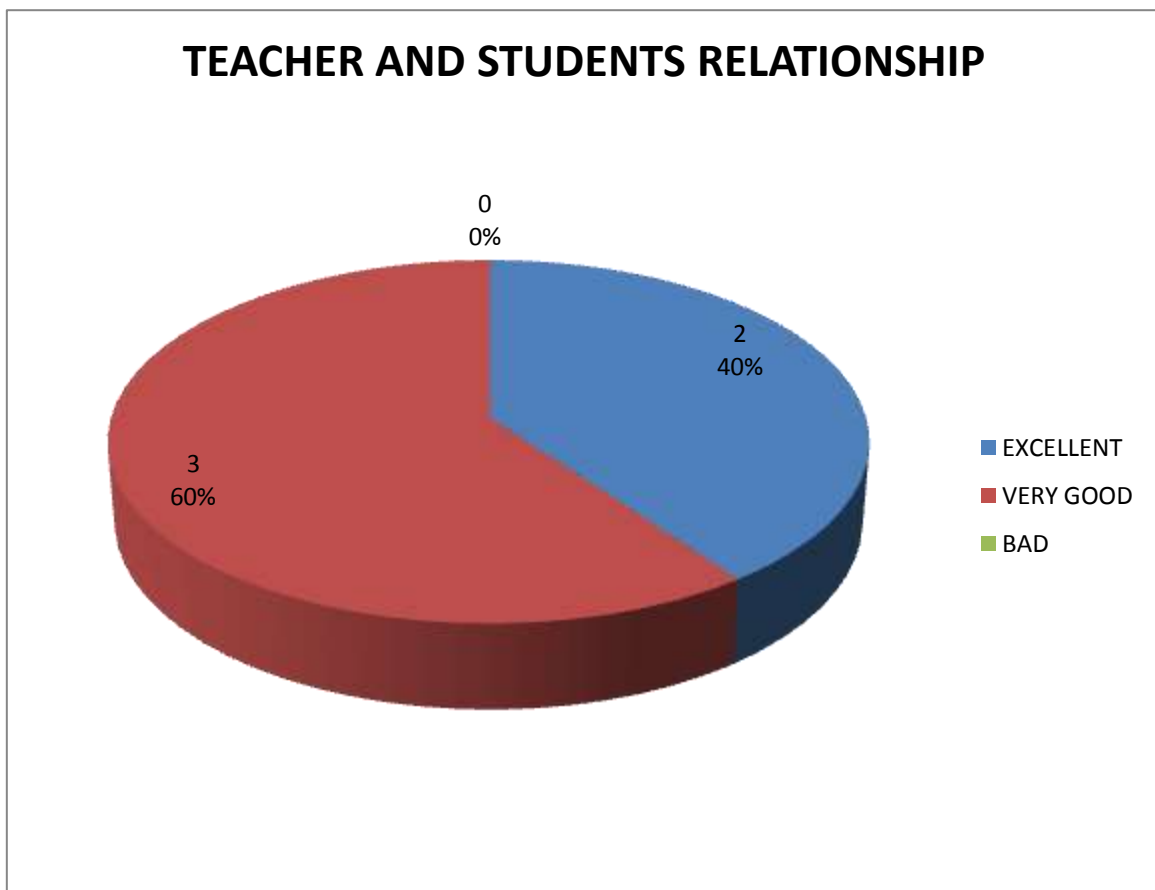
a. Statistic Chart

Ts and Ss Relationship	f	%
Excellent	2	40%
Very Good	3	60%
Bad	0	0%
Total	5	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The 40% of the teachers said their relationship with students is “excellent”, 60% said that it is “very good” and finally the option “bad” with 0%.

The surveyed teachers confirmed that the relationship between teachers and students is very good; it is demonstrated with the highest percentage in the chart. They said that a good relationship helps to have a nice atmosphere at working, besides they establish the academic hints at the beginning of the academic year in order to maintain them during the process.

In the surveys applied to students, they expressed almost the same; it is noticeable that the classroom environment is suitable to work because teachers and students share their duties and responsibilities.

Getting along is an advantage, because it generates that students feel more confident with teachers and they can express what they think about any topic or even they can give their suggestions to improve the learning process.

7. In agreement with the rules set up, do your students fulfill them all the time?

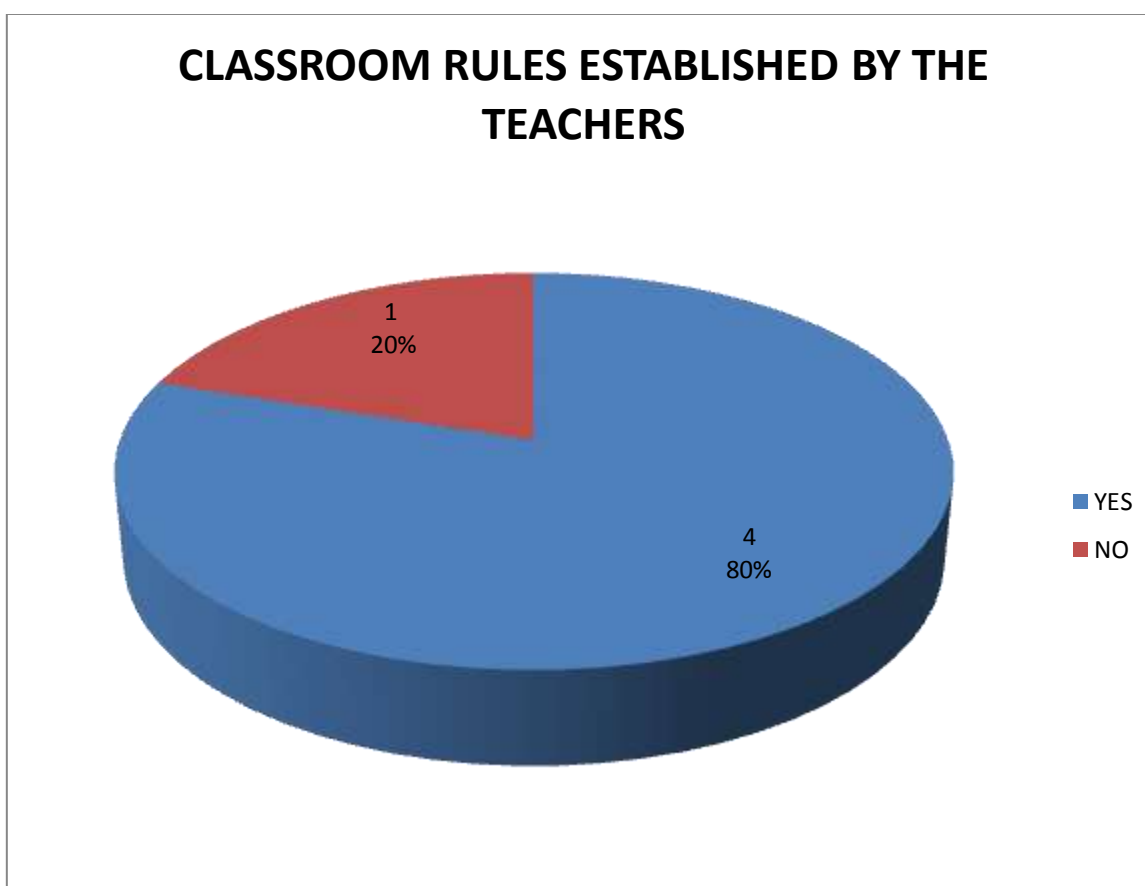
a. Statistic chart

Classroom Management	f	%
Yes	4	80%
No	1	20%
Total	5	100

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The 80% of the teachers confirmed that students fulfill the rules most of the time and on the other hand, 20% stated that learners do not.

There is a considerable number of teachers who assured their students respect the rules almost always, it means they do not have difficulties during the English classes, but a little percentage of teachers have different opinions, their students do not respect the established rules previously. It could be corroborated by means of students' surveys in which the results were the same.

As in the theoretical frame was presented it is so relevant to set up the rules in order to keep up the students control to work into a peaceful surrounding. Nevertheless, teachers should not establish classroom rules they are unwilling to enforce. Because desirable student behavior may vary depending on the activity,

8. During the class development, which of these interruptions do your students do in class?

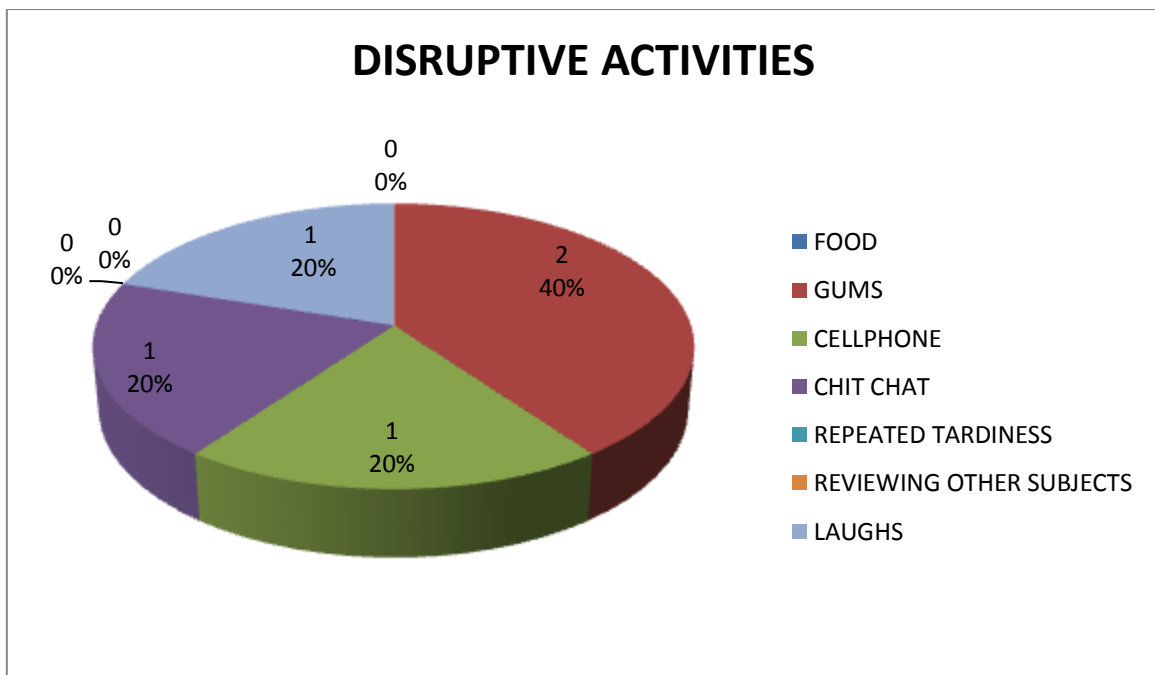
a. Statistic Chart

DISRUPTIVE ACTIVITIES	F	%
Food	0	0%
Gums	2	40%
Cellphone	1	20%
Chit chat	1	20%
Tardiness	0	0%
Reviewing other subjects	0	0%
Laughs	1	20%
TOTAL	5	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The question number eight related with disruptive activities points 40% for gums, 20% for the use of cellphones, 20% for chit chat, 20% for laughs and the choices like: food, tardiness, review other subjects do not present any percentage.

As it is presented, the most common disruptions at “Pio Jaramillo Alvarado” are: the use of cell phone, gums, food, and chit chat. The research group noticed that, in spite of the teachers established rules at the beginning, students tend to break them unconsciously. Likewise students showed the same criteria in their answers.

There are different points of view about disruptive activities; in one hand students take advantage of any situation into the classroom to make noise. On the other hand, it depends on teachers’ attitude to perform a class. When students present an inappropriate behavior in class, act fast and in an effective way, to avoid future inconvenient.

