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TITLE

APPLICATION OF CLASSROOM RULES TO IMPROVE DISCIPLINE AMONG 3RD YEAR STUDENTS IN PARALLEL "A" AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC PERIOD 2013 – 2014

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Thesis as a previous requirement to obtain the Bachelor´s Degree in Sciences of Education: English Language Specialization.

</div>

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CERTIFIES:

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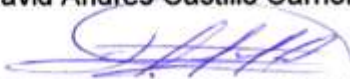
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THE AUTHOR

DEDICATION

To my family and friends. A special feeling of gratitude to my loving parents, Teresa and Simon whose words of encouragement and tenacity, have motivated throughout my life. To my sister Daniela, who has never left my side, I extend a special dedication.

I also dedicate this work to my friends who have supported me throughout the process. I will always appreciate all they have done, especially Javier, Rodrigo, Jamil, Luis and Diegofor helping me during this important process in my life.

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a. TITLE

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b. RESUMEN

Este estudio es una investigación-acción que se realizó con treinta y un estudiantes en la Unidad Educativa Anexa a la Universidad Nacional de Loja escuela pública. El objetivo del trabajo de investigación fue mejorar la disciplina a través de la implementación de reglas de clase con estudiantes de tercer año "A". Los instrumentos usados para medir la percepción de los estudiantes sobre reglas del aula y disciplina fueron los cuestionarios, la hoja de observaciones de seguimiento y una entrevista al docente hecha por el investigador. A través del plan de intervención de siete sesiones, este estudio exploró una relación potencial entre reglas del aula y la cantidad de interrupciones en la clase. Como conclusión, la aplicación de las reglas de la clase contribuyóa mejorar la disciplina de los estudiantes en las clases de inglés.

ABSTRACT

This action researchstudywas carried out with thirty one students atUnidadEducativaAnexa a la Universidad Nacional de Loja public school. The purpose of the action research work was to improve the discipline through the implementation of classroom rules with third year "A" students. The instruments used to measure the students' perception about classroom rules and discipline were the questionnaires, the tracking observation sheet and a teacher interview made by the researcher. Through the intervention plan of seven sessions, this study explored a potential relationship between classroom rules and the amount of disruptions in class. As a conclusion, the applications of classroom rules contributed to improve the students' disciplinein the English classes.

c. INTRODUCTION

This study was focused on the application of the classroom rules to improve the discipline with children from six to seven years old in a public school. The students had English classes twice a week without a good classroom environment that motivate and facilitate the learning of the English Language. Bearing this in mind,the researcher developed the following question: How does the application of classroom rules improve the discipline among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2013 – 2014?

This research work was chosen in order to improve students´ discipline through the application of classroom rules in the English classes. This study helps third year students of Basic Education to create a good atmosphere in the classroom. Moreover, this action research increases the educative level and prestige of this institution, contributing to the improvement of the learning process among the students. Similarly, the researcher is beneficiated because gains experience on how to apply classroom rules to improve the discipline. Also, this research work has not be done before in the English Language Department of the Universidad Nacional de Loja neither at Unidad Educativa Anexa a la Universidad Nacional de Loja

The current study worked with a sample of 31 third-A year students (third grade elementary school) in a public school. The action research

was assisted with an intervention plan. It had pre and post questionnaires, observation tracking progress and a check list during the intervention. This intervention was developed based students misbehavior of students in the classes. The lessons were reinforced with resources that enable students to improve their discipline.

This written report is organized in five sections: literature review, materials and methods (methodology), results, discussion and conclusions and recommendations. The literature review section summarizes information of classroom rules and discipline. Most of the discipline literature is based on information given Churchward (2009), Linda (1996) and contributions of works of similar researches. The materials and methods section detailed the design of the investigation, action research, the methods that help this study and the fine points that were considered in the study.

In the results section, the data received from questionnaires, observation and teacher interview are presented in tables and figures. A logical analysis is done after each table or figure where we can appreciate the student's progress during the intervention.

In short, this action research was a great practice not only for doing this study but also for gaining experience for the trainee teacher. The researcher learned more about new strategies that can apply with the students in the class. In addition, this work made the researcher reflectedaboutthe importance of making practice as teacher using a

specific resource before starting as a professional. Questionnaires were the instruments of data collection used in the intervention. They were essential for getting the qualitative data; equally important was the observation where the researcher could see the students' improvement in each lesson applied. Action research is a good development strategy for all people who want to resolve problems and gaining experience as a teacher, because through it the researcher is involving in the field of the problem.

The results contain the data obtained from the instruments, presented quantitatively in tables, graphics and with a coherent analysis. The discussion includes the collected data during the intervention plan in the school. The conclusions described the main improvements of the intervention and the recommendations contained some suggestions for future research.

d. LITERATURE REVIEW

Discipline

Definitions

Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a preestablished rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them,Tugba & Tekin (2010).

Garman & Walker(2010), explains that "Discipline is one of the most important parts of education, thus new generation knows, and learns their responsibilities; their bounds for social peace; where and how to behave with their own free will. Schools should always revise, renew and educate themselves because discipline is a process to be always continued due to security reasons and educational objectives".

Types of Discipline in the Classroom

Wahlig (1999), states that there are some kinds of discipline methods. According to him these are: Preventative Discipline, Supportive Discipline and Corrective Discipline:

Preventative Discipline

Teachers with effective classroom management strategies establish expectations, guidelines and rules for behavior during the first few days of class. Clearly explaining expectations is an essential component to preventative discipline. The goal of preventative discipline is to provide proactive interventions to potential disruptive behaviors by clearly explaining to students what behaviors are and is not appropriate.

In addition, the most basic component to preventative discipline is a concise outline about classroom expectations for students as well as for teachers; students need to know what is expected of them for the remainder of the class. Such guidelines might include rules regarding talking, homework or language use in the classroom. A preventative discipline strategy also establishes the types of consequences that will follow a forbidden act or behavior. Preventative discipline strategies create a safe, no confrontational classroom atmosphere in which students feel that they understand what is to come.

Supportive Discipline

Even the best laid preventative discipline strategies may fail periodically throughout the school year. When a teacher offers a verbal warning or a suggestion for correcting behavior while a student is disobeying an established classroom rule, the teacher is using supportive discipline. Supportive discipline is distinct from punishment in that it provides a student with suggestions and options for correcting a behavior

before a consequence is necessary. For example, if a student is wandering around the class after a teacher has announced it is time to sit down, the teacher may say, "I made the announcement that it is time to sit down. Find your seat so we can get started or I will need to hold you after class." The student has been given the option to accept or avoid further punishment; the behavior has been redirected through a teacher's supportive discipline strategy. Reminders, redirection and nonverbal communication are all examples of supportive discipline.

Corrective Discipline

When a student has failed to redirect her behavior after repeated attempts at supportive discipline, a teacher may opt for a corrective discipline strategy. Corrective discipline refers to the set of consequences delivered to students following an infraction. There is a wide degree of variation among corrective discipline strategies, some more effective than others. For example, engaging in a verbal altercation with a student is a corrective discipline technique, but it may escalate a volatile situation and undermine your authority as a teacher and leader. Corrective discipline strategies should be adapted to the students' age or grade level; though placing students in a time out may be effective for kindergarten, high school students are much less likely to comply with such provisions. Consistent application of consequences is an essential component of corrective discipline strategies.

Techniques for Better Classroom Discipline

Philip (2009), remarkedthat there are a variety of techniques can be used to have a better Classroom Discipline. The techniques are:

Focusing

Be sure you have the attention of everyone in your classroom before you start your lesson. Don´t attempt to teach over the chatter of students who are notpaying attention.

He states that inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.

Therefore focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

Direct Instruction

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

He remarks that an effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch up on work for other classes."

The teacher is more willing to wait for class attention when he knows there is extra time to meet his goals and objectives. The students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

Monitoring

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

On the other hand an effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences. She provides individualized instruction as needed.

Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

Modeling

McDaniel tells us of a saying that goes "Values are caught, not taught." Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior.

Also, if you want students to use quiet voices in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

Non-Verbal Cuing

A standard item in the classroom of the 1950's was the clerk's bell. A shiny nickel bell sat on the teacher's desk. With one tap of the button on top he had everyone's attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

He affirms that non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

Environmental Control

In addition, he claims that a classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject.

The author stands young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

Just as you may want to enrich your classroom, there are times when you may want to impoverish it as well. You may need a quiet corner with few distractions. Some students will get caught up in visual exploration. For them, the splash and the color is a siren that pulls them off task. They

may need more "vanilla" and less "rocky-road." Have a quiet place where you can steer these youngsters. Let them get their work done first and then come back to explore and enjoy the rest of the room.

Low-Profile Intervention

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

The author mentions that an effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way. "And you see, David, we carry the one to the tens column." David hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

Assertive Discipline

This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the

most widely known and practiced) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

Assertive I-Messages

A component of Assertive Discipline, these I-Messages is statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to..." or "I need you to..." or "I expect you to..."

The inexperienced teacher may incorrectly try "I want you to stop..." only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: "I wasn't doing anything!" or "It wasn't my fault..." or "Since when is there a rule against..." and escalation has begun.

Humanistic I-Messages

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child's behavior. "When you talk while I talk..." Second, relate the effect this behavior has on the teacher. "...I have to stop my teaching..." And third, let

the student know the feeling that it generates in the teacher. "...which frustrates me."

He affirms that a teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect. " The student did not talk during his lectures again for many weeks.

Positive Discipline

The author reveals that use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of "no-running in the room," use "move through the building in an orderly manner." Instead of "no fighting, use "settle conflicts appropriately." Instead of "no gum chewing," use "leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

By the way, respect is a very important part in the learning process. We aretaught at a young age what respect is, and how we should perform it. Teachers should always be practicing it so that way their students will follow their lead. Respect is an important value that we all carry throughout our lives, and it is not something to take lightly. Since, it is not always

practiced and taught at home it is our duty, as teachers, to practice it in our classroom. Respect is a fundamental human value that forms the basis of character and personality.

Make ample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a "thumbs up" will reinforce the behavior.

