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

**THESIS**

**“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”**

THESIS PREVIOUS TO OBTAIN THE LICENTIATE'S DEGREE IN SCIENCE OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

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LOJA – ECUADOR  
2010

# **CERTIFICATION**

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## **CERTIFIES:**

The present research work titled: **“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”**, carried out by the aspirants to Licentiate’s degree: Dolores María Ramón Cobos and Katherine Natalí Rivera Quilligana, it has been supervised, guided and corrected in each one of its parts; in consequence I authorize its presentation and defense.

Loja, September 2010

Dra. Mg. Elizabeth Sarmiento

**THESIS DIRECTOR**

**AUTHORSHIP**

“The ideas, criteria, analysis, conclusion and recommendations, exposed in the present thesis work, are of their authoresses’ absolute responsibility”.

**Dolores María Ramón Cobos**

**Katherine Natalí Rivera Quilligana**

## **ACKNOWLEDGMENT**

Our thanks to the National University of Loja, to the Area of Education, Art and Communication, especially to the authorities and teachers of the English Language Career, for giving us the opportunity to study and obtain the degree as English Language Teachers.

To Dra. Mg. Elizabeth Sarmiento who has given us all her support as our thesis director, to finish this research work.

To the authorities, teachers and students of “Manuel Cabrera Lozano” High School. Motupe Extension, for given us collaboration in the development of the present research work.

**THE AUTHORESES**

## **DEDICATION**

I want to thank God for giving me the life, to my parents who have supported me in each moment of my life and especially I dedicate this work to my husband and my dear son who motivated me to reach this goal.

*Dolores María*

I thank to God who gave me faith, health and strength to finish this work. Second my gratefulness for people that encourage and support me to reach this important goal, especially to my dear parents, my sisters and my husband for their love and understanding.

*Katherine Natalí*

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## **1. THEME**

“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”

## **2. SUMMARY**

The present research work entitled: “CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”; whose general objective is: to determine the impact of the classroom management on the English language teaching-learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010, has been developed with the purpose of researching about the classroom management techniques that teachers apply to control students’ discipline and its impact in the learning of English language.

To carry out this research work, we used analytical-synthetic, descriptive, deductive, scientific and statistical methods. Those help us to investigate the problematic that exist in the institution and give a logical explanation based on the observed facts.

To make possible the collection, organization, analysis and scientific interpretation of results, we applied a survey for teachers and students, an interview to the director of the institution and we also made a direct observation of the class, in this way we were able to prove or disprove the hypotheses and elaborate the conclusions with their respective recommendations.

Finally, the main results of this research were that: there is little application of classroom management techniques by the teachers which affect in the student’s discipline; in the same way we identified those teachers and student’s roles affect on the learning of the English language.

### **3. INTRODUCTION**

The present research work entitled: “CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”, has a theoretical sustenance sources, concepts and categories related with classroom management and the effect that it has on the learning of the English language with the students of Manuel Cabrera Lozano. High School, Motupe Extension of Loja city.

Classroom management is so important on the learning of English Language because through it the class becomes more dynamic and it helps to avoid student’s discipline problems; but the lack of research about new techniques to improve the classroom management and the little importance that teachers give to the development of supporting material discourage students which avoid that they reach meaningful learning in this subject.

Another important factor that involves the discipline problems is excessive number of students and the limited space of classrooms of this High School, which creates an uncomfortable environment where teaching-learning process does not take place.

In addition, teachers and students' roles are an essential aspect in the classroom management because of them depend on the achievement of the goals established at the beginning of the school year. To reach these goals they need to work together, knowing their own role in the classroom and having a good relationship between them.

Taking into account all these issues, the group stated the following research problem: "How does classroom management impact on the English language teaching-learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension? Academic Period 2009-2010."

With the sub problems: "What classroom management techniques are applied by teachers to control the student's discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension? Academic Period 2009-2010."

And "How do the teacher and student's roles affect in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension? Academic Period 2009-2010." We consider important to research this problem to know the main difficulties that affect the development of the classroom management, since they influence directly on teaching-learning process of the English language.

On the other hand, we establish specific objectives which are: “To identify the classroom management techniques that are applied by the teachers to control the student’s discipline”

And “To know if the teacher and student’s roles affect on the learning of the English language” with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

In the same way, the general hypothesis was: “The classroom management impacts on the English language teaching-learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010”.