9. Do you usually arrange the classroom according to the activities?

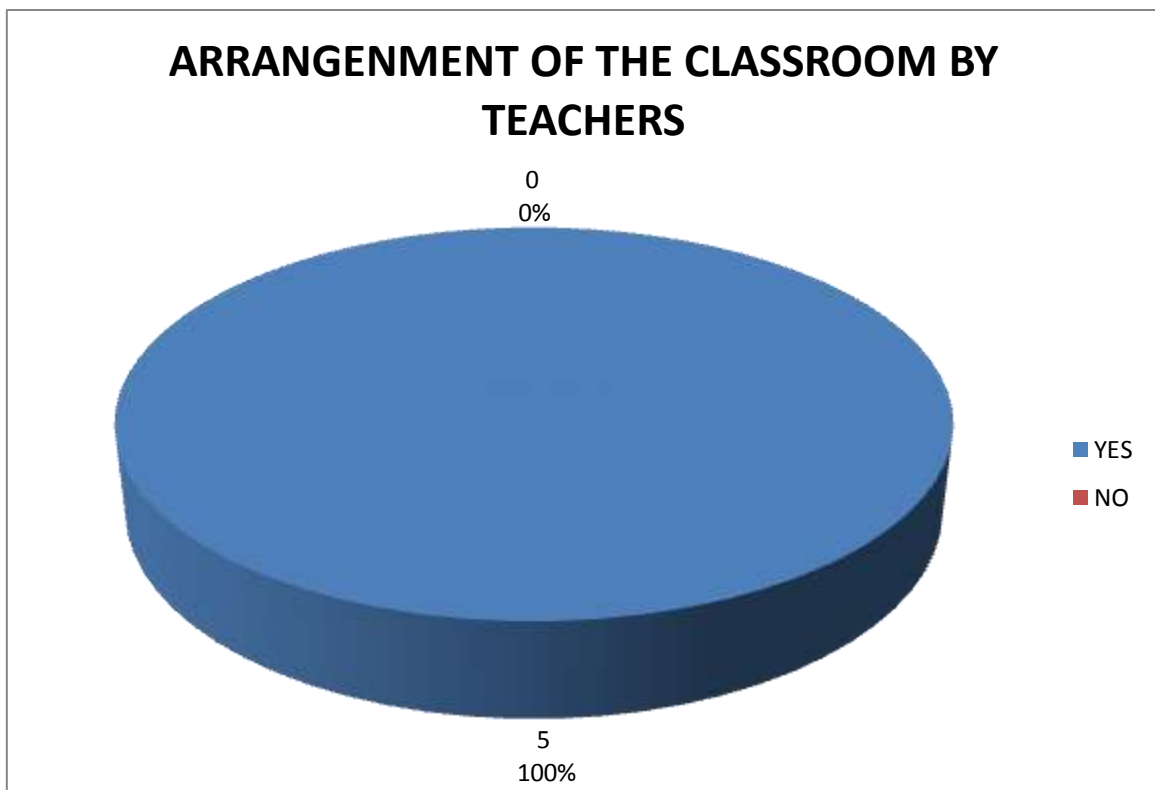
a. Statistic Chart

Arrangement of the Classroom	f	%
Yes	5	100%
No	0	0%
Total	5	100%

Source: “Pio Jaramillo Alvarado” High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

All the teachers expressed that they always arrange the classroom according to the activities; it belongs to the 100%.

In contrast with the students' surveys, the research group realized that teachers are not aware about the importance of the class arrangement when a topic requires it; or even when the students feel like changing the routine.

Teachers think it is necessary to arrange the classroom according to the topic, activity and the number of students, with the aim of giving to the students the opportunity to participate, get to know their classmates, consolidate the content they are working in. The physical layout should also reflect the teacher. Those aspects contribute to print one's own footprint in every single class.

Some authors and educators point out that personal teaching style and specific educational needs should basically determine how you design your classroom space.

10. What are the effects that produce the class arrangement according to the activities?

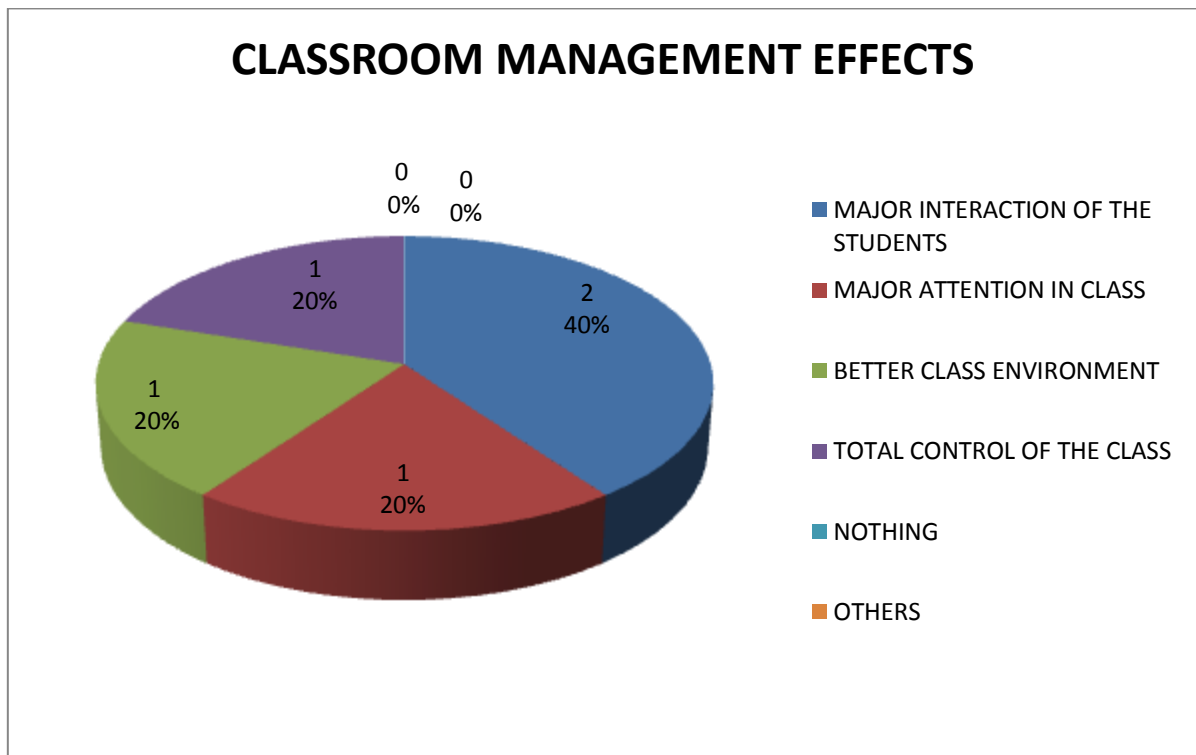
a. Statistic Chart

Classroom Management Effects	f	%
Major Interaction of the Students	2	40%
Major Attention in Class	1	20%
Better Class Environment	1	20%
Total Control of the Class	1	20%
Nothing	0	0%
Others	0	0%
Total	5	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The outcomes produced by the arrangement of the class are: major interaction of the students with 40%, major attention in class 20%, better class environment 20%, and total control of the class 20%.

Teachers already know the effects that they can get if they organize the classroom in concordance with the topic they want to achieve. However, they do not put this into practice that is why students do not feel encouraged to learn and enjoy the different activities developed by teachers in a class.

They said that working with different styles; students help each other and catch the proposed topic.

11. What is the method that has helped you to support the book you work with to get a successful learning?

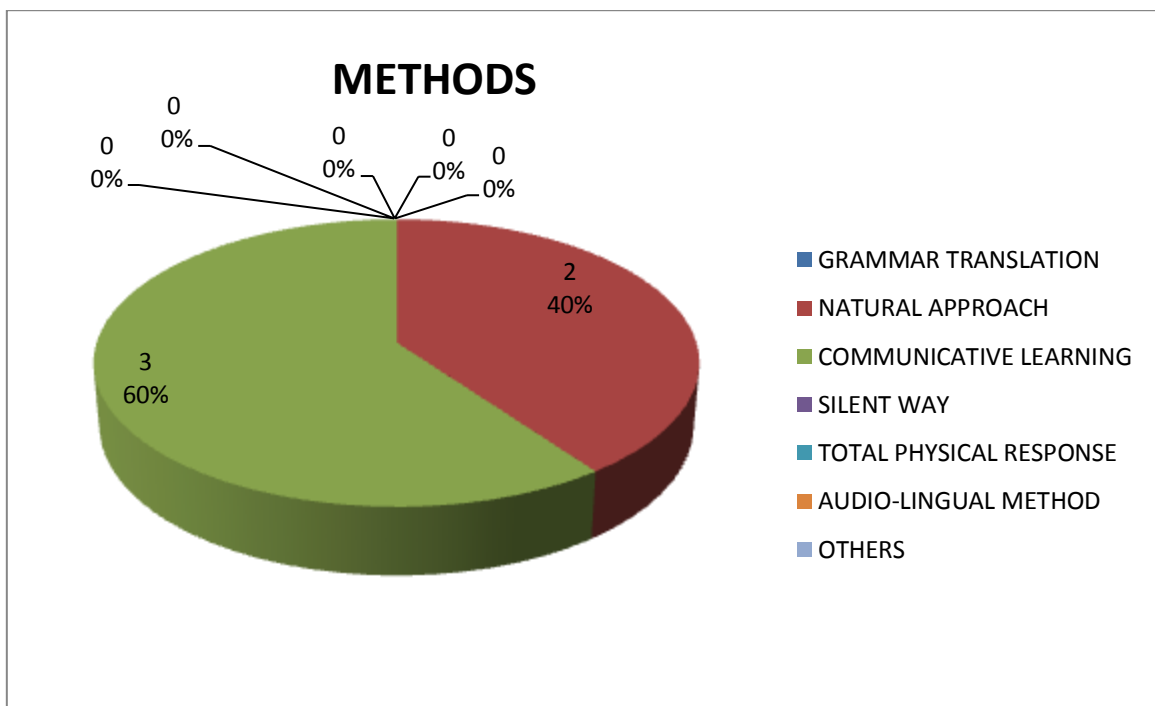
a. Statistic Chart

Method	f	%
Grammar Translation	0	0
Natural Approach	2	40%
Communicative Learning	3	60%
Silent Way	0	0%
Total Physical Response	0	0%
Audio-Lingual	0	0%
Total	5	100%

Source: "Pio Jaramillo Alvarado" High School

Authoresses: Research Group

b. Graphic Representation



c. Analysis and Interpretation

The question number eleven talks about methods used in the class among them we have: Natural approach 40%, Communicative Approach 60%, and Grammar Translation, Silent Way, Total Physical Response, Audio Lingual without percentage.

The methodology applied in the teaching learning process has a meaningful importance; because this is the way how the students get the knowledge.

Among the methods that teachers prefer to work are: Natural approach and communicative learning. Those are the most successful ones because students are able to participate and produce the language directly with the teacher.

**VERIFICATION
OF THE
HYPOTHESIS**

CONTRAST AND VERIFICATION OF THE HYPOTHESIS

To contrast and verify the hypothesis that the research group has set up in relation to the main issues, the obtained results through surveys and analysis collected from teachers and students of “Pio Jaramillo Alvarado High School” have been employed. This valuable information has allowed us to prove or reject the hypothesis. After that, we have established the respective conclusions and suggestions to better the Classroom Management and get positive outcomes.

HYPOTHESIS ONE

a. Statement

The Teachers’ Leadership influences on the students’ learning process, among the students of 1st, 2nd and 3rd years of High School Curriculum at “Pio Jaramillo Alvarado”. Academic Period 2009-2010. Morning Section

b. Demonstration

This hypothesis has two variables: the independent one, the Teacher’s Leadership; and the dependent variable, the student’s learning at “Pio Jaramillo Alvarado”. Academic Period 2009-2010.

This hypothesis is proved by means of questions number ONE of the students’ surveys as well as question THREE about teachers’ surveys which talk about warm-up activities, but we have noticed that at “Pio Jaramillo Alvarado” High School, teacher do not find many techniques to influence students to work with aim. Most of students do not feel motivated by the teacher.

In question number TWO we asked about the time distribution for each class, the outcomes showed that a half of students confirmed that teachers have prepared each activity in relation with the time, but the other half said the contrary. The time distribution makes reference to the daily planning that demonstrates to students that teachers are ready to teach every day avoiding wasting the time. According to these results it is noticeable that they plan activities but they are not very often, that is why students can realize it.

In question number THREE of students' surveys, they characterized their teachers' performance and attitude with them, a half of the researched students described it as good and regular, it meant that they feel unenthusiastic in some aspects and it influences on their learning. It is supposed that teachers have to guide and direct students in the learning process inspiring them to learn; besides, they should become leaders who ought to be a real model to follow: their attitude is the key in this process.

The question number FIVE refer to students' participation, there is one option which got the highest percentage: "good". It is acceptable but teachers should expect a little more, as it is known students learn when they make mistakes and it is possible with their participation that could be better, if students feel more confident with the teacher.

c. Discussion and Conclusions

The previous results got through useful techniques like the surveys and their analysis taken off the most relevant questions in the students' and teachers' surveys, it has permitted to **accept the general hypothesis**, because effectively we have proved that the Teachers' leadership influences on students' learning process, among the students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado". Academic Period 2009-2010. Morning Section

HYPOTHESIS TWO

a. Statement

The teacher does not consider the Classroom Management styles into the students' learning on the Teaching Learning Process among the students of 1st, 2nd, and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado" High School. Academic Period 2009-2010. Morning section.

b. Demonstration

There are two variables in this hypothesis: the independent variable is the Classroom Management Styles; and the dependent variable is the students' learning At "Pio Jaramillo Alvarado" High School. Academic Period 2009-2010.