Classroom rules

Definitions:

Burden(2012), defines classroom rules as regulations which guide how the students will interact with each other, and how they will prepare for classroom. They refer to "behavioral standards or expectations that are to be followed in the classroom" and they are "general codes of conduct that are intended to guide individual behavior in an attempt to promote positive interaction and avoid disruptive behavior.

According to Boostrom (1991),"classroom rules are defined as "do's and don'ts" of the classroom-all those guidelines for action and for the evaluation of action that the teacher expresses or implies through word or deed" and construction of meaning is fostered through rules in the classroom"

Acoording to Etools4Education (2005),classroom rules are a crucial component to allow teachers to be successful in the classroom. Each teacher must tailor their classroom rules to their particular style and pet

peeves. What works for one teacher, may not work for the next. Classroom rules set boundaries and provides distinct boundaries of behavior for your students. Classroom rules set limits to inform students how far they can push the envelope and what will be tolerated in the classroom.

Classroom Rules:

Positive Consequences

Acevedo(2015), explains that teachers can use positive consequences to recognize students who follow classroom rules and procedures and to reinforce desired behavior. Although the ultimate goal is for students to regulate their own behavior by responding to intrinsic motivators (e.g., feeling proud), at first teachers might need to deliver more concrete reinforces to encourage appropriate behavior. Teachers can help students learn how to control their own behavior by delivering reinforces.

Negative Consequences

Whereas teachers can use negative consequences to reduce instances of non-compliance. When they develop their classroom behavior management plans, teachers should create a negative consequence hierarchy that ranges from the least-intrusive (e.g., rule reminder) to the most-intrusive consequence (e.g., parent contact, office referral). When a student engages in inappropriate behavior, the teacher should begin by administering the least-intrusive consequence. If the student continues to misbehave, the teacher should administer increasingly intrusive

consequences until the misbehavior stops. For students who frequently engage in inappropriate or disruptive behavior (i.e., repeat offenders) or commit a major rule violation (e.g., fighting), the teacher might skip the least-intrusive consequences and administer more-intrusive ones, Acevedo(2015).

Positive and Negative Consequences List:

Bayliss (2014), offers several positive and negative consequences in the English class. For instance:

Positive Consequences

- Verbal Praise (specific feedback)
- Positive notes or phone call home
- Citizenship Awards
- Prize Box
- Name in "Super Star"
- Star on Weekly Report
- Satisfactory or Outstanding citizenship grade on report card
- Satisfaction of a job well done!
- Class reward of recess or preferred activity time when a group goal is reached
- A cooperative learning environment for all students.

Negative Consequences

- Verbal Warning
- Time Out and/or loss of recess privileges

- Notes on Weekly Report for areas of improvement

- Behavior Reports

- Note or Phone call home

- Lunch Detention

- Severe disruption: Visit to the principal

- If there is a continual problem, parent and teacher will meet to discuss an individual behavior plan.

Classroom Rules and Procedures

Linda (1996),states that there are some rules and procedures in the classroom. Such as:

> **Planning classroom rules**

She mentions that many different rules are possible, but a set of rules, usually less than 10, should be developed to cover most of the important areas of behavior in the classroom. The rules must be general and encompass many classroom behaviors. Under each rule, examples of behavior that are related should be identified. The rules should be worded in a positive manner, specifying what students are expected to do. The teacher must discuss his/her own expectations of student behavior regarding each rule. The teacher needs to be explicit about behaviors that are not acceptable when such behaviors occur frequently.

She affirms that the set of rules the teacher chooses can be used in several ways. First, the teacher needs to discuss with the students on the

first day of the class. It is also important that the rules are posted in the classroom or every student gets his/her own copy.

Finally, the teacher may refer to specific rules as needed to remind students of appropriate behavior during the year. The following are some commonly used, basic rules and their relevant behaviors.

Bring all needed material to class:

It is important that the students know exactly what should be brought to class for this rule to be followed. Thus students should know whether to bring a pen, pencil, calculator, paper, notebook, or textbook.

Be in your seat and ready to work when the bell rings:

Included under this rule may be procedures such as: a) pencils should be sharpened before the bell rings b) paper and pens should be out and ready for work and c) warm-ups or other activities should be started as soon as possible after entering the classroom.

Respect and be polite to all people:

Included under this rule are listening carefully when the teacher or a student is speaking and behaving properly for a substitute teacher.

Do not talk or leave your desk when somebody is talking:

This rule is very specific and addresses two student behaviors that, if unregulated, can become sources of widespread misconduct.

Respect other people's property:

The rule may include guidelines such as: a) keep the room clean and neat; b) pick up litter; c) return borrowed property; d) do not write on the desk; e) do not use another person's things without permission.

Obey all school rules:

This rule is useful because it reminds students that school rules apply in your classroom as well as out of it. It also suggests that you will be monitoring them in the areas covered by the school rules.

Apologize when it´s necessary:

When a student in the class can apologize with their classmates and teacher can create a good atmosphere and have a good relationship with them. Apologizing in the classroom helps repair relationships by getting people talking again, and makes them feel comfortable with each other again.

Hence, that students need to be involved in rule setting in order to promote student "ownership" of the rules and more student responsibility for their own behavior. Student involvement can take many forms such as a discussion of reasons for having a rules and clarifying the rationale and meaning of particular rules. Another way of involving students is to allow them to share in the decision-making process for specific rules. This is sometimes done at school level by having a representative of students participate in the identification of school rules.

Whereas teachers need to choose and use appropriate consequences for rule following and violating. This should come in the form of reinforcement. Reinforcement is an event (e.g. activity, access to preferred item, or social interaction) that maintains or increases the future probability of the response that it follows. Reinforcement can be positive, which is the presentation of the preferred event following the student's desired behavior, or negative reinforcement, which is the withdrawal of the preferred event or the presentation of punishment following the violation of a rule. Reinforcements must be delivered to students consistently and promptly.

Also, the reason of the deliver must be made clear to both the recipient student and the whole class. Praise can be used as an effective positive reinforcement, especially for children and adolescents.

The following is a short guideline used to discourage and correct rule violations:

- Attend/reward students for rule following.

- Always deliver a reinforcement immediately and contingent upon rule infraction.

- Treat minor infractions as error in learning.

- Use standard error correction procedures if possible.

- Be calm and use "matter of fact" tone of voice when giving your consequence.

Simply state the rule and consequence:

• Redirect when early problem "indicators" occur.

• Pre-correct for chronic problem behavior.

• Be aware of the power of proximity.

• Keep your sense of perspective and sense of humor.

• Don't embarrass the student in front of his/her peer.

• Refuse to engage in discipline conversation across the room.

• Do not accept excuses, bargaining, or whining. Avoid the hooks to power struggle.

• Develop individualized plan for repeated incidents.

➢ Planning classroom procedures

A variety the categories of classroom procedures are need in a typical secondary school.These include:

General procedures

These procedures should be specified in the areas such as: a) beginning-of-period procedures, which include attendance check, students absent the previous day, late students, and behaviors expected of all students; b) use of material and equipment; and c) ending the period.

Procedures during seat work and teacher-led instructions

Such procedures are related to a) student attention during presentations b) student participation c) and procedures for seatwork,

such as talk among students, obtaining help, out-of-seat procedures, and when seatwork is completed.

Procedures for student group work

The following procedures should be planned for the group work to run smoothly. They cover such procedures as: use of materials and supplies, assignment of students to groups, student goals and participation.

Miscellaneous procedures

Include:

a) Signals for student attention

b) Public address announcements

c) Use of special equipment or materials

d) Fire and disaster drills

e) Split lunch period.

Creating Classroom Rules Together

Shalaway (2005),affirms that as a teacher, you of course need to establish general rules of conduct for your classroom. For example: asking for permission to go to the bathroom; it is a rule that helps create a good atmosphere that limit classroom disruption and encourage students to cooperative with the teacher. But how do you make your students want to follow the rules? Give them a hand in creating those rules! Here's how to do it. Start with a list of what you consider the bare essentials, and then,

through thoughtful discussion, work with your students to create a set of rules expressed in *their* language

Use this list as a starting point, adapting and expanding it to meet the needs of your class and grade level.

1. Treat others as you would like to be treated.

2. Respect other people and their property (e.g., no hitting

3. Laugh with anyone, but laugh at no one.

4. Be responsible for your own learning.

5. Come to class and hand in assignments on time.

6. Do not disturb people who are working.

He mentions that most teachers agree that it's best to select only a few rules — those that contribute to successful learning and an orderly environment. (It's too hard to remember a long list!) Make your rules as clear and specific as possible. Then decide with your students' help what the consequences will be for breaking those rules.

Naturally, you should teach the rules as you would a regular lesson. It should be your first lesson. Discuss each rule individually, explaining the rationale behind it and ask for examples of how it could be broken. Explain that rules help make everyone's time in school more enjoyable; use examples to illustrate this point. It's also a good idea to post the rules as a reminder and send a copy home with each student.

Elementary Classroom Rules and Management

Davies (2007), affirms that elementary classrooms can become better learning environments when teachers have rules, classroom management skills, and a belief that each child can be successful. For example: Asking for permission in the classroom shows your respect for others and increases the chances that your request will be granted. In this case, is very important to ask permission to the teacher because increase a cooperative learning environment inside the class.Children need to be taught that it is their responsibility to make appropriate choices and that they will be held accountable for their actions.

He claims that consequently teachers may decide to establish rules or allow their students to assist in formulating them. Teachers who involve their children in the rule making process contend that students are more likely to follow them. One way to involve students in forming rules is to have them brainstorm as a class or in small groups why they come to school and their goals for learning. Then ask them to name rules that will help them achieve their goals. Write their ideas on the board. If a child states a rule negatively, such as, "Don't come to school late," ask how it could be stated in a positive way. Below are some examples:

- Come to school on time.

- Bring what you need with you.

- Listen to the teacher.

- Follow directions.

- Be kind to others.

- Use manners.

- Work hard.

- Do your best.

- Keep your hands and feet to yourself.

- Follow playground rules.