To develop this work the analytical-synthetic, descriptive, deductive, scientific and statistical methods were used. A survey for teachers and students, an interview to the director of the institution and a direct observation of the class were applied. The sample was constituted by three English teachers and 210 students belonging to this institution.

The research work is developed in the following way:

Summary contains the most important aspects of the investigation. The Introduction explains step by step the investigation content.

Literature Revision, it contains the most relevant theoretical reference as support, to analyze the obtained results and in this way prove the hypothesis.

The materials, methods, techniques, instruments and procedures used to develop the investigation as well as the researched sample to get the results.

Then, the analysis, interpretation and graphic representation of the obtained results through the surveys applied to teachers and students of “Manuel Cabrera Lozano” High School, Motupe Extension , the interview to the director and direct observation; it also includes the discussion of the two hypothesis which are: “there is little application of classroom management techniques by the teachers which affect in the student’s discipline” and “teacher and student’s roles affect on the learning of the English language” with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

Finally, we have the conclusions obtained after the analysis of the results that help us to prove the hypothesis and the recommendations that we can give based on a critical analysis of these results.

## **4. LITERATURE REVISION**

### **4.1. CLASSROOM MANAGEMENT**

#### **4.1.1. DEFINITIONS**

Classroom management focuses on encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. In this way, academic achievement, teacher efficacy, teacher and student behavior are directly linked with the concept of classroom management. It integrates three major components: 1). Content management, 2). Conduct management and 3). Covenant management.

#### **4.1.2. CLASSROOM MANAGEMENT TECHNIQUES**

Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never "come together" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the many of tasks and situations that occur in the classroom each day.

Skills such as effective classroom management are central to teaching and require "common sense," consistency, a sense of justice, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective

classroom management are only acquired with practice, feedback, and a motivation to learn from mistakes. Sadly, this is often easier said than done. Certainly, a part of this problem is that there is no practical way for education students to "practice" their hopeful skills outside of actually going into a classroom setting. The learning curve is steep, indeed.

Here are eight techniques that you can use in the classroom that will help to achieve effective group management and control.

#### **4.1.2.1. 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 not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The students will see that things are underway now and it is time to go to work. Sometimes this works, but the students 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.

The 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.

#### **4.1.2.2. DIRECT INSTRUCTION**

Uncertainty increases the level of enthusiasm 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.

#### **4.1.2.3. MONITORING**

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

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

Students who are not yet quite on task will be quick to get going as they see his 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 he notices that several students have difficulty with the same thing. The

teacher uses a quiet voice and his students appreciate his personal and positive attention.

#### **4.1.2.4. 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.

#### **4.1.2.5. NON-VERBAL CUING**

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.

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.

#### **4.1.2.6. 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.

#### **4.1.2.7. 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.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. He monitors the activity in his classroom, moving around the room. He anticipates problems before they occur. His approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to his class this teacher makes effective use of name-dropping. If he sees a student talking or off task, she simply drops the youngster's name into his dialogue in a natural way.

#### **4.1.2.8. POSITIVE DISCIPLINE**

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.

### **4.1.3. CLASSROOM RULES**

A small number of general rules that emphasize appropriate behavior may be helpful. Rules should be posted in the classroom. Compliance with the rules should be monitored constantly.

- **Come to class on time.** Standing outside the door and rushing in after the bell has begun to ring will constitute a tardy. Students must be inside the door when it begins ringing to be counted on time.
- **Do not eat candy or other food in class.** School sponsored sales will be permitted during the last 5 minutes of class if finished with the lesson and permission is granted. Be sure to ask first.
- **Bring required materials every day.**
- **Talk only when permitted.** Be aware of the situation since quiet talking is allowed in some situations and speaking to the entire group without raising the hand may be allowed in others.
- **Use polite speech and body language.** Unkind teasing and impolite behavior is unacceptable.
- **Do not cheat.** Students caught cheating will receive a zero and a phone call home. Both the student who shares his work for an independent assignment and the person who copies it will suffer the same consequences.
- **Follow the teacher's instructions immediately.** Students keep teacher happy and teacher will do a better job for them.

Rules make a good discipline more likely to occur if the classroom setting and activities are structured or arranged to enhance cooperative behavior.