To prove this hypothesis we have taken into account question number SEVEN of students' surveys , and question number FIVE of teachers' surveys, they refer to extra material made by teachers and students to arrange the classroom. This material helps teachers to catch students' attention and it endeavors new ways of efficient teaching techniques likewise to change the physical atmosphere. We can realize that some teachers do not encourage students to make it, and as teachers they must know that it fosters pupils to learn, especially if useful expressions or new vocabulary is taught. At "Pio Jaramillo Alvarado" High School teachers do not put this tip into practice; consequently students feel unmotivated to learn English.

The question number EIGHT of students' surveys and question NINE of teachers' surveys gave us important information about the frequency that teachers arrange the classroom.

In relation to the got results it is clear that teachers do not consider the vital role that a space plays. Students stay in the same place every day, there is not a constant arrangement of the area; it becomes a boring routine that provokes disruptive activities.

It is relevant to mention that room arrangement is not a guarantee of good behavior, if there is a poor planning it can create conditions that leads problems, but whether teachers prepare and plan different activities they can observe all students and monitor their work and behavior.

Through question number NINE of students' surveys and TEN of teachers' ones, it was showed that both teachers and students are aware of the positive effects that arrangement of the class causes. However, most learners said that teachers do not put it into practice and they continue working in the same surrounding and styles.

c. Discussion and Conclusion

Using the data obtained through surveys and the logical deduction, the research group could confirm and corroborate the second hypothesis of this research work. That is to say, by means of students' surveys which in 65 % effectively assured: "the teacher does not consider the Classroom Management styles into the students' learning on the Teaching Learning Process", among the students of 1st, 2nd, and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado" High School. Academic Period 2009-2010. Morning section, that it is stated in the second hypothesis.

HYPOTHESIS THREE

a. Statement

The class is interrupted by students with their disruptive activities, affecting in this way the Teaching Learning Process with the students of 1st, 2nd, and 3rd years of High School Curriculum at “Pio Jaramillo Alvarado” High School. Academic Period 2009-2010. Morning Section.

b. Demonstration

Based on the obtained outcomes in the surveys applied at “Pio Jaramillo Alvarado” High School, and making reference to the more meaningful questions, we state the following:

Taking into account question number FOUR about the disruptive activities, we can understand that the students are aware of their faults. They interrupt the class using cellphones, with repeated tardiness, laughs, chewing gums, etc. It is verified with the highest percentages related to these actions. Similarly, teachers stated the same criteria in the surveys applied to them; it allowed us to prove this hypothesis.

With question number SIX about classroom rules, we can appreciate that most of students do not fulfill them at all, producing many disruptive activities during the class. Rules are established by authorities, but there is not a real commitment by students. So we can realize, that teachers establish rules that they are unwilling to enforce, neither they do not monitor them constantly.

c. Discussion and Conclusions

Analyzing the preceding information, the researchers accept the stated hypothesis. In relation to the got results in teachers' and students' surveys, a 100% of them have shown that:“ The class is interrupted by students with their disruptive activities affecting in this way the Teaching Learning Process with the students of 1st, 2nd, and 3rd years of High School Curriculum at “Pio Jaramillo Alvarado” High School. Academic Period 2009-2010. Morning Section.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

- The teacher's leadership has a big influence on the teaching learning process. At Pio Jaramillo Alvarado High School students do not feel motivated to work in class as the results showed. It is important to recognize that teachers have an important role into the students' learning process so that they are responsible of the consequences the lack of planning and the ineffective use of teaching methods.
- Teachers do not consider the classroom management styles. It means, they never change the class arrangement in order to catch the students' attention. According to the results students expressed they would like to work in different environments to break the routine.
- The research group concludes that the class is interrupted by students with their disruptive activities like: use of cellphone, gums, chit-chat, laughs, and reviewing other subjects.
- Teacher do not apply warm – up activities to cheer students' learning up that is why students feel bored and unmotivated. At the beginning of the class they do the most common activities like: collecting homework, review of the last class, giving lessons and so on.
- The use of didactic material is limited. Sometimes teachers and students make didactic resources, but the obtained results showed that it is not done frequently, the class is developed using few school supplies mainly the text book.

- The relationship among teachers and students is good, both groups stated the same opinions, it is an advantage they have, because it generates a good atmosphere.

SUGGESTIONS

- Motivation is really important into the Teaching Learning Process; it becomes the engine that cheers students up working.

The research group suggests teachers planning classes including innovative activities some of them should be enjoyable, taking into account the rewards, incentives that will be used.

The compliments we use to prize should give them moral support. Teachers also should be friendlier and allow students to express their points of view and expectations about this subject.

- The physical environment has a vital role in the development of a class that is why Pio Jaramillo Alvarado teachers should take advantage of the physical space they have and place students in different ways.

If teachers want students to collaborate a little more they can organize them around tables, circles, U-shaped or try new ways. Teachers can give to the classroom their personal touch with art, posters, drawings, English corner, bulletin boards, displays of students work and etc.

- Disruptive activities are very common in the classroom, especially with teenagers. At Pio Jaramillo Alvarado School this problem is not exception, the researchers recommend that at the beginning of the year teachers should set up rules according to the established objectives in their planning trying to keep them up the whole year by mean of a constant monitoring and self-assessment (it includes teachers and students). They shouldn't establish classroom rules they are unwilling to enforce.
- Warm up activities go together with motivation. In the learning process students sometimes need to relax while they learn. Teachers should combine games or interactive activities with the topic they are studying like: board games, competitions, dynamics, role-plays, dramatizations, action games, dialogues, interviews.

These activities present real communicative situations, that encourage the team work as well as the practice of all skills and they stimulating the learning of a second language. A workshop about new and dynamic techniques to be applied in the classroom should carried out to all teachers.

- Didactic resources have a meaningful role in the teaching-learning process, they provide learners a clearer definition of any topic. Teachers should use didactic material that can be touched or felt by students because doing this, both parts of the brain work. These resources can be easily made with student. In this way teachers should take advantage and teach vocabulary, grammar, verbs and so on.

Worksheets are so useful to introduce or go over any topic and students like usually working with something that is not the text book. There is a variety of didactic material, if there is no enough money, recycled things can be used.

- At Pio Jaramillo Alvarado High School the teachers-students relationship is satisfactory, we recommend teachers to be flexible with some aspects that students do not agree with, to maintain a good atmosphere, dialogues and discussion ought to be to clarify unlike situations and come to an agreement and sharing duties and responsibilities.

Annexes

UNIVERSIDAD NACIONAL DE LOJA



**EDUCATION, ART AND COMMUNICATION
AREA**

ENGLISH LANGUAGE CAREER

**“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE TEACHING
LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd and 3rd YEARS OF
HIGH SCHOOL CURRICULUM AT “PIO JARAMILLO ALVARADO”
HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2009 - 2010”**

Thesis Project done in order to
achieve the Bachelor's degree
in Teaching English as a
Foreign Language.

AUTHORESES:

LILIANA FERNANDA CELI CELI

CRISTINA VANESSA DOMÍNGUEZ BUSTAMANTE

THESIS ADVISOR:

Dr. OLIVIO FLORIL PACCHA PUCHAICELA

LOJA-ECUADOR

2011

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1. THEME

“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE TEACHING LEARNING PROCESS AMONG THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “PIO JARAMILLO ALVARADO”. ACADEMIC YEAR 2009 – 2010. MORNING SECTION”

2. PROBLEM STATEMENT

2.1. BACKGROUND

The “PÍO JARAMILLO ALVARADO” High School started its educative functions together with another one named “18 de Noviembre”. The first one was created in order to collaborate with the Lojana youth, in the second one designated to educate the young people from Sozoranga.

The permission of beginning and creating of activities was given through the respective solicitude by the doctors ARSENIO VIVANCO NEIRA and JOSÉ CASTILLO LUZURIAGA politician representative of Loja in the National Congress. The both institution must work according to the Sierra and the Coast regimens, respectively; and, both, in Basic Cycle Modality. These educative institutions needed to initiate their activities from 1967 to 1968, with the First Course of Basic Cycle. The “PÍO JARAMILLO HIGH SCHOOL” will adopt the specializations of Handicrafts and Industrial Arts as Practical Subjects.

The fundamental purpose and worth of its creation is due to a new establishment, which functions at night to cover the request of education of misses and ladies who for some reasons cannot go to morning high school.

The academic activities started on October 1967 with the 1st year of Basic Elementary level.

Its first local was placed on Sucre between Quito and Imbabura streets, this space was rented by Maria Riofrio. The increasing of students made to look for another building in Sucre and Azuay streets, then the school moved to Bernardo Valdivieso Street, this local was rented out to the Obrero Primero de Mayo association.

With the help of Minister of Education and its building scholar section, the institution could get the present local on Bolivar and Catacocha streets. Now the establishment has a suitable infrastructure and a good faculty, Typing room, audiovisual halls, Science, Chemistry and Physics laboratories and set sportive implements.

By the time others school subjects were added like: Social Science, Accountancy, Chemistry, Physics, Math and Spanish Secretariat.

The “PIO JARAMILLO ALVARADO” HIGH SCHOOL has as a mission.

“To encourage the development with good qualities and levels of excellence”. So that, the bachelors finish with an integral education in order to become helpful for the society.

From this perspective the high school has proposed its mission which is understood in the following way:

“General necessity that the institution pretends to satisfy, with help and contribute in order to make the society, its philosophy, its commitment about the teaching, the researching, and the diffusion of culture and the community service, its style of management”.

Taking the reference of this definition the “PIO JARAMILLO ALVARADO” High School from Loja city has a historical compromise toward to the equality to the education in the South Region of the country which, by its socio-economical conditions of work and civil state can benefit to the educative services that the institutions offer in order to carry out its fundamental objective to educate the youth for the life, in coherence with the established in the Educational Cultural Law, which is to build up bachelors or technicians with knowledge, capacities, abilities, skills, strengths and values to insert significantly in productive process, contributing to look for alternative solutions to the complex situation of the region.

The education which is offered by the “PIO JARAMILLO ALVARADO” High School, entailing the teaching with the researching and the service, it makes possible the student’s competence in the following field of work: Handicrafts, Micro-industry, Touristic-Ecological Commerce, Physic and Material of Quality.

An educative institution leader of the middle education in South Region of Ecuador using technological resources with a new educative orientation, with trained teachers, physical architecture and modern laboratories according to their necessities with a high level of organization and planning, it is managed to grow up excellent human resources to insert with easiness to a job and the university, offering perhaps short technical careers, using the researching and the extension service in relation to the teaching and with a huge prestigious and excellence.

The vision and mission of “PIO JARAMILLO ALVARADO” High School were mentioned, it is constituted as an important and pioneer of the middle education in Loja city and the Ecuadorian South Region, due to, it has set about a wide diagnostic process, responsible and with an excellent levels of quality, to give to the society capable bachelors to perform in any moment and circumstances.

2.2. CURRENT RESEARCH SITUATION

From all over the world, Classroom Management is the most difficult aspect into the Teaching Learning Process.

Classroom Management is associated with many terms, they are motivation, discipline, teachers' leadership and respect without forgetting that it involves behavior modification.

This process will not happen overnight, or in a year or two. It takes a long time experimenting with different classroom situations as they will uneventfully pop up.

Because many professors teach for years without encountering some of the management instances, it is intended to move beyond identification of classroom problems to suggest preventative strategies and practical solutions. For some professionals, teaching comes quite naturally and the notion of management in the classroom is irrelevant. But situations within the classroom do occasionally occur that lead us to seek out advice in order to maintain the learning environment for students not to mention the personal sanity.

Typical Classroom Management topics are listed in handbooks to reflect pragmatic concerns such as policies on classroom breaks, absences and drops, disruptive and dangerous students, emergency procedures including weapons and drugs in the classroom, location of phones, etc. On the other hand, teachers do not know how to handle students who are older than them.

Based on some studies, the overall relevant problems found in many countries, including Ecuador are related with behavior.

The same happens in our city, these are general and real problems into the Classroom Management.

Loja has increased the level of education, it means, the level of learning a new foreign language especially English. Due to the current exigency that exists because the education is changing.

Loja has a huge increment of good English Language Institutions and the progress of them is because they have got success bettering the different Classroom Management styles every day.

The new educative process is implemented in all the public and private institutions, and Classroom Management is essential to improve the Teaching Learning Process.