Then assist them in consolidating their list into three to five basic rules, such as:

- be prepared;

- be respectful;

- be productive; and

- be safe.

Consequently after the rules are decided upon, you may want to have the students sign a copy of them and display them. Review and define each one as needed. Students are more likely to follow the rules if they are clearly stated and understood, and if classroom management procedures are in place and followed.

Some examples of procedures or routines that need to be explained practiced often and followed consistently:

- what to do upon entering the classroom;

- what signal will be used to get their attention

- what to do when a signal is given;

- what to do when it is group time;

- what to do if they want to speak;

- what to do if they need to use the restroom;

- what to do if they need to sharpen their pencil;

- what to do when they need help;

- what to do when they are finished with their work;

- how to line up;

- how to walk in the hall;

- what to do in the cafeteria;

- what to do if a visitor is in the classroom;

- what to do if the teacher is not in the room;

- what to do when the fire alarm rings; and

- what to do before being dismissed.

e. MATERIALS AND METHODS

Materials

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was third year "A" students of UnidadEducativaAnexa a la Universidad Nacional de Loja basic education. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked actively in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

Research Design

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the

process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated his reflections of his teaching and improved his students' situation.

Methods

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The *Scientific method* assisted the study of the application of the classroom rules in the development of the classroom discipline. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The *Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The *analytic-synthetic method* was used to analyze the obtained results through questionnaires, observation tracking progress, teacher´s interview and teacher's field diary. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from the pre and post questionnaires as well as the qualitative text analysis of the data received from the observation, interview, and teacher's diary.

Techniques and instruments

A pre and post questionnaire (annex 1, pag107) of six questions was used to collect students' answers about student´s knowledge of the Classroom rules and the discipline at the beginning and at the end of the intervention. Another questionnaire was used to collect students' progress about the knowledge of the Classroom rules and the discipline.

Field diary & notes, (annex 1, pag104) wasapplied to record what happens in each lesson. In this way, it was helped to write up the findings during the intervention, significant events during the observation or any particular situation that happen.

Observation tracking progress (annex 1, pag106)wasusedto observe students' performance during lessons. The researcher was used an observation checklist to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

Population

The population of this research work is represented by the students of 3rd "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja" in a total of 31 students. They receive two periods of English classes per week with a certifiedteacher; each period is about 40 minutes.

f. RESULTS

This section presents how the objectives of the present action research work were accomplished.

The first objective was accomplished through the investigation of theoreticalreferences with the most useful information from some authors about classroom rules to improve the discipline. This objective supported the two variables of the action research work.

Objective two was accomplished with the pre questionnaire result that permitted to identify the students´ discipline.

Objective three was accomplished with the design of the intervention plan, which included seven lessons that were developed with third year students. Also, some activities such as posters and flash cards were applied in the English classes.

The fourth objectivewas achieved through the application of classroom activities and the results obtained from questionnaires.

The fifth objective was accomplished with the practice of the rules in the classes where the students changed the behavior to create a positive classroom environment.

Questionnaire Results

Specific objective 2: To diagnose the issues that limit the discipline with students of 3rd year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2013 – 2014.
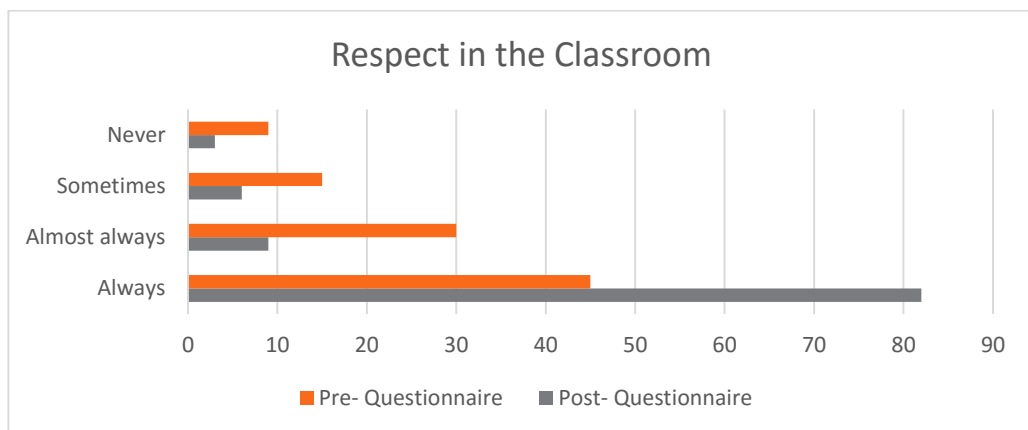
Table 1

Question 1: Do you respect your classmates and teachers?

a)   Frequency of the practice of respect among classmates and teachers

	Pre – q		Post- q	
	f	**%**	**F**	**%**
Always	15	45	27	82
Almost always	10	30	3	9
Sometimes	5	15	2	6
Never	3	9	1	3

Note. Pre-q = pre questionnaire and Post-q= post-questionnaire

b.   Figure 1

c.   Interpretation and Analysis

According to the results from Table 1, it reflected on the environment in which the classroom rules were put into practice in order to improve the

third-grade students' discipline. During the pre-intervention plan phase only 45% of students **always** perceived respect during the English class. This percentage (45%) was below the average which concerned the researcher to conduct an intervention plan based on the practice of classroom rules to improve students' discipline. On the other hand, the post questionnaire results showed that 82% of students always perceived respect in the classroom. This indicator (always) increased from 45% to 82% which was statistically significant because it was above the average. In consequence, the practice of classroom rules during the intervention plan had a positive effect on students' behavior.

By the way, respect is a very important part in the learning process. We are taught at a young age what respect is, and how we should perform it. Teachers should always be practicing it so that way their students will follow their lead. Respect is an important value that we all carry throughout our lives, and it is not something to take lightly. Since, it is not always practiced and taught at home it is our duty, as teachers, to practice it in our classroom. Respect is a fundamental human value that forms the basis of character and personality,Philip (2009).
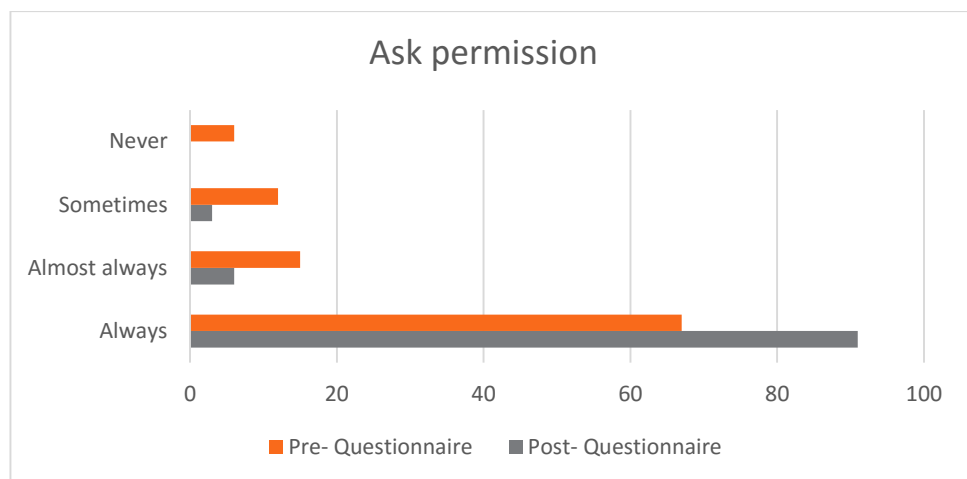
Table 2

Question 2: Do you ask permission to go to the bathroom?

a. *Frequency of asking permission as a respectful environment.*

	Pre- Questionnaire		Post- Questionnaire	
	f	%	F	%
Always	22	67	30	91
Almost always	5	15	2	6
Sometimes	4	12	1	3
Never	2	6	0	0

Note. Pre-q = pre questionnaire and Post-q= post-questionnaire

b. Figure 2

c. Interpretation and Analysis

The data collected in the Table 2, it emphasized on the atmosphere in which this rule was conducted in order to resolve students' permission. Through the pre-intervention plan phase, 67% of students always asked permission to the English`s teacher. This percentage was below the average; therefore, the researcher presented some pictures as a solution to improve their permission to go to the bathroom. Afterward the

intervention plan, the researcher administered a post-questionnaire with the similar indicator (always)of the pre-questionnaire improved from 67% to 91% of students, which was statistically excellent. As a result, the pictures produced a positive impact on the classroom because much more students contributed to an orderly environment.

According toShalaway (2005), asking for permission to go to the bathroom is a rule that helps create a good atmosphere that limit classroom disruption and encourage students to cooperative with the teacher.
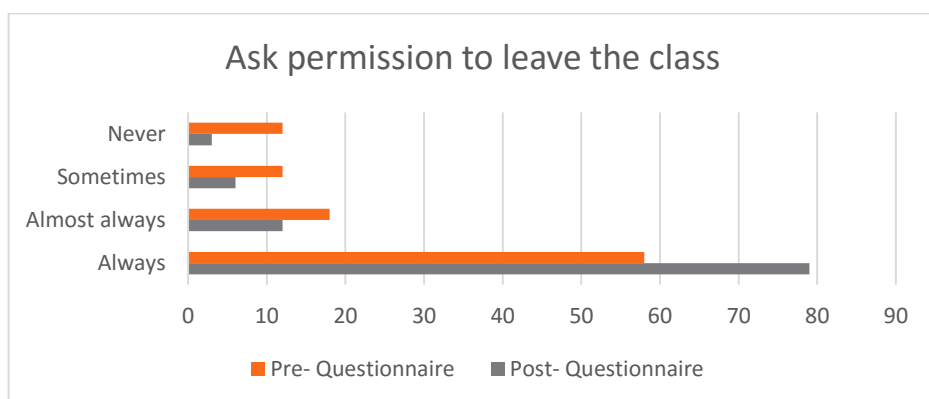
Table 3

Question 3: Do you ask permission to leave the class?

a. *Frequency of asking permission to maintain a good environment*

	Pre- Questionnaire		Post- Questionnaire	
	f	**%**	**f**	**%**
Always	19	58	26	79
Almost always	6	18	4	12
Sometimes	4	12	2	6
Never	4	12	1	3

Note. Pre-q = pre questionnaire and Post-q= post-questionnaire

b. **Figure 3**

c. Interpretation and Analysis

As seen in table 3, it presented the overall results about the students that modify their behavior to ask permission inside the class. A comparison between the pre- and post-questionnaire was made. The graph shows that in the pre-questionnaire 58% always asked permission to leave the class. However, the researcher analyzed that this result was below the average and applied flash cards focusing on the students´ permission in the classroom to improve their good habits in the classroom. In order to identify a progress in the students the researcher directed a post-questionnaire and the same indicator increased from 58% to 79% of students, which was above the average. The results confirmed that applying flashcards can motivate students to respect classmates and teacher. As a consequence, it can be deduced that the impact after carrying out this technique has been progressive. Also the Observation tracking progress contains meaning details of students´ progress.