#### **4.1.4. ROOM ARRANGEMENT**

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

There are three common set ups that are quite effective and each have their own benefits. First, rows. With rows all students face the board. This eliminates a few disruptions, but clutters the room in my opinion.

Second is in groups. This is becoming more and more popular. This setup allows students to discuss content being taught and work cooperatively. However, it also allows students to carry on personal conversations easier. It is also difficult for all students to see a front board when you may be teaching.

Finally we have a horseshoe or circle, it lends a discussion circle in the middle of the room and all students can see the board. These are the most popular classroom arrangements used by effective teachers.

## **4.2. DISCIPLINE**

Teachers do not generally want to give control to their students. Teachers are instructed that the mark of a good teacher is that the teacher is in control of the class. The amount of control that teachers have in the class is often seen by the administration as a measurement of the teacher's quality.

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

Glasser states that control is necessary for the psychological balance in one's life. It is a common trait of human beings to want control in their lives. In schools this is carried to such an extent that discipline itself is often seen as synonymous with control. "In schools, the most widely and practiced interpretation of the word discipline is control"<sup>1</sup> (Wlodkowski).

There has been substantial debate to the relationship between self-esteem and performance by children in education. Although a positive correlation between achievement and self-esteem would seem logical, there has been considerable research which questions whether this correlation actually exists.

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<sup>1</sup>WLODKOWSKI, R.J. (1982). Discipline: The great false hope, page 2.

Even if focusing on the improvement of the students' self-esteem may not produce better performance, it is highly unlikely that battering the self-esteem of children will increase their performance. Students who have poor self-esteem are more likely to have discipline problems.

#### **4.2.1. ASSERTIVE DISCIPLINE**

The discipline system known as Assertive Discipline was developed by Lee and Marlene Canter.

Assertive Discipline teaches students to accept the consequences of their actions. It has "as its basic premise the reinforcement of appropriate behavior"<sup>2</sup> (Render, Padilla, and Krank). "Responsibility is exactly what Assertive Discipline is all about"<sup>3</sup> (Canter). Practitioners of Assertive Discipline are taught that they must learn to be assertive in taking control of the class. A system of rewards and punishments are devised by the teacher to let students know when they have acted correctly or incorrectly. Increasingly unpleasant penalties are incurred by students who continue to make improper choices. Canter expresses concern about teachers

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<sup>2</sup> RENDER, G., PADILLA, J., & KRANK, H. (1989). Assertive discipline: A critical review and analysis, page 609.

<sup>3</sup>CANTER, L. (1988).Assertive discipline and the search for the perfect classroom. Young Children, page 24.

who "spend too much time punishing children. This is the key to Assertive Discipline, positives and lots of praise"<sup>4</sup> (Canter).

Assertive Discipline is generally considered easy to learn. "Assertive Discipline provides an attractive packaged, simple-to-understand, easy-to-implement alternative"<sup>5</sup> (Curwin and Mendler). Assertive Discipline seems to be the easiest discipline system to implement.

Teachers will often feel secure in implementing Assertive Discipline with only a few hours of training in a seminar behind them.

Although Assertive Discipline is widely used, there are many arguments that suggest it does more harm than good. (Watson, Crockenberg; Curwin and Mendler, Gartrell) the self-esteem of students is often decreased by methods born of Assertive Discipline. "Excessive control is apparently a major contributing factor in creating at-risk conditions for school children"<sup>6</sup> (Edwards).

Assertive Discipline is also criticized on the basis that it suggests that all problems in a classroom stem from students who do not know how to behave. "The Canters

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<sup>4</sup>CANTER, L. (1988). Assertive discipline and the search for the perfect classroom. *Young Children*, page 24.

<sup>5</sup>CURWIN, R. L. & MENDLER, A.N. (1989). We repeat, let the buyer beware: A response to Canter. *Educational Leadership*, page 83.

<sup>6</sup> EDWARDS, C. (1994). *Learning and control in the classroom*, page 344.

nowhere in their book recognize that behavior problems in the classroom might possibly be a function of poor teaching"<sup>7</sup> (Crockenberg).