2.3. RESEARCH PROBLEM

Through some surveys applied to teachers and students of “Pío Jaramillo Alvarado” High School, in order to collect the appropriate information to carry out the research.

The group could check when the teachers start class, the most common activity they do is collecting homework and after they review the previous knowledge.

Sometimes teachers do dynamics and games to encourage them to work it can be noticed that there is little interest in motivating students with different activities which cheer them up participating in an active way; motivation becomes one of the main points to start teaching. Into the classroom management the teacher is the central character who by means of an assortment of activities, strategies and techniques can get students involve in the class

Students expressed that the relationship with their teachers is excellent; it permits to develop the class in a peaceful environment.

To set up rules, previously is a tactical method to better teachers and students' continuous functions, as students confirmed in the data collected.

Teachers are well-prepared, because the schedule, procedures and diverse kind of materials are ready to use the next day. Students affirmed these important facts by means of the surveys.

The regular students' actions committed in class are the following: exits, food consumption, cell phone disruption, sharing copying homework, chit chat, interruptive the class continually.

Classroom Management styles help teachers to catch students' attention, it is a repeated problem because students need to have enough space to arrange their desks according to the activity and of course, teachers should give them confidence to do it. But, in this institution this aspect is overrated.

2.4. DELIMITATION OF THE RESEARCH

- a) **TEMPORAL:** The present research work will be developed in the Academic Year 2009- 2010.

- b) **SPATIAL:** The research will be carried out at “PIO JARAMILLO ALVARADO” HIGH SCHOOL, which is located on Bolivar between Catacocha and Lourdes streets.

- c) **OBSERVATION UNITS:** The people who will be involved in the present research work are: AUTHORITIES, 5 ENGLISH TEACHERS, and 268 STUDENTS FROM FIRST TO THIRD YEAR OF HIGH SCHOOL CURRICULUM.

- d) **SUBPROBLEMS:** The current sub problems as questions have to discover if the both variables are analyzed. Therefore, we will express them in the following way:
 - ✓ Do the teachers apply some attention_ grabbing activities to promote the students interest throughout the class, arranging the classroom?
 - ✓ Are there some anomalies inside the classroom like: nicknames, hits, laughs and censured words?

- ✓ Do the teachers organize the necessary material for each class and they include it as a strategic part of the Classroom Management to develop the Teaching Learning Process?
- ✓ Do students interrupt the class due to the use of cell phones, repeated tardiness, limited participation, foods consumption and copying homework making some disturbances in the classroom development?
- ✓ Do the teachers make different styles of arrangement to catch the students' attention?

After, the research group has analyzed the sub-problems; the researchers got the following main problem, being:

How does the teacher's Leadership influence on the student's Learning Process with students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado", Academic Period 2009 - 2010"?

3. JUSTIFICATION

Along many years and mainly in last decades, Ecuador has been an object of constant and permanent changes caused by the bad management of the resources that our country has.

For that reason, Ecuadorian people have to confront a crisis whose consequences are: economical, political, ideological, social and including cultural ones.

In spite of Ecuador has the necessary resources to face up to the economical problems and it has not been easy to discontinue it, on the contrary it has increased each day more.

The resources that Ecuadorian people need to cope with this crisis, it constitutes a categorical factor for the development of the country and consequently it involves teachers so that, they are not exempt from any kind of social problems.

This research has a purpose to get a real knowledge about the Classroom Management that teachers use on the Teaching Learning Process of English Language.

We have selected this problem because we believe that this investigation will permit us to determine the importance of the Classroom Management and at the same time to find strengths and weaknesses that are on the Teaching Learning Process.

To identify if the Classroom Management used by English Teachers fulfills with the students' requirements and if its application is convenient and suitable for obtaining meaningful learning therefore to determine if students are able to speak English in a natural way.

Furthermore, we have enough bibliographical resources, some professional advice and as future English teachers we are involved in this social problematical.

Likewise, we will make this research because we are interested in getting our Degree so that the research fulfills a requirement of the general rules of Education, Art and Communication Area.

Finally, we consider all of these aspects like the specific reasons to carry out the present research work.

4. OBJECTIVES

4.1. GENERAL OBJECTIVE

- To determine how the Teacher's Leadership influences on the students' learning process among the students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado". Morning Section. Academic Period 2009-2010.

4.2. SPECIFIC OBJECTIVES

- To consider the importance of Classroom Management styles on the Teaching Learning Process among the students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado". Morning Section. Academic Period 2009-2010.
- To verify if the class is interrupted by students with their disruptive activities, affecting in this way the Teaching Learning Process among the students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado". Morning Section. Academic Period 2009-2010.

5. THEORETICAL FRAME WORK

5.1 THEORETICAL ASPECTS ABOUT CLASSROOM MANAGEMENT AND ITS IMPACT ON THE TEACHING – LEARNING PROCESS

5.1.1 CLASSROOM MANAGEMENT

Nowadays, Classroom Management has gotten more relevance due to the important definitions, such as:

5.1.1.1 CONCEPTS

- Classroom management is a term used by teachers to describe decorative and behavioral issues by students.
- A large part of traditional Classroom Management involves behavior modification although many teachers see using behavioral approaches alone as simplistic view.
- “Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes some to leave teaching altogether.”¹⁴

¹⁴ Wikipedia Encyclopedia/Classroom Management/

- Classroom Management also means controlling students' behavior, promoting students' motivation and building partnerships with students.
- Classroom management means streamlining your planning and your procedures.
- The term also implies the prevention of disruptive behavior.

5.1.1.2 IMPORTANCE

“Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. Many teachers establish rules and procedures at the beginning of the school year. They also try to be consistent in enforcing these rules and procedures. Many people would also argue for positive consequences when rules are followed and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic.”¹⁵

Classroom Management has a big importance because it is the provisions and procedures necessary to create a situation in which learning and teaching can take place.

When learning and teaching can take place, there is order in the classroom, it is describes order as "the situation where there is a clear set of expectations for all classroom members, where people can anticipate actions, and where there is a high degree of conformity to the situations" At the beginning of the school year, a teacher must put a lot of time and effort into establishing a set of clear objectives for all classroom members. During the school year, the amount of time for this activity diminishes.

¹⁵ www.theteachersguide.com/ClassManagement.htm

Also it has relevance on the Teaching Learning Process, because it can generate good results if it is well implemented by the teacher, like: students' strengths, significant knowledge, class controlled, assertive discipline, positive classroom management.

5.1.1.3 STRATEGIES

In the development of a class it is essential apply some strategies in order to improve the Classroom Management.

5.1.1.3.1 TIPS FOR A GOOD CLASSROOM MANAGEMENT

- Avoid calling a student publicly. This can be humiliating and break down respect and the sense of a safe environment that students need in the classroom. Also, students can be ashamed.
- Monopolizing class discussion, you might start by saying: "I am really delighted that you take such an interest in discussions and have a lot of points of view to share. But I was wondering if you might have suggestions to help others get equally involved"
- Remember that you were once a student. Think before you act. Take a deep breath if necessary before saying or doing anything you might later regret.

HELPING STUDENTS LEARN TO BE COLLEGE STUDENTS

- “Distributing this list of desirable and undesirable behaviors can serve to avert management issues in that some students simply do not realize that their behavior is negative or disruptive to the instructor or their classmates. The following table identifies some common positive and negative behaviors that provide students with a guide for managing themselves as students”.¹⁶

POSITIVE IMPRESSION GIVERS	NEGATIVE IMPRESSION GIVERS
Book on desk, pencil or pens ready	Picking face, grooming, knuckle cracking, nail filling or cleaning teeth.
Note taking or recording the lecture/class with permission from the instructor	Heavy sighs, eye rolling
Ask questions that are appropriate	Laughing AT the instructor rather than with the class.
Make an effort to maintain eye contact.	Leaving early without letting the instructor know ahead of time.
Sit where you can see and be attentive.	Frequent tardiness or absences.
Submit assignments on time, ask if there is supplemental material you can explore to better complete your assignments such as video titles or other materials.	Distracting noises: foot tapping, nail biting, pen twirling/tapping, yawing w/o covering your mouth, mumbling, zipping up bags to indicate you want the class to end, paper learning, paper toy making, etc.
Help your classmates whenever possible.	Head on desk to indicate boredom.

¹⁶ www.teachnet.com/how-to-manage/tattling100600.html

Make certain you understand assignments when assigned	Staring at the clock or your watch.
Save announcements about necessary absences for before or after class.	Skipping assignments and /or breaking assignment policy, handing shoddy, unstapled, and ripped out pages that show no care for the assignment.
Refrain from doing other course work or paying bills in class.	Refer to sexual situations inappropriately in assignments (unless it is asked for in the assignment such as a human sexuality class)
When using the internet in class, stay on task rather than surfing for fun.	Frequently forget text and notebook.
Give the instructor the respect you wish to be treated with.	Attempt to be class clown inappropriately: a joke here and there is fine, but repetitious clowning is distracting.
Do not interrupt, belittle, or put down fellow students.	Squinting or face making to show disapproval.
Keeping an open mind when issues arise you disagree with. Disagreeing with dignity.	Note passing or hand signals to others.
Make certain you pay your fees for enrollment and get your text on the first day of class.	Interrupting the instructor to ask what you missed when you were absent or if you missed anything "important".
Be positive with expectations of success in the course.	Acting as if the class or topic of discussion is irrelevant or stupid-if you really feel so, drop the class.
Know the instructor's name and call them only what they prefer to be called-ask if necessary.	Leaving your belongings where they inconvenience others.
Spell the class, instructor, and assignment name correctly on all submitted work.	Tipping in your chair.

5.1.1.3.2 DYNAMIC ALTERNATIVES TO DEVELOP CLASSROOM MANAGEMENT

Motivational Tools¹⁷

When we are trying to determine how to implement rewards in your classroom, you need to consider your goals, the kinds of incentives you will use, and the impact of the program on students. The words you use to prize students' participation should give them moral support.

Setting Individual Goals

You do not have to wait to achieve a class goal before teaching students, you should set personal goals. The steps of the process are the same, although you will need to approach the task a little differently.

Freedoms and Responsibilities

Your goal should be to empower students to take a part in their own learning while being held accountable for their behavior and work product. That can be developed through a system of freedoms and responsibilities within the classroom. Taking advantage of these two important aspects, it is necessary students feel the desire to learn new and productive things.

The Process in Action

As any effective teacher knows, telling is not teaching. The best way to help students see the goal-setting process in action is to set a class goal and work together to achieve it.

¹⁷ These tips were summarized by the research group who made the respective analysis. This information was taken from www.education-world.com/current/profdev/

Understanding the Process

Many of us never were taught how to set goals for ourselves, and we only discovered the power of goal setting later in life. But with a little creativity, we can adapt the strategies used by successful adults and share them with our students. Every experience helps to understand the relevance to set goals previously to carry out something.

Modeling Procedures

Modeling classroom rules involves demonstrating the specific behaviors and language patterns of an expectation. Teachers act out the behaviors, showing what each looks and sounds like. Besides, It refers that teacher should model each task assigned in class.

Using Language to Encourage and Empower Children

In the Responsive Classroom approach, our goal is to use more classroom language to encourage and empower children to put into practice as much as they can. Three simple structures support encouraging and empowering language. We call those structures: to reinforce, to remind, to redirect.

Creating a Climate for Learning: Effective Classroom Management Techniques

In Positive Classroom Discipline, Fred Jones states, "The most widespread management technique at home and in the classroom is nag, nag, nag." It's also probably the least effective. Learn how to stop nagging and start teaching.

Pretzels

A weekly activity allows the exchange of compliments and criticism among the students in your class. This activity can help resolve conflicts and teach children how to properly handle conflict.

Let's Cooperate! -- Teachers Share Tips for Cooperative Learning

Cooperation starts at the top! Teachers who use cooperative learning in their classrooms have developed techniques that make the most of this method, and they share them. Included: Teacher tips, rubrics, and more. To work cooperatively is one of the most effective ways to achieve goals by helping each other.

5.1.1.3.3 THE PHYSICAL ENVIRONMENT

Arranging Space

“The physical design reflects your teaching style. If you want students to collaborate in small groups, for instance, organize them around tables or clusters of desks. For frequent whole-group discussions, try a circle or U-shaped desk configuration. If you plan on an individualized way, you might set up learning stations”.¹⁸

The physical layout should also reflect you. Do not hesitate to give the room your personal touch with plants, art, rugs, posters, and maybe some cozy pillows for the reading corner. Those aspects contribute to print your own footprint in every single class.

Some authors and educators point out that personal teaching style and specific educational needs should largely determine how you design your classroom space.

¹⁸ Carroll, J. (1963). A model of school learning. *Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline*.