Asking for permission in the classroom shows your respect for others and increases the chances that your request will be granted. In this case, is very important to ask permission to the teacher because increase a cooperative learning environment inside the class, Davies(2007).

Specific objective 4: To reflect upon the effect that the classroom rules had on the student´s discipline of the third year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2013 – 2014.
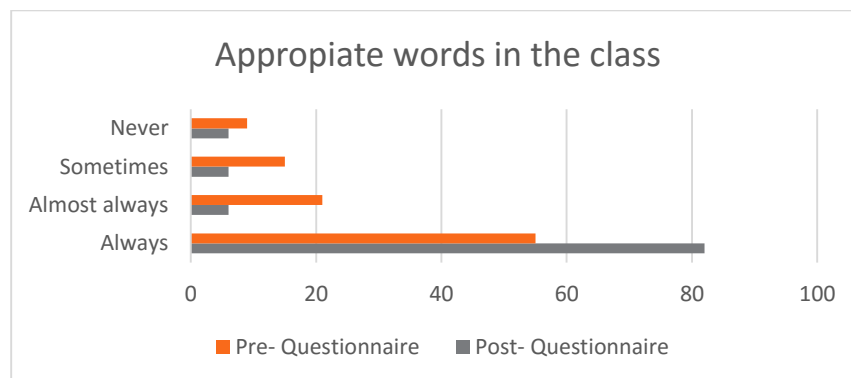
Table 4

Question 4: Do you use correct words with classmates and teacher?

a. *Frequency of using appropriate words among classmates and teacher*

	Pre- Questionnaire		Post- Questionnaire	
	f	**%**	**F**	**%**
Always	18	55	27	82
Almost always	7	21	2	6
Sometimes	5	15	2	6
Never	3	9	2	6

Note. Pre-q = pre questionnaire and Post-q= post-questionnaire

b.   Figure 4

c.   Interpretation and Analysis

As shown in Table 4, 55% of students always used correct words in the classroom. This result was at the average, for this reason the researcher started to apply a verbal warning in order to improve respect to the teacher and the others. Therefore, once concluded the intervention-plan phase, the researcher applied a post questionnaire and the same indicators (always) improved notably. In effect, the percentage increased from 55% to 82% of students, this result was positive because it was

above the average. For that reason, using a verbal warning in the class as a consequence during the plan intervention had a progressive effect on the students. Also, the researcher demonstrated that applying this consequence helped to build respect in the classroom and encourage children to use self-control when used correct words inside the class.

Respect and be polite to all people. Included under this rule are listening carefully when the teacher or a student is speaking and behaving properly for a substitute teacher, Linda (1996).

Table 5

Question 5: Do you apologize when it´s necessary?

a. *Frequency of being polite in the classroom*

	Pre- Questionnaire		Post- Questionnaire	
	f	**%**	**f**	**%**
Always	20	61	27	82
Almost always	8	24	3	9
Sometimes	4	12	3	9
Never	1	3	0	0

Note. Pre-q = pre questionnaire and Post-q= post-questionnaire

b. Figure 5
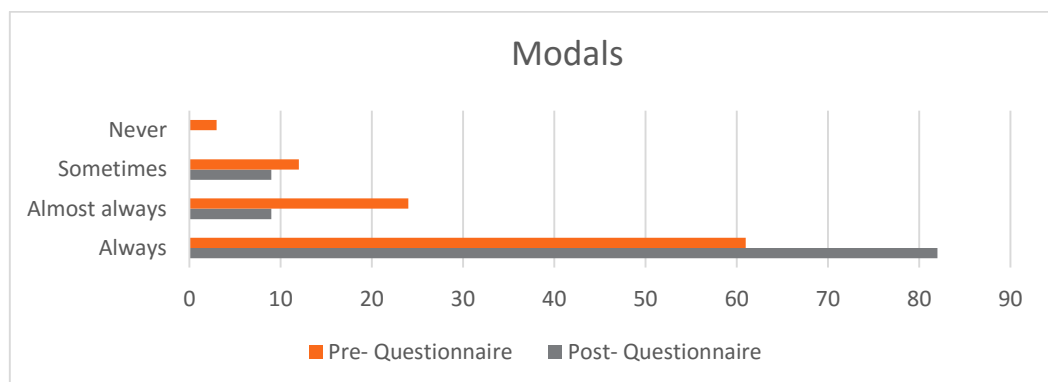
c. Interpretation and Analysis

According to the Table 5, 61% always apologized in the classroom. This percentage was at the average. After the intervention plan, the researcher designed a post-questionnaire and the same indicator (always)improved from 61% to 82% of students. It is evident an increase in the results which was above the average. Accordingly, it can be deduced that theclassroom rules changed their individual actions in the group of class.

When a student in the class can apologize with their classmates and teacher can create a good atmosphere and have a good relationship with them. Apologizing in the classroom helps repair relationships by getting people talking again, and makes them feel comfortable with each other again, Linda (1996).

g. DISCUSSIONS

The data collected from this study indicated that the use of classroom rules as an effective strategy had a great effect in the students´ discipline. The research was carried out with 31 students at "Unidad Educativa Anexa a la Universidad Nacional de Loja", the result of this study, showed that students' discipline changed significantly after the intervention of sevenlessons.The findings in the pre and post-questionnaire indicate the relevant progress students got during the English classes. These results were statically significant and these findings were consistent with the literature, which found that according to Garman & Walker (2010), explains that discipline is one of the most important parts of education, thus new generation knows, and learns their responsibilities; their bounds for social peace; where and how to behave with their own free will. Schools should always revise, renew and educate themselves because discipline is a process to be always continued due to security reasons and educational objectives.

The findings in the pre and post questionnaires reveal an important change in student`s discipline and perception on the use of the classroom rules. The pre-questionnaire revealed that 45% of students answered thatalways followed the rules in their English classes. However in the post-questionnaire corresponding to 82% after applying classroom rules as a strategy, the results were different. The outcome demonstrated that the majority of students changed their behavior to create a positive classroom

environment and reduce the discipline with responsibility. According to Levin & Nolan (2007), explain that developing and implementing classroom rules are necessary as they are significant for "the efficient and effective running of a classroom".

During the intervention the students' attitude in front of the classroom rules improved substantially in the intervention. At the beginning the students did not show much interest in their behavior, they made many interruptions and a lot of noise. These findings were recorded in the observation done by the researcher. In the first class several students did not follow some rules but and the last class this amount decreased. Having considered the difficulties that students had in their discipline; they used and applied the rules in the English classes to improve their conduct.Theresults indicate a significant progress and the students´ behavior reduce after the intervention.

This study was enhanced by the students of third year "A". It was a great group because they were hard-working, friendly and respectful. Another strength was the classroom teacher and the director who let me carry out the intervention. However during the intervention appeared some limitations such as: the classroom size which made the study little difficult because there were thirty-one students in the class. Another limitation was the number of periods that did not allow the researcher gives the class satisfactorily.

The experience was the best for both researcher and students, because researcher learned more about new strategies that he can apply with the students in the class. It helped in many ways and one of them is that in the future as a teacher will be aware that the rules is a good strategy to have a good behavior. During the intervention was experienced how the classroom rules help students to improve discipline. It is useful to other teachers that have students with problems of bad behavior. This work done reflects on the importanceof making practice as teacher using a specific strategy before starting as a professional. Questionnaires were the methods of data collection used in the intervention. They were essential for getting the qualitative data. In conclusion, action research is a good for all people who wants to resolve problems, because through it the researcher is involving in the field of the problem and can give a solution to the problem found.

h. CONCLUSIONS

- The issue that limited the discipline of third-year parallel "A" students was the lack of classroom rules that students had to practice in the English classes to facilitate their behavior in the classroom. The results received in the pre questionnaire according to the students showed that the rules were not clear in order to build a safe and orderly classroom environment.

- In the intervention, eight rules were implemented between teacher and students to improve the discipline of third year "A" students. At the beginning, the researcher socialized clearly the classroom rules in order to enhance the environment in the class. During the learning process, all students were motivated in performing the different activities through a poster, a video and some pictures to facilitate the students` understanding about the rules.

- Establishing clear classroom rules reduced the students´ bad behavior meaningfully. It was demonstrated in the students´ collaboration to follow the rules in each lesson and the progress they reached performing them. The post questionnaire was a relevant evidence that demonstrated an important progress in the students´ behavior during the intervention. In so much as the use of classroom rules helped to create a positive atmosphere that limit classroom disruptions and encourage children to use self-control.

i. RECOMMENDATIONS

- Teacher should establish clear rules at the beginning of the class to get a good students´ behavior in the English classes, for that he/she could apply discipline activities and be aware of the importance and benefits that they provide.

- In the English classes, the researcher suggests applying the eight rules consistently because it allows an appropriate discipline and a good interrelation between teacher and student.Teachers should apply interesting materials and activities in order to getan appropriate environment in the classroom.