Students are forced to accept the teacher's rule or else. Lines of control are strictly enforced with little or no democracy in the classroom. It is up to the teacher to make and enforce classroom rules. "The teacher knows what is required. . . . Parents must adapt to the teacher's requirements. Any attempts by parents to criticize teaching are understood to be 'side-tracking manipulations', uninformed and unfair"<sup>8</sup> (Crockenberg). Hitz describes Assertive Discipline as "power assertion rather than developing responsible behavior"<sup>9</sup>.

#### **4.2.2. CONTROL THEORY**

Control theory was developed by William Glasser, subsequently developed Reality Therapy in 1989. Glasser suggests that there are four basic human needs. They are love, control, freedom, and fun. These four components are necessary for a healthy psychological balance. Students need to be taught how to control their behavior. People have pictures in their head of their perception of the world. These pictures include perceptions of their needs and how they can be satisfied. "Most people, however, do not believe they have a choice"<sup>10</sup> (Glasser). It is the

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<sup>7</sup>CROCKENBERG, V. (1982). Assertive discipline: A dissent, page 63.

<sup>8</sup>ibid:

<sup>9</sup>HITZ, R. (1988). Assertive discipline: A response to Lee Canter, page 25.

<sup>10</sup>GLASSER, W. (1989). Control theory in the practice of reality therapy, page 2.

responsibility of a teacher to teach students that students choose how they act. "The teacher's task is to help students make good choices by making clear the connection between student behavior and its consequences"<sup>11</sup> (Emmer).

Glasser emphasizes that people do not picture themselves doing badly. Everyone has a view of being successful and happy. Individuals may at times choose to do self-destructive things, but do not intend to destroy themselves. Pictures make sense to people; otherwise, they would not have them.

Reality Therapy is a series of steps to help students understand the choices they are making. A teacher first tries to help the student identify the inappropriate behavior of the student. Then the teacher helps the student identify the consequences of that behavior. No attempt is made to come up with new or artificial consequences that the teacher might impose. It is important that the student, not the teacher, identify the consequences. Then the student needs to create a plan to eliminate inappropriate behavior. The teacher helps the student with successful implementation of the plan or allows the consequences to occur.

Problems reported with Control Theory and Reality Therapy can be overcome by considerable training and classroom time to implement these programs. Emmer reports that "all of the studies of Reality Therapy that assessed effects on student

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<sup>11</sup>EMMER, E.T. (1986).Effects of teacher training in disciplinary approaches. page 7.

variables . . . showed at least one student outcome that differed significantly for the E [Experimental] and C groups or from pre to post"<sup>12</sup>.

Control Theory is a relatively new theory which fits outside of the Newtonian paradigm. Glasser states, "Control Theory is a new explanation of how we choose to live our lives: It is actually a new psychology"<sup>13</sup>.

According to Glasser, pushing a student into a corner until they conform to our expectations is not in accordance with a psychologically healthy adolescent.

### **4.2.3. DISCIPLINE MODELS**

#### **4.2.3.1. GINOTT MODEL**

The Ginott Model concentrates on the communication between teacher and student. This approach concentrates on avoiding criticism and trying to understand the student's feelings. Teachers are encouraged to foster student autonomy and try to help students take responsibility for their actions. These goals are accomplished by establishing a communication with the students and by reasoning with the student.

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<sup>12</sup>EMMER, E.T. (1986). Effects of teacher training in disciplinary approaches, page 15.

<sup>13</sup>GLASSER, W. (1993).The quality school teacher., page 122.

#### **4.2.3.2. KAY MODEL**

The Kay Model views the character of students built upon internalized standards. People constantly judge their actions by these internal standards. By teaching and building upon these internal standards, students can be taught to be self-governing and responsible for their own actions. Students are intrinsically motivated to behave properly if they are taught how to do it. Students are responsible for their own motivation and for monitoring their own behavior. Teachers should not lift these responsibilities off of the students' shoulders. The role of the teacher is to teach students how to monitor themselves.

#### **4.2.3.3. JONES MODEL**

Fredric H. Jones developed a model of classroom discipline which accentuated the physical presence of the teacher. The basic assumptions of the Jones Model are that students need to be controlled and that teachers can achieve this control through body language, administration, and parental support. A teacher needs to understand stage presence. The ripple effects of the teacher's presence will go out and affect each student if the teacher adequately forceful. Stopping instruction, staring, sitting close to the student are all powerful intimidation techniques which should stop students from misbehaving.