Many teachers prefer to create different areas within the classroom. For example:

- a classroom might feature a quiet reading corner
- a music area where students can play soft music while completing work
- a discussion/conversation center
- a large table for cooperative projects
- some spaces for wet or messy projects
- learning centers or stations and individual

Easily accessible materials and supplies can eliminate delays, disruptions, and confusion as students prepare for activities. In inadequately arranged classrooms, students spend a lot of time waiting — waiting in line, waiting for help, waiting to begin. To eliminate some waiting, store frequently used items such as scissors and paste in several different areas.

Desk Placement

In many classrooms, the largest amount of space is dedicated to the arrangement of individual student desks. Teachers vary greatly on their preferred arrangements, but most agree that the days of 30 desks lined in neat rows and facing the teacher's desk up front are long gone. Instead, some teachers like to arrange desks in cooperative groups of four, while many others prefer a U-shaped configuration, where everyone has a front row seat. So, in the traditional education the arrangement of the desks used to be in rows reflecting the weak and smart students.

Environmental Preferences

Other important environmental features include **temperature, lighting, and noise level**. These factors affect students in different ways and are directly related to individual learning styles. Studies suggest that when teachers adjust the environment to students' preferences, the students perform better academically and are better behaved.

How can you address environmental preferences in the classroom? Here are some tips from research and practice:

Things to consider

The overall message about classroom arrangement seems to be that it should be deliberate and well-thought-out. Reflect on what you are trying to accomplish and make your space work for you rather than against you. The things to consider may include¹⁹:

- Where will you put your desk? Do you even want a teacher's desk in the room?
- Do you prefer group tables or student desks? You may or may not have a choice. It may also depend on your subject and grade level. This one takes experience to decide, and you may even change your mind from year to year.
- What storage do you need? Sometimes open bookshelves are important; at other times, you can shove things in drawers.
- Will you have space to display student work?
- Are there safety or fire codes you need to know? Blocking doors and windows are usually against.

5.1.1.3.4 ROOM ARRANGEMENT

While good room arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems.

The teacher must be able to observe all students at all times and to monitor work and behavior. The teacher should also be able to see the door from his or her desk.

¹⁹ www.amazon.com/exec/adprimaeducation

Frequently use areas of the room and traffic lanes should be unobstructed and easily accessible. Students should be able to see the teacher and presentation area without excessive turning or movement.

Commonly used classroom materials, e. g., books, attendance pads, absence permits, and student reference materials should be readily available. Some degree of decoration will help add to the attractiveness of the room.

The space plays a vital role, when the teachers want to do a different arrangement of the students' desk to work in an interactive, interesting and especial way. As in: making a circle, by lines, original way, face to face, making groups, and so on, it depends of the teachers' creativity. As teacher, you decide the style to arrange the classroom, thinking of the students' preferences to work.

SIX MAIN STEPS HOW TO ARRANGE THE CLASS

STEP 1

Decide upon a seating arrangement for the beginning of the year. Arranging desks in circles helps reduce distractions and helps the teacher learn student names. Make sure circles are not facing any sources of distraction, such as the windows or the doorway. This arrangement works well to catch students' attention and control them, so, in that way they will make less noise, because you can looking everybody. However, the number of students needs to be considered.

STEP 2

Do not be afraid to change the seating arrangement after a few weeks, based on teaching style. For a lot of group work, place desks in clusters of three or four. For whole-class

discussions and games, arranging desks to face a central area such as the center of the room might be better.

Feel free to change the room arrangement throughout the year to keep things fresh and to match different learning activities. Students can even help move desks for a one-day only, you have to choose the appropriate arrangement that benefits you and your students.

STEP 3

Keep walkways clear and avoid clutter around highly trafficked areas like the pencil sharpener or a bookcase.

This will tremendously reduce disruptions, such as students talking to nearby classmates as they wait in line for the pencil sharpener.

STEP 4

Place frequently used student supplies like textbooks, research materials and writing supplies in an easily accessible location.

Using labeled boxes or tubs to hold supplies makes for easy clean-up at the end of class. Keep teacher-only supplies in a cabinet or in the teacher's desk, out of students' reach. One way to arrange the students' supplies or materials is to have an English corner in your classroom and label each object with their names in order to avoid inconvenient.

STEP 5

Decorate one or two bulletin board, it shows what students are learning. At the beginning of the year, plan on at least one instructional display, as well as one board devoted to classroom procedures, rules and schedules. Later, add displays of student work.

STEP 6

Locate the teacher's desk, filing cabinet and personal materials in a functional location.

If the desk is used throughout the day, then it should be near the instructional area, but if it is mainly used for planning and administrative uses, place it out of the way in the back of the room.

5.1.1.3.5 THE IMPORTANCE OF DIDACTIC MATERIAL TO GET A SUCCESSFUL CLASSROOM MANAGEMENT

In dealing with this topic we should first define what didactic resources are, and then its role in the process of teaching-learning, as well as its specific functions in learning a L2 like English. “Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process”.²⁰

Therefore, the blackboard, computer and video are resources, but the crucial element is the word, which is a limited resource, because it is an intermediary between the reality and us. It provides a mental representation of the actual element of reality, but it is from senses that we first approach reality. In this way, the most complete learning derives from the contact with reality, which is an impossible thing to do in the teaching centre. These resources bring this reality closer, and are also an aid to solve the problems of lack of discipline and attention in class.

The simplest didactic resources for TEFL are real objects, which can be used in several ways; we can write their names on them as a source for vocabulary improving pronunciation and spelling-, integrate them in certain structures, as locative prepositions, comparatives, etc.

²⁰ www.wikipedia.com/resources-teaching

We can also practice the definitions through them and operate with them: the “total physical response”, which is a fundamental aid for the effortless internalization of vocabulary. Any auxiliary material may also be used for activities such as role-plays, like fancy-dresses, in order to provide realism and fun.

People are also a basic resource; physical descriptions can be practiced and bringing new people to the class, like native speakers can increase the interest of the pupils. Telling own experiences are also a source of approaching to the other culture.

Other common resource is, of course, the blackboard, which can be used as a TV program, writing down on it the date and current subject. It is important to plan what we are going to write before doing it, and to erase the remaining notes of the former class. Any drawing or writing must be done big and clear enough for everyone to see it, and ordered in a logical way.

“Attracting students’ attention is one of the most important tasks, and learning how to do easy drawings, can help us. For this reason, we should avoid writing on it for a long time; we can ask the pupils to participate by repeating what is being written, and it is very important not to talk “to the board”, but turn to the pupils to do so.

We should also use the eraser instead of writing in small gaps –for the sake of clarity.

Another hint is to use color chalk to stress any element we want to focus on, like prepositions within a sentence, for instance. Writing the answers of the activities is helpful, since encourages the use of our visual memory –and then it can also be read more times, and finally the pupils can be asked to use it, introducing some differences.

The overhead projector has the same advantages of the blackboard, and some more, like the presentation of drawings or charts already prepared without losing time to do it in class. It is also useful that parts of books or notes can be reproduced, and a paper used to keep the focus or hide answers.’’²¹

Flash cards can be extremely helpful if correctly used; word cards containing one single word can be ordered to build sentences and make transformations from affirmative to negative and interrogative. Group work can also be promoted with activities like a contest to write the longest sentence. In the other hand, with picture cards we can practice drills, by showing them in structures of the kind “he’s got a...”. If the cards represent famous characters, we can practice the physical descriptions, or play to guess whom the card represents. They can also be used to form a story, or to order them according to it. In the same way, wall charts are a useful visual input.

One of the most popular resources is the video, since it is a good motivating force, because it provides a closer approach to reality through the ear and eye and keeps the students active. A presentation of the projection through a previous activity will connect the visualization with a previous experience, and some exercises can be proposed to keep an active and comprehensive observation, like multiple choice question. The tape can represent communicative situations, like asking for addresses, where some cultural differences can also be perceived and explained.

Other controlled linguistic practices can be the repetition of drills, trying to predict what it is going to happen in the projection, dramatizing or dubbing the dialogues, or ways of using the indirect speech, making a summary of the plot or practicing vocabulary or certain linguistic elements. These practices can also be applied when watching a theatre play in the L2, although it is usually quite difficult to find.

²¹ www.esl-kids.com/siteforteachers/

Dramatizations involve the pupils directly, raise their self-esteem and make them have a positive attitude to learning the L2. They are especially useful for developing oral communication and practicing the four skills.

Computers are becoming increasingly popular for TEFL for its exclusive advantages: they allow a kind of interaction –with a program- and the process of learning is individualized, according to the abilities of the student. As it implies an active working, it improves the assimilation of contents and create an autonomous learning—the pupils learn to learn by themselves; also, the combination of the visual, sound and movement provides a very attractive presentation. Working with a computer may be similar to the textbook, but we can present the activity with a particular task, and test at the beginning and end, to check previous knowledge and learning.

“Graduated reading books are also very suitable, since they provide an individual access to culture in general, and develop reading skills, as well as an autonomous learning and an interest on reading.

The reading must be comprehensive, not oral, and selected according to the possible motivations of the pupils and the topic we want to deal with. The evaluation of the readings can be done by true/false or multiple choice questions, giving answers to make questions on them, completing mutilated texts, translating, relating drawings to the text, ordering different excerpts, summarizing the plot, asking about vocabulary and for a personal opinion and evaluation.

Games are also an important context to practice the L2, since it presents real communicative situations, not mere simulations, and have certain advantages: they encourage team work and the practice of all skills, the use of language in a creative way; they develop the communicative competence and stimulate the learning of a L2.

Nevertheless, the game must be integrated in the didactic unit, and the goals intended subjected to: the class room and the number of pupils, their previous knowledge and interest and the time and material available. Some interesting games are plays on words, action games, table games and logical problems.”²²

Finally, songs are one of the most successful resources, but must be selected carefully, according to the pupil’s interest, needing, level of difficulty and motivation. A presentation must be done before, dealing with the theme of the song, the group, etc.

And, after it, some extension activities can be done, asking for relations between the pupil and the content, their opinion, and their account of similar situations.

5.1.1.4 CLASSROOM MANAGEMENT DIFFICULTIES

1. Undermining the instructor’s authority

“A student might belittle the manager or engage in a battle each other. This student would need to be privately told that their attitude was confrontational and asking how this might be resolved mutually”²³.

2. Leaving class too frequently

Camps are divided as to whether or not students should ask for permission to leave for bathroom breaks or wait for a break in the class. Teachers do not require their students to limit their bathroom breaks or ask permission. However, this is contentious for some faculty when breaks are taken too frequently.

²² www.esl-kids.com/games/

²³ Anderson. “Handbook on teaching educational psychology”

3. “SPACING OUT” or sitting with back to instructor

It is a repeated problem; students need to know that their non verbal behavior is perceived as disinterest.

Some students are extremely shy and it might take half of the semester before they open up enough to make sustained eye contact or face the instructor completely.

4. Poor hygiene

Some troubles like: Poor hygiene, too much perfume, cigarette odor or other strong odors can be distracting or even nauseating to students.

The cause for the odor might be culturally based in bathing preferences between cultures. This can be a real problem to disturb and does not have a peaceful atmosphere.

5. Verbal or physical threats

Verbal or physical threats are serious matters, it is very common some weaknesses in the Teachers and Students treatments, nicknames, hits, censured words and students laughs when someone is wrong at his or her participation.

6. Gum, food, pagers and cell phone disruption

It decided upon by class, consequences for breaking this might range from the loss of participation points to the offender having to present on a topic of interest to the class. Some instructors allow pagers and cells to be on the vibrate setting as long as they are attended to at the break rather than used when it interrupts the class.

7. Monopolizing discussions

This is common but manageable. Many students are excited and talkative. It might be good to do interactive classes and promote the students participation.

You might approach them initially by saying that you are pleased with their enthusiasm they have for discussion so they must be aware that the other class members should be equally involved. The students feel a minimal level of humiliation in front of their partners.

8. Sleeping in class

Sleeping in class is usually considered rude. Most faculties believe it should not be tolerated because students are not concerned about the importance of the current class or they are not feeling well.

Once there faculty often tell students that it is best for the rest of the class if they return when they are awake enough to be an active participant. This occurs from time to time and you obviously are the one to choose lenience or punitive action.

9. Repeated tardiness

This parameter depends directly from the Curriculum Academic Project, if the students may or may not enter to the class whether they are late because this action interrupts the class.

10. Refusal to participate or speak

Teachers cannot force students to speak in class. Sometimes there is a competition between the active students, it affects in a big proportion to the non active students, because they think the commentaries will be wrong.