- The researcher suggests to incorporate depth study about student`s behavior because discipline is an essential tool to achieve a high educative level in: psychological and pedagogical aspects during the learning process.

j. BIBLIOGRAPHY

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

APPLICATION OF CLASSROOM RULES TO IMPROVE DISCIPLINE AMONG 3RD YEAR STUDENTS IN PARALLEL "A" AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC PERIOD 2013 – 2014

> Project of thesis as a previous requirement to obtain the Bachelor´s Degree in Sciences of Education: English Language Specialization.

AUTHOR:

DAVID ANDRÉS CASTILLO CARRIÓN

LOJA - ECUADOR
2014

a. THEME

APPLICATION OF CLASSROOM RULES TO IMPROVE DISCIPLINE AMONG 3RD YEAR STUDENTS IN PARALLEL "A" AT"UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC PERIOD 2013 – 2014

b. PROBLEM STATEMENT

1. Background

The Unidad Educativa Anexa a la Universidad Nacional de Loja is located on Reinaldo Espinoza Street next to Universidad Nacional de Loja in the city of Loja. The institution was created by Jaime Jaramillo Guzmán on October 1st from1979. It started with the kindergarten with 35 students and after it completed the elementary school.

Now the staff in the Institution is integrated by 14 teachers, 1 Principal and 1 secretary. The UnidadEducativa has a population of 415 students organized in 13 parallels: 3 parallels in 2nd grade and 2 parallels in the other grades.

The mission of the institution is to form children promoting a pedagogical model based on the construction of knowledge, values, skills, abilities and attitudes to coexist with the nature and community members. The vision is to encourage the practice of democracy and equality in all processes, not allowing discrimination in educational services offered by the institution.

2. Current Situation of the Research Problem

At "UnidadEducativaAnexa a la Universidad Nacional de Loja, the 3rd grade parallel "A" is made up of 31 students, boys and girls. Children have English classes twice a week, with periods of 40 minutes each.

After some observations with this group I noticed the English classes have the following characteristics:

- Most of the time the classes do not start with a warm up activity.

- Lack of interest and participation during the class.

- Students do not pay attention to the classes.

- Lack of students' autonomous work

- They present homework regularly but, most of them cheat it.

- Students are disrespectful.

- They present a disruptive behavior.

- There are no classroom rules.

Considering the different problems that this class has, I am motivated to develop an action plan to get a good discipline among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional De Loja".

3. Research Problem

How does the application of classroom rules improve the discipline among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2013 – 2014?

4. Delimitation of the Research

a. Temporal: The research work is going to be developed during the academic period 2013 – 2014.

b. Spatial: It will take place in the "Unidad Educativa Anexa a la Universidad Nacional de Loja"

c. *Observation units*

The researcher, David Andrés Castillo Carrión

Students of third year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional the Loja", Academic Period 2013 – 2014".

d. *Sub problems*

❖ What kind of theoretical references about classroom rules and discipline are effective to help the 3rd year students parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", Academic Period 2013 – 2014"?

❖ What are the issues that limit the classroom discipline with the students of 3rd year students parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", Academic Period 2013 – 2014"?

❖ What are the important phases of the intervention plan that address the current issues of the classroom rules in the discipline of 3rd year students parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", Academic Period 2013 – 2014"?

❖ Which classroom rules are implemented to improve the discipline with the Students of 3rd year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", Academic Period 2013 – 2014"?

❖ How do classroom rules as part of the classroom activities improve the English classroom discipline with the Students of 3rd year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", Academic Period 2013 – 2014?

c. JUSTIFICATION

Classroom rules are a crucial component to allow teachers to be successful in the classroom. Each teacher must tailor his/her classroom rules to his/her particular style. Classroom rules set boundaries and provide distinct boundaries of behavior for your student. This action research is focused on the application of classroom rules to improve the learning of the English language among 3rd year students in parallel "A".

This is useful because this action research allows the researcher to investigate what kind of rules help to improve the classroom management and how they influence the learning of the English Language. This action research can provide the researcher experience with the implementation of rules that will help him/her in his future professional career. This one is a requirement to obtain the bachelor's Degree in Sciences of Education, English Language Specialization.

Second, action research can help the English teachers solve many problems regarding the teaching of the English language. In this study, an introduction of different rules allows the teacher to gather enough information to know the difficulties of the students in the class. The action research is justified because the researcher believes that classroom rules are a useful contribution to create a good classroom environment. It is possible to carry out this action research because the researcher has all the resources and knowledge and can access the facilities in the

"UnidadEducativaAnexa a la Universidad Nacional de Loja" for information.

Finally, this action research is a previous requirement for an English Career undergraduate in order to receive the Bachelors of Arts Degree in Sciences of the Education, English language specialization.

d. OBJECTIVES

General Objective:

- To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2013 – 2014".

Specific Objectives

- To investigate the theoretical references about classroom rules as a strategy to improve the discipline with students of 3rd year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2013 – 2014.

- To diagnose the issues that limits the discipline with students of 3rd year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2013 – 2014.

- To design an intervention plan with the use of classroom rules to improve the discipline of 3rd year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2013 – 2014.

- To apply the intervention plan as part of the classroom activities in order to solve the limitations in the classroom discipline with

students among 3rd year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2013 – 2014.

- To reflect upon the effect that the classroom rules had on the student´s discipline of the third year parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2013 – 2014.

e. THEORETICAL FRAME

Definition of Discipline

According to Gurcan & Tekin, (2010) states that discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a preestablished rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them.

Types of Discipline in the Classroom

According to Wahlig, (1994) there are some kinds of Discipline methods. These are: Preventative Discipline, Supportive Discipline and Corrective Discipline:

Preventative Discipline

Teachers with effective classroom management strategies establish expectations, guidelines and rules for behavior during the first few days of class. Clearly explaining expectations is an essential component to preventative discipline. The goal of preventative discipline is to provide proactive interventions to potential disruptive behaviors by clearly explaining to students what behaviors are and is not appropriate.

The most basic component to preventative discipline is a concise outline about classroom expectations for students as well as for teachers;

students need to know what is expected of them for the remainder of the class. Such guidelines might include rules regarding talking, homework or language use in the classroom. A preventative discipline strategy also establishes the types of consequences that will follow a forbidden act or behavior. Preventative discipline strategies create a safe, no confrontational classroom atmosphere in which students feel that they understand what is to come.

Supportive Discipline

Even the best laid preventative discipline strategies may fail periodically throughout the school year. When a teacher offers a verbal warning or a suggestion for correcting behavior while a student is disobeying an established classroom rule, the teacher is using supportive discipline. Supportive discipline is distinct from punishment in that it provides a student with suggestions and options for correcting a behavior before a consequence is necessary. For example, if a student is wandering around the class after a teacher has announced it is time to sit down, the teacher may say, "I made the announcement that it is time to sit down. Find your seat so we can get started or I will need to hold you after class." The student has been given the option to accept or avoid further punishment; the behavior has been redirected through a teacher's supportive discipline strategy. Reminders, redirection and nonverbal communication are all examples of supportive discipline.

Corrective Discipline

When a student has failed to redirect her behavior after repeated attempts at supportive discipline, a teacher may opt for a corrective discipline strategy. Corrective discipline refers to the set of consequences delivered to students following an infraction. There is a wide degree of variation among corrective discipline strategies, some more effective than others. For example, engaging in a verbal altercation with a student is a corrective discipline technique, but it may escalate a volatile situation and undermine your authority as a teacher and leader. Corrective discipline strategies should be adapted to the students' age or grade level; though placing students in a time out may be effective for kindergarten, high school students are much less likely to comply with such provisions. Consistent application of consequences is an essential component of corrective discipline strategies.

Techniques for Better Classroom Discipline

According to Churchward, (2009) there are some techniques for better classroom discipline:

1. Focusing

Be sure you have attention of everyone in your classroom before you start your lesson. Don´t attempt to teach over the chatter of students who are not paying attention.

The author states that inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see

that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.

He express that he focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

2. Direct Instruction

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their

choosing. The teacher may finish the description of the hour's activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch up on work for other classes."

The teacher is more willing to wait for class attention when he knows there is extra time to meet his goals and objectives. The students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

3. Monitoring

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

The author states that an effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences. She provides individualized instruction as needed.

Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

4. Modeling

McDaniel tells us of a saying that goes "Values are caught, not taught." Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use quiet voices in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

5. Non-Verbal Cuing

A standard item in the classroom of the 1950's was the clerk's bell. A shiny nickel bell sat on the teacher's desk. With one tap of the button on top he had everyone's attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

He mentions that non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

6. Environmental Control

A classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject.

Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

Just as you may want to enrich your classroom, there are times when you may want to impoverish it as well. You may need a quiet corner with few distractions. Some students will get caught up in visual exploration. For them, the splash and the color is a siren that pulls them off task. They may need more "vanilla" and less "rocky-road." Have a quiet place where you can steer these youngsters. Let them get their work done first and then come back to explore and enjoy the rest of the room.

7. Low-Profile Intervention

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

The author mentions that an effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way. "And you see, David, we carry the one to the tens column." David hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

8. Assertive Discipline

This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the most widely known and practiced) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

9. Assertive I-Messages

He reveals that a component of Assertive Discipline, these I-Messages is statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do. The teacher who makes good use of this

technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to..." or "I need you to..." or "I expect you to..."

The inexperienced teacher may incorrectly try "I want you to stop..." only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: "I wasn't doing anything!" or "It wasn't my fault..." or "Since when is there a rule against..." and escalation has begun.

10. Humanistic I-Messages

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child's behavior. "When you talk while I talk..." Second, relate the effect this behavior has on the teacher. "...I have to stop my teaching..." And third, let the student know the feeling that it generates in the teacher. "...which frustrates me."

A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect." The student did not talk during his lectures again for many weeks.

11. Positive Discipline

The author reveals that use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of "no-running in the room," use "move through the building in an orderly manner." Instead of "no fighting," use "settle conflicts appropriately." Instead of "no gum chewing," use "leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

Make ample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a "thumbs up" will reinforce the behavior.

Classroom Rules: Positive Consequences and Negative Consequences.