### **4.3. THE ROLE OF THE FOREIGN LANGUAGE TEACHER IN THE CLASSROOM**

#### **4.3.1. Introduction**

Every teacher must have faced the dilemma at one point or another: what should be my role in the classroom? Should I primarily focus on efficient organization of lessons with a careful selection of the language facts to be transmitted to students? Or should I be more flexible and let the lesson flow spontaneously without treatment? Should I take full responsibility for the choice of activities, topics, and areas of language, or perhaps should I always make the effort of giving the learners as much choice as possible?

Finally, should I become a friend of my students, or maybe it's enough to concentrate on the material and evaluation and not expect too much openness and trust from teenagers?

#### **4.3.2. THE TEACHER'S ROLES AND EXAMPLES OF THEIR BEHAVIOR**

##### **4.3.2.1. TYPES OF ROLES**

**Organizer.** - The teacher prepares lectures, selects materials and activities, directs the lessons, coordinates the student's behavior, etc.

**Instructor.** - The teacher transmits knowledge, passes on certain language facts, and informs the learners about rules and meanings.

**Controller.** - The teacher controls the students, monitors their interactions, disciplines them and checks homework.

#### **4.3.2.2. TASK-RELATED ROLES**

**Facilitator.** -The teacher explains the rule again if the students have forgotten it, provides ideas, words, etc. that they may want to use in interaction.

**Counselor.** - The teacher teaches the students how to learn, trains the students in strategy use and promotes independent work.

**Participant.** - The teacher participates in activities as a partner and co-communicator.

**Expert, resource.** - The teacher not only exhibits proficiency in the target language but he is able to answer the learners' unexpected questions.

**Evaluator.** - The teacher evaluates the students' performance and progress correcting their mistakes and providing them feedback

#### **4.3.2.3. INTERPERSONAL ROLES**

**Creator of conditions conducive for learning.** - The teacher tries to make the atmosphere in the classroom pleasant and maintains friendly relationships with the students.

**Friend.** - The teacher is not only interested in the students' linguistic development, but as a human being can help them in their personal problems.

**Socializing agent.** - The teacher serves as a model of behavior, inculcates values and shapes the student's personalities, teaches about the world.

#### **4.3.2.4. ESPECIAL ROLES**

**Motivator.** - The teacher activates the learners' participation by rousing their interest (this function can be performed in any other role).

**Learner.** - The teacher keeps developing his/her skills and acquiring new knowledge (this function can be performed in any other role).

#### **4.4. THE ROLE OF THE STUDENT**

The role of the students is also evolving in the second language classroom. Students are becoming more active in their role as learners and are playing a major part in many aspects of the Core English class.

One significant development is the amount of student input and decision-making that naturally occurs in the development of the unit. In the initial phase of a unit, students are asked for their input and the knowledge that they possess on a particular subject. It is this input phase that begins to motivate the students.

Students are encouraged to make a number of decisions. They need to decide what vocabulary and structures are important for their activities and projects. The decisions that are made concerning the projects reflect the interests and strengths of the students. Although there are specific objectives and guidelines that need to be met in the second language classroom, students who are allowed some freedom to move within the parameters are more likely to remain motivated and on task.

The experiential goal at the end of the unit gives the students the opportunity to work toward their potential. The students become aware of this project in the early stages of the unit. They are then able to tailor their vocabulary, their activities and their thinking toward the final task. As the students realize that the work they do within the class leads them toward their final goal, they are much more inclined to

stay on task. Students are able to personalize their projects and use their personal abilities and talents. Students with a strong English background may wish to expand on the oral or written aspect of the projects. Students with artistic or creative talents may wish to add an original dimension to the finished product. Students with a lesser degree of language skill will also be able to work toward their own potential. Students learn in different ways and at a different pace and their final projects will reflect these unique differences.

As students become more responsible for their own language learning, their success in the second language class increases. The work that students do in the Core English class takes on new meaning as the students work toward a final task. Student self-evaluation becomes more common as the students reflect on what they have learned, how they have learned and what they still need to learn.

#### **4.4.1. STUDENT ROLES IN LEARNING**

Student role in the class is an active role. It means, constructing their own knowledge is important to contribute to the discussions, share the points of view that they bring with them and be an active participant in their own learning. To be active in this learning process means that they can say whatever they like but they need to be able to substantiate what say. Students need to respect other students' rights to speak and to have opinions that differ to their own.