Remember, some students are terrified to be in a class setting, especially if there are round tables rather than desks allowing for little anonymity.

11. Inappropriate suggestion

This behavior should be corrected as soon as it occurs. It is never comfortable to tell a student that they are not being appropriate and if you are uncomfortable, a short, positive e mail or phone call might suffice.

12. Sharing and copying work

It is one of the best strategies that students work together, to produce a significant assignment, but it is very common that in the group established before just working one person and the rest of the participants copy it. Sometimes, when teachers send some homework, and students do not do at home, they go soon at school in order to get the information to present.

13. Too much chit chat

Students during the development of the class are talking between them and they do not pay attention to anything the teachers are saying. When it happened, they just want to ask for the clearest information and of were possible translated.

14. Disrespectful behavior

The reality is that sometimes students just plain will not like you. You will find yourself in a conversation to try to discover why you do not like them. On the other hand students have bad tempered according to their age for instance teenagers; they present this behavior to catch someone's attention.

5.1.2 AN EFFECTIVE CLASSROOM MANAGEMENT

The following paragraphs state the four principal aims, the teacher should achieve in his/her daily educational routine.

5.1.2.1 KNOW WHAT YOU WANT, AND WHAT YOU DO NOT WANT.

To establish rules and give your students the opportunity to say what they think about the rules set. And teacher needs to be flexible with the aspects that the students do not agree with, to maintain educative excellent atmosphere.

5.1.2.2 SHOW AND TELL YOUR STUDENTS WHAT YOU WANT.

As teacher, the attitude you show is what students will follow; it means, if you are punctual, your students will be; if you are respectful, your students will act so; if you are responsible, you must be sure, you will obtain exceptional outcomes.

5.1.2.3 WHEN YOU GET WHAT YOU WANT, ACKNOWLEDGE IT.

After you have obtained the expected results, demonstrate and admit your admiration to students. And continue practicing a constant motivation during the period of class.

5.1.2.4 WHEN YOU GET SOMETHING ELSE, ACT QUICKLY AND APPROPRIATELY.

“When students present an inappropriate behavior in class, act fast and in an effective way, to avoid future inconvenient. Other side if your learners fulfill the activities, the rules and all you desired; congratulate and encourage them to maintain always this level of responsibility.”²⁴

²⁴ www.education-world.com/preservice/learning/management.shtml

5.2 CLASSROOM BEHAVIOUR PROBLEM AND TECHNIQUES TEACHERS SHOULD USE TO BETTER DISCIPLINE.

5.2.1 BEHAVORISM

5.2.1.1 DEFINITION

The behavior encloses some definition one of the most important is the following:

“It is an approach to the study of psychology that concentrates exclusively on observing, measuring and modifying behavior”.²⁵

5.2.1.2 TEACHER’S ROLE

The role of a teacher is to facilitate and help remove those barriers. It should not be the role of a teacher to assume responsibility for the motivation of the student. Teachers do not generally want to give control to their students.

Teachers are instructed that the mark of a good teacher is that the teacher is in control of the class. The amount of control that teachers have in the class is often seen, by the administration as a measurement of the quality of a teacher.

Administrators are usually happy if a teacher never sends a student to the office and interpret this as proof that the teacher is in control and must be doing a good job.

²⁵ www.encyclopedia.com

Teachers are afraid of losing control if students have increased autonomy. Control is an issue with which many people in management have had to struggle. Although somewhat cyclic in its application, the business world has only in the last couple of decades really accepted the idea that central control may not be the best choice of management.

Control of students by teachers tends to be regarded as the goal of classroom discipline. This emphasis on control is so pervasive that control by teachers is often seen by educators as more important than the learning that goes on in the classroom.

The control is necessary for the psychological balance in one's life. It is a common trait of human beings to want control in their lives. In schools this is carried to such an extent that discipline itself is often seen as synonymous with control. "In schools, the most widely and practiced interpretation of the word discipline is control".²⁶

Classroom Planning, management and instructional skills are also considered important teacher characteristics.

Teachers must demonstrate that they possess these skills during student teaching. One teacher characteristic that has been consistently related to student achievement, but which is not systematically measured is teacher efficacy. Teacher efficacy relates to a teacher's belief that students in his or her classroom can learn and that he or she can teach.

There are a variety of student's characteristics that define a person's unique style and impact a student's performance in the classroom and, ultimately, student achievement.

Rules are meant to control, not inspire. Rules are necessary in games, but between people they immediately create an adversarial relationship. Whether in a general, special or inclusive classroom, teaching is a challenge.

²⁶ Wlokwski, 1982, p.2

Handling 30 different kids, teenagers or sometimes adults too with individual needs and varying attention spans can confound even the best teachers.

5.2.1.3 SETTING EXPECTATIONS FOR BEHAVIOUR

Teachers should identify expectations for student behavior and communicate those expectations to students periodically.

Rules and procedures are the most common explicit expectations. A small number of general rules that emphasize appropriate behavior may be helpful. Rules should be posted in the classroom. Compliance with the rules should be monitored constantly.

“Do not develop classroom rules you are unwilling to enforce. Because desirable student behavior may vary depending on the activity, explicit expectations for the following procedures are helpful in creating a smoothly functioning classroom: beginning and ending the period, including attendance procedures and what students may or may not do during these times.”²⁷

- Use of materials and equipment such as the pencil sharpener, storage areas, supplies, and special equipment.

- Teacher-Led Instruction

- Seatwork

- How students are to answer questions - for example, no student answer will be recognized unless he raises his hand and is called upon to answer by the teacher.

- Independent group work such as laboratory activities or smaller group projects.

²⁷ www.amazon.com/exec/obidos/ASIN/adprimaeducation/

Remember, good discipline is much more likely to occur if the classroom setting and activities are structured or arranged to enhance cooperative behavior.

5.2.2 GUIDELINES FOR EFFECTIVE CLASSROOM DISCIPLINE

“Applies primarily to praise associated with instruction and student performance.”²⁸

Effective Praise	Ineffective Praise
1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment	1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment
2. Specifies the praiseworthy aspects of the student's accomplishments	2. Is general or global, not specifying the success.
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.	3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given for genuine effort, progress, or accomplishment which is judged according to standards appropriate to individuals.	4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides information to students about their competence or the value of their accomplishments.	5. Provides no meaningful information to the students about their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.	6. Orients students toward comparing themselves with others.
7. Attributes student success to effort and	7. Attributes student success to ability

²⁸ www.theteachersguide.com/classroommanagement.htm

ability, implying that similar successes can be expected in the future.	alone or to external factors such as luck or easy task.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.	8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc.

5.2.2.1 MANAGING STUDENTS ACADEMIC WORK

Effective teacher-led instruction is free of:

- Ambiguous and vague terms
- Unclear sequencing
- Interruption

Students must be held accountable for their work. The focus is on academic tasks and learning as the central purpose of student effort, rather than on good behavior for its own sake.

5.2.2.2 MANAGING INAPPROPRIATE BEHAVIOUR

Address instruction and assignments to challenge academic achievement while continuing to assure individual student success.

“Most inappropriate behavior in classrooms, that is not seriously disruptive and can be managed by relatively simple procedures that prevent escalation. Effective classroom managers practice skills that minimize misbehavior.

Monitor students carefully and frequently so that misbehavior is detected early before it involves many students or becomes a serious disruption.”²⁹

Act to stop inappropriate behavior so as not to interrupt the instructional activity or to call excessive attention to the student by practicing the following unobtrusive strategies:

Moving close to the offending student or students, making eye contact and giving a nonverbal signal to stop the offensive behavior.

Calling a student's name or giving a short verbal instruction to stop behavior.

Redirecting the student to appropriate behavior by stating what the student should be doing; citing the applicable procedure or rule.

5.2.2.3 PROMOTING SUITABLE USE OF CONSEQUENCES

In classrooms, the most prevalent positive consequences are intrinsic student satisfaction resulting from success, accomplishment, good grades, social approval and recognition.

Students must be aware of the connection between tasks and grades. Frequent use of punishment is associated with poor classroom management and generally should be avoided.

When used, negative consequences or punishment should be related logically to the misbehavior.

Milder punishments are often as effective as more intense forms and do not arouse as much negative emotion.

²⁹ Anderson, L., & Block, J. (1977). Mastery learning. In D. Treffinger, J. Davis, & R. Ripple (eds.), *Handbook on teaching educational psychology*. New York: Academic Press.

Misbehavior is less likely to recur if a student makes a commitment to avoid the action and to engage in more desirable alternative behaviors.

Consistency in the application of consequences is the key factor in classroom management.

5.2.2.4 ISSUES/SOLUTION SUGGESTIONS

They are not stupid and they can hear what is being said. They just don't necessarily understand the language or culture, yet.

They come from a variety of backgrounds, even in the same country. For example schooled, unschooled, Americanized.

It is easy to misunderstand body language and certain behaviors. For example, eye contact, spitting, chalk eating, etc. Don't assume they understand something just because it seems simple to you. Simplify, boil, down.

Even when they have lost their accent, they often misunderstand common words and phrases. Correct repeated patterns or mistakes.

5.2.3 SETTING THE CLASSROOM ATMOSPHERE

5.2.3.1 MAKING A CONECTION BETWEEN FACULTY AND STUDENTS

“Students can feel disconnected and disoriented in a new class. Returning students might bring emotional remnants of negative high school experiences with them to their first college classroom”³⁰.

³⁰ University of Phoenix. Classroom Discipline Problem Solver

BREAKING THE ICE

It is essential in establishing this connection. In Planning for the first day of class, you found solid advice for the first day of class.

SHARE YOUR MEMORIES

Share your memories of your best and your worst instructors when you were a student. Let them know that you are evolving as an instructor and hope to develop into one that learns to meet student's expectations.

DISTRIBUTE A QUESTIONNAIRE

We can distribute a single page (confidentially and with a clear statement that the decision to not answer the questions does not constitute lack of participation) for students' e mail address, phone number, age, number of children, hobbies, favorite books, expectations about the class, favorite movies, music, number of hours worked, special information that would help them succeed in the class, favorite subject in high school, plan of study, and more.

Answers to the questionnaire are later discussed with the class in terms of averages and areas of interest. Often students make connections with each other when they hear commonalities.

LET STUDENTS KNOW WHAT YOU WANT THEM TO CALL YOU

"Miss, Mr, Mrs, Ms", First Name, Professor, or Dr." are the choices most commonly agreed upon. Remember, some students will not feel comfortable being requires calling you by your first name based on cultural background or prior educational experience, so

it is recommended that they are not forced to do so. Conversely, be aware that some students interpret the informality of being on a first name basis or the discovery of commonalities as permission to try to bend boundaries or challenge standards. There is much to be gained from balancing friendliness with expectations.”³¹

ANNOUNCE YOUR BOUNDARIES FOR COMMUNICATION

Be it e- mail or talking after class, let them know what you will and will not accept. Tell students that you want to have outside of class communications but you need a certain amount of time for replies and need courtesy in communication.

WALK YOUR TALK

Give students a list of things and behaviors they can expect from you. If you agree to give assignments back graded within one week, do so. Avoid contradicting yourself or appearing indecisive. Model the behaviors you expect of your students.

ALLOW STUDENTS TO FORM A LIST OF EXPECTATIONS THEY HAVE FOR YOU, THE INSTRUCTOR

This can serve to empower students as well as provide a forum to discuss what their fears, concerns, expectations and needs as students really are.

This activity will most likely aid in the classroom sense of fairness and serve to prevent later challenges to fairness and or documentation issues by students.

³¹ Hummel, J., & Huitt, W. (1994, February). [What you measure is what you get](#)

5.2.3.2 MAKING A CONNECTION BETWEEN STUDENT TO STUDENT

Research into student retention suggests that students drop out of college most frequently citing lack of connection as the key factor. With this in mind, it is good practice to pepper the first few classes of the term with connection building activities.

Having established a connection amongst peers, student will be more likely to contact each other outside of class for support, ask each other for missed notes, feel safer to offer answers aloud during discussions, and ask for advice regarding other academic and personal concerns.

One of the most gratifying feelings as a new faculty was to witness my students staying after class to chat informally.

5.3 IMPORTANCE OF THE CLASSROOM MANAGEMENT ON THE TEACHING – LEARNING PROCESS”.

5.3.1 TEACHING LEARNING PROCESS

5.3.1.1 DEFINITION

“The Teaching Learning Process reflects consistently a commitment to promote equality of opportunity and to challenge prejudice and discrimination. Staff contextualizes their subject in ways that reflect social and ethnic diversity both in the virtually invisible and undermine their confidence and capacity to participate.