According to Bayliss, (2014) there are several positive and negative consequences:

- Positive Consequences

- Verbal Praise (specific feedback)

- Positive notes or phone call home

- Citizenship Awards

- Prize Box

- Name in "Super Star"

- Star on Weekly Report

- Satisfactory or Outstanding citizenship grade on report card

- Satisfaction of a job well done!

- Class reward of recess or preferred activity time when a group goal is reached

- A cooperative learning environment for all students.

Negative Consequences

- Verbal Warning

- Time Out and/or loss of recess privileges

- Notes on Weekly Report for areas of improvement

- Behavior Reports

- Note or Phone call home

- Lunch Detention

- Severe disruption: Visit to the principal

- If there is a continual problem, parent and teacher will meet to discuss an individual behavior plan.

Common Discipline Methods

According to Carteer, (1994) there are some common discipline. These are:

Assertive Discipline

This is the one I used for classroom discipline. It was created by Lee Canter. Canter believes that if you "catch" a student being good by recognizing them when they behave, they will work harder at behaving. He also believes that there should be consistent consequences of breaking the rules that are very clear.

In a nutshell, the teacher comes up with no more than five rules for the classroom. Each time a rule is broken, a consequence is given. If the misbehavior continues, the consequences get more severe every time. At the same time, students are rewarded for behaving properly. This can range from a field trip, pizza party, and a snack.

Positive Behavioral Interventions and Supports (PBIS)

This is a fairly new system that rewards positive student behavior. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. PBIS focuses on these four items.

1) Outcomes

2) Data

3) Practices

4) System

A Primer on Classroom Discipline

Thomas R. McDaniel published an article that has become a very popular manual for classroom management. There are eleven techniques that are explained that help you achieve control. The methods are Focusing, Direct Instruction, Monitoring, Modeling, Non-Verbal Cuing, Environmental Control, Low-Profile Intervention, Assertive Discipline, Assertive I-Messages, Humanistic I-Messages, and Positive Discipline.

Discipline with Dignity

This controversial discipline program, created by Richard L. Curwin and Allen N. Mendler, is based on the premise that students are treated with dignity at all times. It is meant to build self-esteem and encourage responsible behavior. This program is especially helpful in severe situations that frequently occur in inner-city schools. Typically a contract is created by both the student and the teacher. The contract includes prevention, "action dimension," and resolution. Your rules must make sense and be fair.

Prevention is done with pre-planning to eliminate possible areas of problems. Make sure students are aware of what is expected of them. The action consists of record keeping and classroom management. Finally the resolution component is dealing with the continual rule breaker. Discipline should not interfere with motivation. Teach responsibility rather than obedience.

The controversy with this method is the length a teacher goes to protect student dignity and the fact there is no punishment. Students frequently select their own consequences. Teacher responses to severe discipline problems are unusual. In this author's opinion, use this program when others fail. Read more about the program here.

Reality Therapy (RT)

This program was created by William Glasser. The emphasis of this program is to help students connect behavior with consequence. This is

done with class meetings, clear rules, and contracts. This also includes Positive Approach to Discipline (PAD), which is based on Reality Therapy.

Transactional Analysis (TA)

This program by Dr. Eric Berne, is based on the premise that every human has a child, adult, and parent psyche. Students and teachers are encouraged to stay in the adult domain and avoid a parent/child relationship. Problems are dealt with cooperation and goodwill. Like Discipline with Dignity, there is a strong focus on self-esteem and motivation.

Teacher Effectiveness Training (TET)

This is another popular student discipline strategy. The purpose of TET is to increase time on task. There are seven skills that are taught in a TET classroom. The curriculum design is based on a four-step learning model, SIPA.

Classroom Rules

According to Etools4Education (2005) states that classroom rules are a crucial component to allow teachers to be successful in the classroom. Each teacher must tailor their classroom rules to their particular style and pet peeves. What works for one teacher, may not work for the next. Classroom rules set boundaries and provides distinct boundaries of behavior for your students. Classroom rules set limits to inform students how far they can push the envelope and what will be tolerated in the

classroom. Teachers should establish and clearly explain the classroom rules on the first day of school. Classroom rules should also be disseminated to parents. A signed copy acknowledging the child and their parents read and understand the classroom rules should be retained in the first week of school. Teachers should always tailor their classroom rules around the general policies of the school.

Classroom Rules and Procedures

According to Linda, (1996) there are some rules and procedures. These are:

➢ **Planning classroom rules**

Many different rules are possible, but a set of rules, usually less than 10, should be developed to cover most of the important areas of behavior in the classroom. The rules must be general and encompass many classroom behaviors. Under each rule, examples of behavior that are related should be identified. The rules should be worded in a positive manner, specifying what students are expected to do. The teacher must discuss his/her own expectations of student behavior regarding each rule. The teacher needs to be explicit about behaviors that are not acceptable when such behaviors occur frequently.

The set of rules the teacher chooses can be used in several ways. First, the teacher needs to discuss with the students on the first day of the class. It is also important that the rules are posted in the classroom or every student gets his/her own copy.

Finally, the teacher may refer to specific rules as needed to remind students of appropriate behavior during the year. The following are some commonly used, basic rules and their relevant behaviors.

Bring all needed material to class:

It is important that the students know exactly what should be brought to class for this rule to be followed. Thus students should know whether to bring a pen, pencil, calculator, paper, notebook, or textbook.

Be in your seat and ready to work when the bell rings:

Included under this rule may be procedures such as: a) pencils should be sharpened before the bell rings b) paper and pens should be out and ready for work and c) warm-ups or other activities should be started as soon as possible after entering the classroom.

Respect and be polite to all people:

Included under this rule are listening carefully when the teacher or a student is speaking and behaving properly for a substitute teacher.

Do not talk or leave your desk when somebody is talking:

This rule is very specific and addresses two student behaviors that, if unregulated, can become sources of widespread misconduct.

Respect other people's property:

The rule may include guidelines such as: a) keep the room clean and neat; b) pick up litter; c) return borrowed property; d) do not write on the desk; e) do not use another person's things without permission.

Obey all school rules:

This rule is useful because it reminds students that school rules apply in your classroom as well as out of it. It also suggests that you will be monitoring them in the areas covered by the school rules.

Apologize when it´s necessary:

When a student in the class can apologize with their classmates and teacher can create a good atmosphere and have a good relationship with them. Apologizing in the classroom helps repair relationships by getting people talking again, and makes them feel comfortable with each other again.

He states that students need to be involved in rule setting in order to promote student "ownership" of the rules and more student responsibility for their own behavior. Student involvement can take many forms such as a discussion of reasons for having a rules and clarifying the rationale and meaning of particular rules. Another way of involving students is to allow them to share in the decision-making process for specific rules. This is sometimes done at school level by having a representative of students participate in the identification of school rules.

He mentions that teachers need to choose and use appropriate consequences for rule following and violating. This should come in the form of reinforcement. Reinforcement is an event (e.g. activity, access to preferred item, or social interaction) that maintains or increases the future probability of the response that it follows. Reinforcement can be positive,

which is the presentation of the preferred event following the student's desired behavior, or negative reinforcement, which is the withdrawal of the preferred event or the presentation of punishment following the violation of a rule. Reinforcements must be delivered to students consistently and promptly.

Also, the reason of the deliver must be made clear to both the recipient student and the whole class. Praise can be used as an effective positive reinforcement, especially for children and adolescents.

The following is a short guideline used to discourage and correct rule violations.

• Attend/reward students for rule following.

• Always deliver a reinforcement immediately and contingent upon rule information

• Treat minor infractions as error in learning.

• Use standard error correction procedures if possible.

• Be calm and use "matter of fact" tone of voice when giving your consequence.

Simply state the rule and consequence.

• Redirect when early problem "indicators" occur.

• Pre-correct for chronic problem behavior.

• Be aware of the power of proximity.

• Keep your sense of perspective and sense of humor.

• Don't embarrass the student in front of his/her peer.

• Refuse to engage in discipline conversation across the room.

• Do not accept excuses, bargaining, or whining. Avoid the hooks to power struggle.

• Develop individualized plan for repeated incidents.

➢ **Planning classroom procedures**

Four categories of classroom procedures are need in a typical secondary school. These include:

1. General procedures

These procedures should be specified in the areas such as: a) beginning-of-period procedures, which include attendance check, students absent the previous day, late students, and behaviors expected of all students; b) use of material and equipment; and c) ending the period.

2. Procedures during seat work and teacher-led instructions

Such procedures are related to a) student attention during presentations b) student participation c) and procedures for seatwork, such as talk among students, obtaining help, out-of-seat procedures, and when seatwork is completed.

3. Procedures for student group work

The following procedures should be planned for the group work to run smoothly.

They cover such procedures as: use of materials and supplies, assignment of students to groups, student goals and participation.

4. Miscellaneous procedures

These procedures may include: a) signals for student attention b) public address announcements c) use of special equipment or materials d) fire and disaster drills e) and split lunch period.

Creating Classroom Rules Together

Shalaway (2005) states that as a teacher, you of course need to establish general rules of conduct for your classroom. For example: asking for permission to go to the bathroom; it is a rule that helps create a good atmosphere that limit classroom disruption and encourage students to cooperative with the teacher. But how do you make your students want to follow the rules? Give them a hand in creating those rules! Here's how to do it. Start with a list of what you consider the bare essentials, and then, through thoughtful discussion, work with your students to create a set of rules expressed in *their* language

Use this list as a starting point, adapting and expanding it to meet the needs of your class and grade level.

* Treat others as you would like to be treated.

* Respect other people and their property (e.g., no hitting, no stealing)

* Laugh with anyone, but laugh at no one.

* Be responsible for your own learning.

* Come to class and hand in assignments on time.

* Do not disturb people who are working.

He mentions that most teachers agree that it's best to select only a few rules — those that contribute to successful learning and an orderly environment. (It's too hard to remember a long list!) Make your rules as clear and specific as possible. Then decide with your students' help what the **consequences will be for breaking those rules**.

Teach the rules as you would a regular lesson. It should be your first lesson. Discuss each rule individually, explaining the rationale behind it and ask for examples of how it could be broken. Explain that rules help make everyone's time in school more enjoyable; use examples to illustrate this point. It's also a good idea to post the rules as a reminder and send a copy home with each student.