## **4.5. LEARNING OF ENGLISH LANGUAGE**

### **4.5.1. THE LEARNING PROCESS**

To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems.

### **4.5.2. DEFINITION OF LEARNING**

The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously during a person's lifetime. To define learning, it is necessary to analyze what happens to the individual. For example, an individual's way of perceiving, thinking, feeling, and doing may change as a result of a learning experience. Therefore, **learning** can be defined as a change in behavior as a result of experience. This can be physical and overt, or it may involve complex intellectual or attitudinal changes which affect behavior in more subtle ways. In spite of numerous theories and contrasting views, psychologists generally agree on many common characteristics of learning.

### **4.5.3. LEARNING STYLES**

Although characteristics of learning and learning styles are related, there are distinctions between the two. **Learning style** is a concept that can play an

important role in improving instruction and student success. It is concerned with student preferences and orientation at several levels.

All students are different, and training programs should be sensitive to the differences. Some students are fast learners and others have difficulties; and, as already mentioned, motivation, experience, and previous training affect learning style. Any number of adjectives may be used to describe learning styles. Some common examples include:

- Right/left brain
- Holistic/serialist
- Dependent/independent
- Reflective/impulsive

Theories abound concerning **right- or left-brain** dominance. In general, those with right-brain dominance are characterized as being spatially oriented, creative, intuitive, and emotional. Those with left-brain dominance are more verbal, analytical, and objective.

Learning style differences certainly depend on how students process information. Some rely heavily on visual references while others depend more on auditory presentations. For example, visual students learn readily through reading and graphic displays, and auditory students have more success if they hear the subject

matter described. Another difference is that some learn more easily when an idea is presented in a mathematical equation, while others may prefer a verbal explanation of the same idea.

In the **holistic/serialist** theory, the strategy is a top-down concept where students have a big picture, global perspective. These students seek overall comprehension, especially through the use of analogies. In contrast, the serialist student focuses more narrowly and needs well-defined, sequential steps where the overall picture is developed slowly, thoroughly, and logically.

As indicated, personality also affects how students learn. **Dependent** students require a lot of guidance, direction, and external stimulation. These students tend to focus on the teacher. The more **independent** students require only a minimum amount of guidance and external stimulation. They are not overly concerned with how the lesson is presented.

Students with a **reflective-type** personality may be described as tentative. They tend to be uncertain in problem-solving exercises. The opposite applies to **impulsive** students. Typically, they dive right in with enthusiasm and are prone to make quick, and sometimes faulty, decisions.

**Discouraged** students often have depressed feelings about the future, and **independent** students tend to be older, intelligent, secure, and comfortable with

the academic environment. **Attention seekers** have a strong social orientation and are frequently involved in joking, showing off, and bragging. In contrast, **silent** students usually are characterized by helplessness, vulnerability, and other disconcerting behaviorisms.

Other studies identify more categories that are easily recognized. Among these are **sharing** students who enjoy working with others, and **competitive** students who are grade conscious and feel they must do better than their peers. **Participant** students normally have a desire to learn and enjoy attending class, and **avoidant** students do not take part in class activities and have little interest in learning.

Teachers who can recognize student learning style differences and associated problems will be much more effective than those who do not understand this concept. Also, these teachers will be prepared to develop appropriate lesson plans and provide guidance, counseling, or other advisory services, as required.

#### **4.5.4.MOTIVATION**

Motivation is probably the dominant force which governs the student's progress and ability to learn. Motivation may be negative or positive, tangible or intangible, subtle and difficult to identify, or it may be obvious.

Negative motivation may engender fear, and be perceived by the student as a threat. While negative motivation may be useful in certain situations,

characteristically it is not as effective in promoting efficient learning as positive motivation.

Positive motivation is provided by the promise or achievement of rewards. These rewards may be personal or social; they may involve financial gain, satisfaction of the self-concept, or public recognition. Motivation which can be used to advantage by the teacher includes the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image.

Students are like typical employees in wanting a tangible return for their efforts. For motivation to be effective, students must believe that their efforts will be suitably rewarded. These rewards must be constantly apparent to the student during instruction, whether they are to be financial, self-esteem, or public recognition.