In contrast, acknowledging the positive importance of the ethnic background and socio-cultural experience of learners and the impact of these factors on their knowledge, skills and values, good teaching and promotes learner participation. It also leads to teaching and learning tailored to learners current and potential future situations”³².

Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

5.3.1.2 IMPORTANCE

The Teaching Learning Process constitutes a dialectic true pair in which, respect to the first component, it must be organized and developed so that, results as it is: a facilitator element of the knowledge appropriation taking into consideration the objectivity reality.

³² www.wikipediaencyclopedia.com

Also, it can be considered as a nature process extremely complex characterized by the acquisition of a new knowledge, skill or capacity, focusing on this process, is necessary believe it really as learning, instead of a simple impression or a temporary retention.

5.3.1.3 TEACHING LEARNING PROCESS COMPONENTS

Planning

Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom

“Determining teaching priorities allows the educator to organize and rank order his/her responsibilities.

Teaching priorities are derived from the previous assessment and are based on both facility needs and staff needs.

Once the educator determines the top teaching need and establishes the broad idea or topic, he/she can then continue with the planning phase of the teaching-learning process. The content is the material that the educator will teach and is determined by learning objectives. Sources for content include in-house data, in-house policy/procedure manuals, resources from regulatory agencies, textbooks, handbooks, nursing journals, periodicals, the Internet, and experts in the field.

Content should be accurate, current, and adjusted for characteristics of the learner (age, educational level, employment background, culture, reading level). Time constraints and availability of resources should also be considered when selecting content.”³³

When developing a teaching plan, the educator should be attentive to the ordering of behavioral objectives and the organization of content and learning experiences.

³³ Araujo Betty. Curso para docentes. Pag.5-9. Ediciones Educativas Santillana

Evaluation

It is important to have the learner evaluate all aspects of the teaching-learning process. Evaluation should include consideration of the following – the timing, the teaching strategies, the amount of information, the environment, and whether the objectives were met. It is also a good time to determine perceived learning needs of the learners. This information will serve as valuable input for future teaching activities.

“The evaluation is the appreciation and analysis of the situations occurred in the classroom and its environment. It means, it involves all the curricular elements in order to manage decisions to get better the classroom process.”³⁴

The teacher should use feedback from learner evaluations to modify the present teaching activity and consider the feedback when developing future teaching activities.

5.3.1.4 TEACHING AND LEARNING MODELS

The most important long-term outcome of instruction may be the student’s increased capabilities to learn more easily and effectively in the future, both because of the

knowledge and skill they have acquired and because they have mastered learning processes.³⁵

That implies that a major role in teaching is to create powerful learners.

³⁴ Araujo Betty. Curso para docentes. Pag 14-17. Ediciones Educativas Santillana

³⁵ Joyce, & Weil M. Assessing the role of educational technology in the teaching learning process.

WHERE DO MODELS OF LEARNING/TEACHING COME FROM?

A model of teaching is a description of a learning environment.

The descriptions have many uses, ranging from planning curriculums, courses, units and lessons to designing instructional materials - books and workbooks, multimedia programs, and computer - assisted learning programs.

The "descriptions" have been designed for a variety of different settings and can be adjusted to the learning styles of students and to the requirements of the subject matter.

DESIGNING INSTRUCTION TO SUPPORT STRATEGIC LEARNING

Different learners aiming for the same goal generate different plans and steps for getting there. Because individuals have their own optimal pathways for learning strategic skills, teaching approaches and tools need to be varied. Based on our knowledge of how strategic networks function, we can recommend the following teaching methods to support strategic learning.

PROVIDE FLEXIBLE MODELS OF SKILLED PERFORMANCE

Learning to generate patterns (how to do something) requires developing a mental model of the pattern in question. Developing internal models requires exposure to external models of expert performance and to counter-examples that demonstrate incorrect execution.

“Teachers can present models of processes in a variety of contexts (as one-on-one instruction, in small groups or as a whole class, live or at a distance, online or in person), using a variety of media (video, speech, text, diagram, animation). Exposure to multiple models showing different, effective ways to do something helps learners distill the critical features of a process, different ways it can be accomplished, and where the opportunities exist to inject their own creative means to that end.”³⁶

PROVIDE OPPORTUNITIES TO PRACTICE WITH SUPPORTS

To achieve complex strategic goals like playing tennis, driving a car, or writing a research paper, a learner must automatize, or over-learn, the individual steps in the process until each is automatic. Only when the subcomponents come automatically can a tennis player concentrate on game strategy, a driver concentrate on destination and route, and a student concentrate on the style and clarity of the research paper. This requires extensive practice.

Because complex strategic patterns are impossible to learn all at once, teachers usually direct students to practice individual subcomponents of the process. But we also know that practicing skills in context is more effective than practicing skills in isolation. To support contextual practice, teachers can go over some parts of the process so that learners can focus on strengthening their abilities in other parts. Scaffolds reduce the degrees of freedom in order to focus the learning in specific areas.

PROVIDE MULTIPLE MEDIA AND FORMATS

Delivering ongoing, relevant feedback is critical when teaching skills.

³⁶ Joyce, B., & Weil, M. Assessing. The role of educational technology in the teaching learning process.

Learners need to know if they are practicing effectively, and if not, which aspects of the practice process they need to change. If the ball is repeatedly hitting the net, the novice server knows that something is wrong? but what? Is the toss too low? Is the swing too late? Is the step forward too large? Without feedback, the learner doesn't even know if these are the right questions to ask!

Feedback can come in many forms. The aspiring tennis player can watch a video of her, listen to her coach's observations, watch a demonstration of what she is doing versus the correct approach, or read a write-up of her game in the newspaper. And it is important to point out that feedback is most effective when it is provided in an ongoing fashion? Supporting course corrections and building learners' confidence about things that are going well.

But even students fortunate enough to have one-to-one instruction don't have their teachers around during every practice session.

Thus, helping learners develop self-monitoring skills may be the very best way to ensure ongoing feedback for all practice.

OFFER FLEXIBLE OPPORTUNITIES FOR DEMONSTRATING SKILL

Another essential part of teaching a strategic skill is providing learners with chances to demonstrate that skill. Demonstration challenges learners to consolidate and apply all parts of the process. It also elicits feedback from a broader audience.

The budding pianist performs in recitals; the student gives an oral presentation, displays a poster, or shares a written paper. In this way, demonstrating skills and knowledge can factor powerfully into motivation, helping learners experience the "why" of learning.

5.3.1.5 LANGUAGE TEACHING METHODS

The Grammar-Translation Method: “This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language.” The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge.³⁷

The Direct Method: sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language. “This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary.”³⁸

The method relies on a step-by-step progression based on question-and-answer sessions which begin with naming common objects such as doors, pencils, floors, etc. It provides a motivating start as the learner begins using a foreign language almost immediately. Lessons progress to verb forms and other grammatical structures with the goal of learning about thirty new words per lesson.^[2]

The Communicative Approach Method: it emphasizes interaction as both the means and the ultimate goal of learning a language.

³⁷ (O’Grady, et al. 1993).

³⁸ Diller, Karl Conrad (1978). The Language Teaching Controversy. Rowley, Massachusetts: Newbury House. [ISBN 912066-22-9](#)

It focuses on the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.

This approach argues that “merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication.”³⁹

The Audio-Lingual method: It was developed around World War II when governments realized that they needed more people who could conduct conversations fluently in a variety of languages, work as interpreters, code-room assistants, and translators.

This "informant method" had great success with its small class sizes and motivated learners.

“The audio-lingual method in some sense represents a return to the direct method, as its main goal is to develop native-like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Audio-lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills or patterns are to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits.”⁴⁰

Total Physical Response Approach: “It takes into consideration the silent period deemed necessary for some language second learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language.

³⁹ Van Hattum, Tom (2006) *The Communicative Approach*

⁴⁰ Celce-Murcia, Marianne. 1991. Ed. *Teaching English as a Second or Foreign Language*

These demands eventually become more complex.”⁴¹ For example, Walk to the door becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts.

The Silent Way: It is a discovery learning approach, invented by Caleb Gattegno in the 1950s. The teacher is usually silent, leaving room for the students to explore the language. They are responsible for their own learning and are encouraged to interact. The role of the teacher is to give clues, not to model the language.

The Natural Approach: The aim of the Natural Approach is to foster the communicative competence, not grammatical perfection.

At the beginning of class, the emphasis is on listening. The teacher presents the students with a variety of easy to understand material (input). This input is always one level above the students’ communicative competence. This way, the students develop the ability to speak in the foreign language. Competence in a language cannot be learned. It has to be acquired. In class, the teacher should try not to use the students’ mother tongue at all.

“The production of speech, as a response to listening, is developing over several stages:

- A nonverbal answer
- A one-word answer
- A two or three-word answer
- A short-sentence answer
- A compound-structural answer

⁴¹ (O’Grady, et al. 1993).

At the beginning of the process of acquiring the language, the students speak without grammatical correctness.

Slowly, because of additional reception and production, their ability to communicate verbally enhances. In class, grammatical mistakes that do not hinder the process of communicating are not corrected.”⁴²

5.3.2 CLASSROOM PROCESSES

One of the most important categories, at least from the perspective of the educational institution and educational psychology, is the Classroom Processes category.

This includes all the variables that would occur in the classroom. There are three subcategories: Teacher’s Behavior, Teacher as reflective practitioner, Teacher’s beliefs, Beliefs about learners, Beliefs about learning, Teacher’s beliefs about them.

5.3.2.1 TEACHER’S BEHAVIOUR

WHAT DO TEACHERS BRING TO THE TEACHING-LEARNING PROCESS?

“Knowledge does not belong to a teacher who is supposed to deliver it; it is rather the result of social interaction and the meanings the teacher and the students construct together”⁴³. This process is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more knowledgeable, is called upon to act,

⁴² Celce-Murcia, Marianne. 1991. Ed. Teaching English as a Second or Foreign Language

⁴³ www.proteacher.com/030000.shtml

among other things, as a mediator, influencing and being influenced by the students, who happen to lack this knowledge. In reality, this process is far more complicated than it seems, as there are a host of factors that affect its outcomes, for example, learner abilities, the classroom environment, infrastructure, etc.

Here, we will only examine the role of the teacher and his/her contribution to (language) learning. Of course, teachers in the real world come in all shapes and sizes, exhibiting a wide range of different personalities, beliefs and ways of thinking and working. Thus, we cannot hold that someone who uses methods and models of teaching that differ from the ones informed by research is necessarily a "bad teacher."

After all, the present paper is a far cry from a list of injunctions or guidelines on effective teaching. Its main purpose is to draw our attention to a vast theoretical plane, of which language teaching is only a small part.

5.3.2.2 THE TEACHER AS REFLECTIVE PRACTITIONER

It stands to reason that, if teachers are to be effective in the approaches they decide to take, they should act in accordance with their espoused beliefs. In reality, though, this is hardly the case.

"There is usually a discrepancy between what teachers say they believe and the ways in which they act"⁴⁴. What could resolve this discrepancy is an attempt to help teachers become "reflective practitioner, thereby subjecting their professional practice to ongoing critical reflection and making clear their own particular world view.

⁴⁴ www.proteacher.com/030000.shtml

This critical reflection can be fostered by means of asking a number of questions:

- What do my practices say about my assumptions, values and beliefs about teaching? Where did these ideas come from?
- What views of power do they embody?
- Whose interests do my practices seem to serve?

While critical reflection is not negative in its own right, it does imply that teachers should be cognizant of their belief systems, in order to monitor how far their actions reflect those beliefs. However, in keeping with constructivism, becoming effective and autonomous is a shared process, whereby both teachers and learners monitor, reflect, and act. Thus, a teacher needs to look both inwards and outwards. She needs to become aware of others' points of view, as well as her own beliefs - about learners, about learning per se, and about herself.

5.3.2.3 TEACHER'S BELIEFS

Beliefs cannot be defined or evaluated, but there are a number of things that we should know about them. Beliefs are culturally bound and, since they are formed early in life, they tend to be resistant to change. By virtue of the fact that they are difficult to measure, we almost always have to infer people's beliefs from the ways in which they act rather than from what they say they believe.

5.3.2.4 BELIEFS ABOUT LEARNERS

Teachers hold any or a combination of beliefs about their students. There are at least seven different ways in which teachers construe learners and that such evaluative constructions have a profound influence on their classroom practice. So, according to him, learners may be construed as:

- resisters
- raw material
- clients
- partners
- individual explorers
- individual explorers
- democratic explorers

These constructs are seen in terms of a continuum which mirrors the nature of the teacher-learner power relationship. Thus, the first three constructs are teacher dominated, whereas the latter involve learner participation.