Elementary Classroom Rules and Management.

According to Davies, (2007) there are some classroom rules and management:

Elementary classrooms can become better learning environments when teachers have rules, classroom management skills, and a belief that each child can be successful. For example: Asking for permission in the classroom shows your respect for others and increases the chances that your request will be granted. In this case, is very important to ask permission to the teacher because increase a cooperative learning environment inside the class. Children need to be taught that it is their responsibility to make appropriate choices and that they will be held accountable for their actions.

He states that teachers may decide to establish rules or allow their students to assist in formulating them. Teachers who involve their children in the rule making process contend that students are more likely to follow them. One way to involve students in forming rules is to have them brainstorm as a class or in small groups why they come to school and their goals for learning. Then ask them to name rules that will help them achieve their goals. Write their ideas on the board. If a child states a rule negatively, such as, "Don't come to school late," ask how it could be stated in a positive way. Below are some examples:

- Come to school on time.

- Bring what you need with you.

- Listen to the teacher.

- Follow directions.

- Be kind to others.

- Use manners.

- Work hard.

- Do your best.

- Keep your hands and feet to yourself.

- Follow playground rules.

Then assist them in consolidating their list into three to five basic rules, such as:

- be prepared;

- be respectful;

- be productive; and

- be safe.

After the rules are decided upon, you may want to have the students sign a copy of them and display them. Review and define each one as needed. Students are more likely to follow the rules if they are clearly stated and understood, and if classroom management procedures are in place and followed.

Some examples of procedures or routines that need to be explained practiced often and followed consistently:

- what to do upon entering the classroom;

- what signal will be used to get their attention

- what to do when a signal is given;

- what to do when it is group time;

- what to do if they want to speak;

- what to do if they need to use the restroom;

- what to do if they need to sharpen their pencil;

- what to do when they need help;

- what to do when they are finished with their work;

- how to line up;

- how to walk in the hall;

- what to do in the cafeteria;

- what to do if a visitor is in the classroom;

- what to do if the teacher is not in the room;

- what to do when the fire alarm rings; and

- what to do before being dismissed.

How to Set Class Rules

According to Bennett, (2012) reveals his classroom rules and offers advice on how to make sure the rules are enforced.

Keep your class rules short, simple and fairly general, while allowing yourself scope to expand. If they're too vague, then they're meaningless, example 'Everyone must respect everyone.' That stinks like a rat in a drainpipe. Avoid being too specific either, or they will mercilessly throw your own rules at you, i.e. 'No chewing gum' suggests that they might be allowed to chew tobacco, or bones or something.

I go with the following class rules:

• Don't talk over me

• Put your hand up to talk

• Wait for me to allow you to talk

• Treat everyone with manners.

• Be on time

• Bring equipment

• Do all work

That last one is useful because telling people to 'respect' everyone else is like telling someone to 'reach for their dreams' – it's meaningless, and also probably impossible. But everyone knows what manners are. You can add a few more rules, but keep it short and sweet.

He states that has one main rule: 'I'm in charge.' It has a ring to it. These rules are hardly groundbreaking, but make them explicit. Then you can't be accused of being too vague.

So far, so uncontroversial. It all sounds so simple, doesn't it? Of course, it's not. Here are some of the things that will upset this process:

➢ **Pupils will fail to turn up to detention**

Then you need to follow up: this is when it starts getting tiresome. Call home and tell the parents what happened. Be direct, but supportive. Say you need their help for their child to learn. Don't say their offspring are Satanic, even if they are:

➢ **Pupils will argue relentlessly with you**

One more time: do not engage; repeat, do not engage. You look weak, and reduce yourself to their level if you argue with them. If they won't settle down, then have them removed from the lesson or send them out to calm down. There is nothing more important than the education of the pupils in the classroom. Anyone who upsets that can spend some time in the cooler.

➢ **There will be so many students misbehaving; it will be hard to know what to do**

Keep taking names, no matter how long it takes, so that you can follow up later. Or at the end of the lesson only let go the ones who definitely behaved. Avoid whole class detentions if it's at all humanly possible, and even when it's not. It's a cowardly, counterproductive

technique that will have them hating you, and devising new ways to send you to perdition.

➢ **You feel like giving up – and do**

Soon, you start ignoring blatant misbehavior in order to have a quiet life. Never give up, even when you really feel like it.

f. METHODOLOGY

Design of the Research

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of the application of classroom rules to improve the discipline and see the reflections of his intervention.

Methods, Techniques and Instruments

Methods

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the application of classroom rules applied in the developing of the learning of the English language among 3rd year students in parallel "A". It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questionnaires, observation and teacher´s dairy. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the questionnaires, interview, observation and teacher's diary.

This work will use the research spiral cycles proposed by Kemmiss, (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching

practitioner's continuing professional development (Koshy, 2005; p.2). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNifff, 1993). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped him reflect upon her teaching and improve his students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his students' language learning.

Techniques and Instruments

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire with multiple choices will be used to collect students' answers about student´s knowledge of the Classroom rules and the discipline at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. Another questionnaire will be used to

collect students' progress about the knowledge of the Classroom rules and the discipline. All questionnaires will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Observation

The researcher will carefully observe students' performance during lessons. He will use an observation checklist to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

Field Diary and notes

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situation that happen.

Procedures

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires. Two questionnaires will be conducted. Two questionnaires will be applied; one at the beginning of the study to collect data on students'. A variety of classroom rules will be introduced to improve la discipline among 3rd year

students in parallel "A". An observation and a Field diary will be used as instrument to help the researcher to observe students' performance during class. Afterwards, a video of students' performance will be done during the intervention or a semi- structure interview will be conducted to see students' perceptions of the strategies used.

Finally, the second questionnaire will be applied to check the overall students' progress after the intervention plan. The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, he will draw the conclusions of the intervention. Finally, the report of his intervention will be disseminated among the teachers, the partners and the school.

Tabulation

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the

intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

Description

The description of the data collected and graphics will be described considering the information pre and post questionnaires. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

Population Sample

The population of this research work is represented by the students of 3 "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja" in a total of 31 students. They receive two periods of English classes per week with a certified teacher; each period is about 40 minutes.

INTERVENTION AND OBSERVATION PLAN

- **General Project Objective:** To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

	Objectives	Activities	Methodology	Resources, Instruments	Observation notes
Week one	**1° Period** * To take the questionnaire to related to classroom rules	* Giving the questionnaire to the students. * Completing the questionnaire. * Grading the student´s answer.	* Researcher takes the questionnaire to the students. * Students have to complete the questionnaire.	* Questionnaire. * Copies. * Pencils.	It will be filled in the observation and teacher´s diary.
	2° Period * To familiarize with the classroom rules	Establishing the classroom rules and consequences.	* Teacher explains the importance and the meaning of the classroom rules. * Teacher presents a list of the classroom rules: - Respect your classmates and teachers. - Come to class on time. - Bring all the material to class. - Raise your hand before you speak. - Always use manners. - Respect other classmate's property. - Listen to others and participate in class	* Poster. * Markers. * Notebook.	It will be filled in the observation and teacher´s diary.

		discussions.		
		• Cooperate with your group.		
		• Complete Work On Time.		
		* Teacher and students discuss about the 5 rules that they will have and follow in the class.		
		* Teacher writes the 5 ones on the board.		
		* Students read the classroom rules and repeat aloud them.		
		* Teacher explains to the students the consequences if they do not follow the rules.		
		• A verbal warning		
		• Note sent to parents.		
		• Go to the Principal's office.		
		• Writing assignment.		
		• Lunch Detention		
		* Teacher and students negotiate three consequences.		
		* Teacher writes them on the board.		
		* Students write and draw in their notebooks the rules and consequences.		
		* Students practice the classroom rules during the English classes.		

	Objectives	Activities	Methodology	Resources, Instruments	Observation notes
	General Project Objective: To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja".				
Week two	*** To review the classroom rules and apply them during the class.**	Reviewing the classroom rules using a poster.	* Teacher brings a poster with the classroom rules and reviews them again. * Students read and repeat aloud the rules. * Students and teacher review the consequences in order to identify them. * Students matching pictures related to the rules and the consequences.	* Poster. * Pencils. * Notebook.	It will be filled in the observation and teacher´s diary.
	Researcher *** To observe student´s discipline** **Students** *** To follow the classroom rules in the English classes**	Observing the student´s discipline.	Researcher continues with the regular class and also observes the student´s discipline.	It will be filled in the observation Tracking progress and teacher´s diary.	

		Objectives	Activities	Methodology	Resources, Instruments	Observation notes
				General Project Objective: To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja".		
Week three		* To identify the classroom rules by means of a video.	* Watching a video. * Recognizing the classroom rules.	* Teacher shows an animated video. http://www.youtube.com/watch?v=MaKGqYs-yhQ * Students observe the video. * Teacher and the students discuss about the content of the video. (Classroom Rules). * Teacher asks to students about the consequences if the classroom rules are broken. * Students draw 2 pictures about the video and write the classroom rules related to them.	* Video. * Computer. * Infocus. * Speakers.	It will be filled in the observation and teacher´s diary.
		Researcher *** To observe student´s discipline** **Students** *** To follow the classroom rules in the English classes.**	Observing the student´s discipline.	Researcher continues with the regular class and also observes the student´s discipline.	It will be filled in the observation Tracking progress and teacher´s diary.	

	Objectives	**Activities**	**Methodology**	**Resources, Instruments**	**Observation notes**
			General Project Objective: To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja".		
Week four	* **To master the classroom rules and consequences using flash card.**	Indicating the classroom rules and consequences with all the class.	* Teacher shows pictures with rules and consequences. * Students recognize the different classroom rules and consequences. * Students share ideas with all class about the rules and the consequences.	* Flash Card.	It will be filled in the observation and teacher´s diary.
	Researcher * **To observe student´s discipline** **Students** * **To follow the classroom rules in the English classe**s.	Observing the student´s discipline.	Researcher continues with the regular class and also observes the student´s discipline.	It will be filled in the observation Tracking progress and teacher´s diary.	