More specifically, the notion of learners as resisters sees learners as recalcitrant individuals who do not wish to learn. This assumption, however, gives rise to the assertion that punishment is the most appropriate way of overcoming such "recalcitrance."

An even more common conception of learners is one in which they are viewed as receptacles to be filled with knowledge. The teacher is seen as having a "jug" of knowledge which he pours into the learners.

5.3.2.5 BELIEFS ABOUT LEARNING

Teaching is not indivisible from learning. We can be good teachers only if we know what we mean by learning because only then can we know what we expect our learners to achieve. If our goal is to prepare our students to pass an exam, then this will affect the way in which we teach.

If we see foreign language learning as a perennial process which has social and cultural implications, then we will take a different approach to teaching it. The most approaches to learning can be subsumed under any of the following points:

- a quantitative increase in knowledge
- memorisation
- the acquisition of facts and procedures which can be retained and / or used in practice
- the abstraction of meaning
- an interpretative process aimed at the understanding of reality
- some form of personal change

5.3.2.6 TEACHER'S BELIEFS ABOUT THEMSELVES

“For humanistic teachers, teaching is essentially a personal expression of the self, which has particular implications with regard to teachers' views of themselves, since a teacher who lacks self-esteem will not be able to build the self-esteem of others.

The teacher who does not accept his learners for who they are makes it difficult for them to accept themselves.

By the same token, the teacher's language needs to impart a sense of self confidence in using the language, while at the same time respecting learners' attempts to communicate in the foreign language.”⁴⁵

5.3.3 STUDENT'S BEHAVIOR

There are a wide variety of Student Characteristics that have been related to classroom behavior and student achievement, engaged in the development of mastery learning have shown that when time to learn is allowed to vary, a student's prior knowledge is most important.

Other researchers have shown that when time to learn is held constant, as it is in most learning environments in classes, then a student's intelligence or academic ability is most important.

This issue of "time to learn" is very important. If we truly believe that everyone can learn and that it is important to learn, then it would seem we would make a greater effort to provide the appropriate time to learn. However, if we believe that ability is more important and that only the most capable individuals can learn all we want them to learn.

⁴⁵ Dimitrios Thanasoulas. What do teachers bring to the Teaching Learning Process? www.education-world.com/

Other student characteristics that have been found to be important include study habits, Age, Sex/Gender, Motivation, Learning Style, Cognitive development, Socio-emotional development, Moral and character development, and Race/Ethnicity.

In fact, the list of important student characteristics is so long entire books have been written on them. The student characteristics also influence **teacher attitudes** and **teacher efficacy**.

“Finally, the **student's achievement level** is an outcome of all previous factors and variables. It is hypothesized that there is a cyclical relationship among the variables. The main concept is that achievement in a specific classroom during a particular school year is not an end in itself.

It is reinterred into the social climate of the school image and the entire process begins all over again. It implies that change can be made at any point along the way. These changes will affect school achievement, which will continue to affect the social climate of the school.”⁴⁶

⁴⁶ www.theteachersguide.com/ClassManagament,htm

6. HYPOTHESIS

6.1 GENERAL HYPOTHESIS

- The Teacher's Leadership influences on the student's learning process, among the students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado". Academic Period 2009-2010. Morning Section

6.2 SPECIFIC HYPOTHESIS

- The teacher does not consider the Classroom Management styles into the students' learning on the Teaching Learning Process among the students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado". Academic Period 2009-2010. Morning Section
- The class is interrupted by students with their disruptive activities, affecting in this way the Teaching Learning Process with the students of 1st, 2nd and 3rd years of High School Curriculum at "Pio Jaramillo Alvarado". Academic Period 2009-2010. Morning Section

7. METHODOLOGY

This work will show its realization with the most common and useful methods of investigation.

Therefore where Descriptive investigation is carried out, the researchers require practicing a true methodology.

As you know exist some methods that help us to obtain excellent results in our researches.

7.1 METHODS

To carry out this investigation is necessary to choose the appropriate methods to develop and analyze all the gathered information. Likewise those are very useful to follow all the steps in the research.

- ❖ **SCIENTIFIC METHOD:** This method is the most appropriate because it is based on the written on handbooks. What the researchers will do is contrasting, comparing and analyzing with the theories gotten to carry out the investigation.

- ❖ **INDUCTIVE AND DEDUCTIVE METHOD:** A hypothesis is necessary to carry out these methods, because it is arrived from a particular to a general thing, and in other cases from general to particular one.

It means researchers start working with the first variable being Classroom Management, and its impact on the second variable it is Teaching Learning Process, in such a way the hypothesis can be proved or rejected.

❖ **DESCRIPTIVE METHOD:** It is useful in the description of the place where the research will be carried out. Also with this method the research group can detail criterions about field investigation in relationship with our society. It serves us as a help to know the social situation given in the problem research.

❖ **ANALITIC – SINTHETIC METHOD:** The researchers will take advantage of this method to observe the causes, the nature of the phenomena and object that will be studied, in order to comprehend the essential reality of the problem in the research. Also, the research group will take into in consideration the determination and analysis of the problem and how to determine the two variables: independent and dependent ones.

❖ **EXPLICATIVE METHOD:** As its name says, it can be used to explain all about the theoretical reference the researchers have gotten during the process.

To the graphic demonstration the research group will interpret the data collected by means of statistics representation and numbers, previously to analyze and point out the level of significance, relationship and concordance between the variables and in this way to verify the hypothesis.

7.1.1 TECHNIQUES

The techniques that will help us in the development of the present work are:

- ❖ Bibliographical: It will contribute with the indispensable information to build up the work. By means of summaries, calculation files, conceptual maps, and so on.
- ❖ Survey: It will be for collecting data in the educative area and also to obtain the suitable information to continue elaborating the scientific process.

It will be made in a direct form to the English Teachers and students knowing their opinions about the Classroom Management into the Teaching Learning Process.

All the information collected, is studied with the proper results and analysis of the topic.

7.1.2 TOOLS

The instruments of field investigation will be used according with the appropriate technique because the questionnaires are popular means of collecting data. Everything constituted in relation with the two variables.

The surveys will be submitted to students and the English teachers that will be considered in this research.

To the hypothesis verification will include qualitative variables, therefore it will be verified by means of the deductive hypothetical process, and next, the group work will take the decision based on a logical analysis of the revealed experience through the field investigation.

The final report will be organized by chapters and subheadings that permit to understand in a clear way the sequence of this process.

Finally we have to state the conclusions in a critical position according the investigated theme, in this part we will make a look toward the traveled road and in relations with the problems the researchers will establish them.

In agreement with the conclusions we will propose the due recommendations to facilitate the possible solutions at the most relevant difficulties found during the developed study.

7.2 POPULATION

The population of this research is represented for some English teachers of “Pio Jaramillo Alvarado” High School and with the students of 1st, 2nd and 3rd years of High School Curriculum. Morning Section.

POPULATION

“PIO JARAMILLO ALVARADO” High School

ENGLISH TEACHERS	5 Teachers
STUDENTS	Number of Students
First Year of High School Curriculum	180 students
Second Year of High School Curriculum	28 students
Third Year of High School Curriculum	60 students
Total of Students	268 students

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH RESOURCE

8.1 RESOURCES

8.1.1 RESEARCHERS:

- Liliana Fernanda Celi Celi
- Cristina Vanessa Dominguez Bustamante

INSTITUTION:

- “Pio Jaramillo Alvarado” High School
- English Language Teachers of 1st, 2nd and 3rd years of High School Curriculum and the students whom are in those levels.

8.1.2 MATERIAL RESOURCES

- Computer
- Copies
- Paper
- Internet
- Dictionary
- Notebooks
- Flash Memory

8.2 BUDGET

ITEM	COST
Office Material	\$50, 00
Transportation	\$60, 00
Internet	\$15, 00
Copies	\$6,00
Print	\$40, 00
Unforeseen	\$100, 00
Total	\$ 271, 00

8.3 FINANCING

The present investigation will be financed by the people who are going to do this research work.

9. CHRONOGRAM

Months Activities	June 2009				Decemb er 2009				March 2010				June 2010				Septemb er 2010				June 2011			
Choosing Theme	x			X																				
Organization of the project																								
Presenting project					x		x																	
Reviewing and Approving Project									x		x													
Development of the thesis														x		x								
Analysis of the surveys Conclusions Suggestions																	x			x				
Final revision and approving of the Thesis.																					x		x	
Graduation Ceremony																							x	

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- ✓ www.proteacher.com/030000.shtm
- ✓ www.teachnet.com/how-to/manage/tattling100600.html
- ✓ www.amazon.com/exec/obidos/ASIN/adprimaeducation/
- ✓ www.education-world.com/preservice/learning/management.shtml
- ✓ www.esl-kids.com/games/
- ✓ www.esl-kids.com/siteforteachers/
- ✓ (O'Grady, et al. 1993).

11. ANNEXES

INSTRUMENTS

NATIONAL UNIVERSITY OF LOJA
EDUCATION, ART AND COMMUNICATION AREA
ENGLISH LANGUAGE CARREER

TEACHER'S SURVEY

Dear Teacher: In order to develop our thesis project focused on the Classroom Management, we need your collaboration answering the following questions relating with this thematic. Hoping a positive answer we extend our regard.

CLASSROOM MANAGEMENT

1. How you define Classroom Management?

.....
.....

2. Do you think that Classroom Management is an important thematic on the Teaching Learning Process?

Yes ()

No ()

Why?.....
.....

3. Which of the following activities do you use to start the class?

Warm up ()

Reflection ()

Lesson ()

Collecting homework ()

Others:.....
.....

4. In your daily planning, do you include some didactic material?

Yes ()

No ()

Which ones?

.....
.....
.....

5. Do you encourage your students to make resources to decorate and arrange the classroom? (Mark with an x which options you do)

Yes ()

No ()

Word phrases ()

Labels ()

Sayings ()

Word order ()

Pictures ()

Collages ()

Others:.....
.....

6. How is your relation with your students?

Excellent ()

Very Good ()

Bad ()

Why?.....
.....

7. In agreement with the rules set up, do your students try to complete them all the time?

Yes () No ()

Explain.....
.....
.....

8. During the class development, which of these interruptions do your students do in class?

Foods ()

Gums ()

Cell phone ()

Chit chat ()

Repeated tardiness ()

Bad words ()

Laughs ()

Reviewing others subjects ()

Exits ()

Verbal Threats ()

Disrespectful Behavior ()

Refusal to participate or speak ()

Others:.....
.....

9. Do you usually arrange the classroom according the activities?

Yes ()

No ()

Why?.....
.....

10. What are the effects that produce arrange the classroom for you?

Major interaction of the students ()

Major attention in class ()

Better class environment ()

Control total of the class ()

Nothing ()

Others:.....
.....

11. What is the method that has helped you to support the book you work with to get a successful learning?

Grammar Translation ()

Natural Approach ()

Communicative Learning ()

Silent Way ()

Total Physical Response ()

Audio-Lingual ()

THANKS FOR YOUR COLLABORATION

INSTRUMENTS

NATIONAL UNIVERSITY OF LOJA
EDUCATION, ART AND COMMUNICATION AREA
ENGLISH LANGUAGE CARREER

STUDENT'S SURVEY

Dear Student: In order to develop our thesis project focused on the Classroom Management, we need your collaboration answering the following questions relating with this thematic. Hoping a positive answer we extend our regard.

1. Which of the next activities, does your teacher do at the beginning of the class?

Dynamics	()
Songs	()
Lesson	()
Collection of the homework	()
Motivation	()
Conversation about the present topic	()
Remaining of the last class	()

Others:.....
.....

2. Do you think that your teacher plan a correct distribution of the time in each class?

Yes () No ()

Why?.....
.....

3. How do you consider your teacher's performance and his or her attitude?

Excellent	()
Very Good	()
Good	()
Regular	()

Why?
.....
.....

4. Which of these actions do you do in the classroom?

Gums	()	Refusal to participate	()
Use the cell phone	()	Bad words	()
Tardiness	()	Laughs	()
Exists	()	Reviewing others subjects	()

Others:.....
.....

5. How can you define your participation in class?

Very Good	()
Good	()
Regular	()

6. Do you respect the rules established by the teacher?

Yes	()	No	()
-----	-----	----	-----

Why?.....
.....

7. Have you ever made some didactic material to arrange the classroom?

Yes	()	No	()
-----	-----	----	-----

Which ones?
.....
.....

8. How often does your teacher arrange the class?

Constantly	()
Sometimes	()
Never	()

9. Do you think that arrange the class constantly is better for you?

Yes	()	No	()
-----	-----	----	-----

Why?.....
.....

THANKS FOR YOUR COLLABORATION