	Objectives	Activities	Methodology	Resources, Instruments	Observation notes
General Project Objective: To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja".					
Week five	*** To use the classroom rules in the game Hangman.**	Demonstrating the classroom rules through the game.	* Teacher explains the rules of the game Hangman. *Teacher makes groups of five students. * Teacher asks to one member of each group to say one letter of the alphabet to form a word. * Each student of each group has to say any letter of the alphabet and the others students listen the letter to complete the words. * They take turns to say the words. * While students are participating in the game. They have to master and apply the classroom rules.	* Markers. * Pencils. *Paper.	It will be filled in the observation and teacher´s diary.

			* Students have to respect the turns. * Students respect the decision of the partner. * Students raise their hands before speaking. * The winners receive extra points.		
	Researcher *** To observe student´s discipline** **Students** *** To follow the classroom rules in the English classe**s.	Observing the student´s discipline.	Researcher continues with the regular class and also observes the student´s discipline.	It will be filled in the observation Tracking progress and teacher´s diary.	

	Objectives	Activities	Methodology	Resources, Instruments	Observation notes
General Project Objective: To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja".					
Week six	*** To perform the classroom discipline according to the classroom rules.**	Practicing the classroom rules.	* This class will be develop for the English Teacher.	* Observation Tracking progress *Teacher´s diary.	This class will be develop for the English Teacher.
	Researcher *** To observe student´s discipline** **Students** *** To follow the classroom rules in the English classe**s.	Observing the student´s discipline.			

	Objectives	Activities	Methodology	Resources, Instruments	Observation notes
General Project Objective: TO IMPROVE DISCIPLINE AMONG 3RD YEAR STUDENTS IN PARALLEL "A"T "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC PERIOD 2013 – 2014"					
Week seven	*** To answer the questionnaire related to classroom rules.**	* Giving the questionnaire to the students. * Taking the questionnaire.	* Teacher explains about the last questionnaire. * Students take the questionnaire.	* Questionnaire. * Copies. * Pencils.	It will be filled in the observation and teacher´s diary.

Organization and Management of the Research

1.Resources

Human

- The researcher, David Andrés Castillo Carrión.

- The 3rd students in parallel "A"

Material

- Printed materials

- Books

Technical

- Computer

- Internet

- Projector

- Computer

- Scanner

- Printer

PHASES	ACTIVITIES	2014											2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.
Project	Project presentation	█															
	Correction	█															
	Project approval		█														
	Thesis Advisor		█														
Intervantion/ action	Revision of the instruments		█														
	Plan the lessons		█														
	Act observe			█	█												
Thesis process	Data organization and tabulation				█												
	Interpreting and Reflecting					█	█										
	Writing up and reporting						█										
	Presenting the thesis report							█									
	Correction							█	█	█	█	█					
	Private review												█				
	Correction													█			
	Copying and Filling														█		
	Legal procudures															█	
	Public presentation																█

h. BUDGET AND FINANCING

1. Budget

RESOURCES	COST
Books	30.00
Transportation	20.00
Copies	10.00
Internet	20.00
Materials	10.00
Paper	15.00
	115.00

2. Financing

All expenses related to the present research will be assumed entirely by the research conducting the investigation.

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ANNEXES

Researcher Field diary

Lesson	
Activity	
objective:	
Materials:	
Timing	
Procedure	
Grouping	

Do students like it?	yes		For a while		Not really	
Are they bored?	yes		No			
Do they make an effort?						
Comments						

OBSERVATION SHEET

<table>
<tr><td colspan="5" align="center">OBSERVATION SHEET</td></tr>
<tr><td colspan="2">Observer:</td><td colspan="3">Date:</td></tr>
<tr><td>Things to be observed</td><td align="center">ACTIVITIES</td><td>YES</td><td>NO</td><td>SOMETIMES</td></tr>
<tr><td rowspan="5">Have all the students participated during class?</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="4">Was the activity appropriated for the class?</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="4">Were the objectives for the activities accomplished?</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="4">Suggestions to the activities done</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

OBSERVATION TRACKING PROGRESS

Date:

Objective:

Lesson:

Nª	Student´s code	CLASSROOM RULES							CONSEQUENCES		
		1. Respect your classmates and teacher	2.Come to class on time	3. Bring all the materials to class	4.Raise your hand before to speak	5. Always use manners			1. A verbal warning	2. Note sent to parents	3. Go to the Principal´s office.
						* Ask for permission	* Use polite words	* Apologize when it´s necessary			
1	0055										
2	0541										
3	0090										
4	0076										
5	0393										

UNIVERSIDAD NACIONAL DE LOJA

CARRERA DE IDIOMA INGLES

CUESTIONARIO

Este cuestionario está diseñado para recoger información acerca de la aplicación de las Reglas de la Clase. Los resultados señalados ayudaras a desarrollar mi presente trabajo de investigación. Por favor conteste las siguientes preguntas con honestidad. Marque su respuesta con una **x.**

REGLAS	**Siempre**	**Casi Siempre**	**A veces**	**Nunca**
1.¿Te gusta el ambiente de las clases de inglés?				
2. ¿Respetas a compañeros y docentes?				
3. ¿Llegas a clases a tiempo?				
4. ¿Traes todos los materiales necesarios a clase?				
5. ¿Levantas la mano antes de hablar?				
6. ¿Pides permiso para ir al baño?				
7. ¿Pides permiso para salir del aula?				
8. ¿Usas palabras correctas con tus compañeros y docentes?				
9. ¿Ofreces disculpas cuando es necesario?				

¿Que sucede cuando usted no sigue las reglas de la clase?

REGLAS	CONSECUENCIAS			
1.¿Qué sucede cuando usted no respeta a sus compañeros y docentes?				
2.¿Si no llega a tiempo a clase, que pasaría?				
3.¿Cual sería la consecuencia si usted no trae todos los materiales necesarios a clases?				
4.¿Al hablar sin levantar la mano usted a que se atiende?				
5. ¿Cuándo sale sin permiso al baño que ocurre?				
6.¿Qué cree que pasara si sale del aula sin el permiso respectivo del docente?				
7.¿Cual sería la consecuencia al usar palabras incorrectas con sus compañeros y docentes?				
8.¿Cuándo usted no ofrece disculpas en el aula, cual es el resultado?				

GRACIAS POR SU COLABORACIÓN

NATIONAL UNIVERSITY OF LOJA
ENGLISH LANGUAGE DEPARMENT
STUDENTS´ QUESTIONNARIE

This questionnaire is designed to collect information about the application of Classroom Rules. The results indicated help to develop my present research. Please answer the following questions honestly. Mark your answer with an **x.**

RULES	Always	Almost Always	Sometimes	Never
1. Do you like the English classes' environment?				
2. Do you respect your classmates and teachers?				
3. Do you come to class on time?				
4. Do you bring all needed materials to class?				
5. Do you raise your hand before to speak?				
6. ¿Do you ask permission to go to the bathroom?				
7. Do you ask permission to leave the class?				
8. Do you use polite words with your classmates and teachers?				
9. ¿Do you apologize when it´s necessary?				

What happens when you do not follow the rules in class?

RULES	CONSEQUENCES			
1. What happens when you do not respect your classmates and teachers?				
2. If you do not arrive to class on time, what will happen?				
3. What will be the consequence if you do not bring all necessary materials to class?				
4. When you talk without raising your hand, what will happen?				
5. ¿When you leave the bathroom without permission, what will happen?				
6. What do you think will happen if you leave the classroom without the respective permission of the teacher?				
7. What will be the consequence when you use incorrect words with classmates and teachers?				
8. When you do not offer apologies in the classroom, what is the result?				

THANK FOR YOUR COLABORATION

Matrix

Theme: "APPLICATION OF CLASSROOM RULES TO IMPROVE DISCIPLINE AMONG 3RD YEAR STUDENTS IN PARALLEL "A"AT"UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA",ACADEMIC PERIOD 2013 – 2014".

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
Main (Research) problem: How does the application of classroom rules improve the discipline among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2013 – 2014?	**General:** To improve the discipline of the English Language through the application of Classroom Rules among 3rd year students in parallel "A" at "Unidad Educativa Anexa a la Universidad Nacional de Loja". **Specific:** * To investigate the theoretical references about classroom	**Discipline** - What is Discipline - Types of discipline in the classroom - Techniques for better Classroom Discipline. - Classroom Rules: Positive Consequences and negative consequences. - Common Discipline Methods.	**Preliminary investigation** Observing the English classes Stating the background of problem Describing current situation Locating and reviewing the literature Creating a methodological framework for research -Preparing an intervention plan	- Questionnaires. - Observation Tracking Progress. - Field Diary. - Interview.

	rules as a strategy to improve the discipline with students of 3rd year parallel "A" at "UnidadEducativaAnexa a laUniversidadNacional de Loja, academic period 2013 – 2014. ***** To diagnose the issues that limits the discipline with students of 3rd year parallel "A" at "UnidadEducativaAnexa a la Universidad Nacionalde Loja, academic period 2013 – 2014. ***** To design an intervention plan with the use of classroom rules to improve the discipline of 3rd year parallel "A" at "UnidadEducativaAnexa a la	**Classroom Rules** - Definition of Classroom Rules - Classroom Rules and Procedures - Creating Classroom Rules Together. - Elementary Classroom Rules and Management. - How to set Classroom Rules	**Intervention and observation** **-** Applying, observing and monitoring students' performance according to the intervention plan **Presentation of research findings** **-**Reflecting, analyzing and answering the proposed inquiries - Organizing the final report	

	Universidad Nacional de Loja, academic period 2013 – 2014. * To apply the intervention plan as part of the classroom activities in order to solve the limitations in the classroom discipline with students among 3rd year parallel "A" at "UnidadEducativaAnexa a la Universidad Nacional de Loja, academic period 2013 – 2014. * To reflect upon the effect that the classroom rules had on the student´s discipline of the third year parallel "A" at "UnidadEducativaAnexa a la Universidad Nacional de Loja, academicperiod 2013 – 2014.		

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