Lessons often have objectives which are not obvious at first. Although these lessons will pay dividends during later instruction, the student may not appreciate this fact. It is important for the teacher to make the student aware of those applications which are not immediately apparent. Also, the devotion of too much time and effort to drill and practice on operations which do not directly contribute to competent performance should be avoided. The desire for personal comfort and

security is a form of motivation which instructors often forget. All students want secure, pleasant conditions and a safe environment.

Everyone wants to avoid pain and injury. The attractive features of the activity to be learned also can be a strong motivational factor. Students are anxious to learn skills which may be used to their advantage. If they understand that each task will be useful in preparing for future activities, they will be more willing to pursue it.

Another strong motivating force is group approval. Every person wants the approval of peers and superiors. Interest can be stimulated and maintained by building on this natural desire. Most students enjoy the feeling of belonging to a group and are interested in accomplishment which will give them prestige among their fellow students.

Every person seeks to establish a favorable self-image. In certain instances, this self-image may be submerged in feelings of insecurity or despondency. Fortunately, most people engaged in a task believe that success is possible under the right combination of circumstances and good fortune. This belief can be a powerful motivating force for students. A teacher can effectively foster this motivation by the introduction of perceptions which are solidly based on previously learned factual information that is easily recognized by the student. Each additional block of learning should help formulate insight which contributes to the ultimate training goals.

Positive motivation is essential to true learning. Negative motivation in the form of reproofs or threats should be avoided with all but the most overconfident and impulsive students. Slumps in learning are often due to declining motivation. Motivation does not remain at a uniformly high level. It may be affected by outside influences, such as physical or mental disturbances or inadequate instruction.

## **5. MATERIALS AND METHODS**

### **5.1. MATERIALS**

The materials used in the research were: books, copies, dictionaries, magazine and office material and also we use technical material like: computers, printer, internet, flash memory, scanner and transport.

### **5.2. METHODS**

The present research work has been developed as a non-experimental work because it is an educational problem that we consider important to research. It has been developed in a descriptive way, so that the group did not have the opportunity to manipulate the result of the investigation. We applied a survey, an interview and we also observed directly the class, in order to obtain more reliable results to contribute with the possible solutions of the main problem.

In our research work we have used the following methods:

The **analytical-synthetic method** helped to analyze the problems that exist in the “Manuel Cabrera Lozano” High School. Motupe Extension with regard to Classroom Management, the analysis of the students’ behavior, the techniques used by the teachers to develop the class, and the analysis of the obtained results and elaborate the conclusions and recommendations that the group consider necessary to improve the Classroom Management in this High School.

The **descriptive method** was used to describe the techniques of classroom management that the teachers apply in the English teaching-learning process, especially to identify if they are able to control the indiscipline in the class.

The **deductive method** which let us, give a logical explanation based on the observed facts and the stated hypothesis to reach a theory conclusions. It let us, the observation of the facts which were carried out to a real interpretation, analysis, description and explanation, through deductive logical analysis of the obtained data.

The **scientific method** was used to develop the phases of observation, investigation and verification on the researched object. This method allowed the formulation of the general and specific objectives and the hypothesis demonstration because it gave to the work a scientific quality.

The **statistical method** was used in collecting, analyzing, presenting, and interpreting data.

### **5.3. TECHNIQUES, INSTRUMENTS AND PROCEDURES**

#### **5.3.1. Techniques and instruments**

The **direct observation** let us know the facts in a participative and experimental way. So that we observed the studied object in the reality, therefore we got more

reliable results. The direct observation was developed through an observation guide during a week to the English teachers and students of this institution, to determine teacher's classroom management and the student's learning process.

A **Survey** helped us to obtain the information with a specific questionnaires that facilitated the collection of information as from the teachers as the students. The information obtained was about the classroom management as well as the learning process. This data helped to measure the hypothesis through close questions. The survey was applied to the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at "Manuel Cabrera Lozano" Motupe Extension and the English teachers who were teaching in these courses.

An **Interview** applied to the coordinator of the institution, which facilitated us to know about the academic planning, teachers' experience and training; and the strength and weakness of the English language in the institution. To develop it we used a questionnaire that allowed us to obtain specific information.

The results were contrasted from the different points of view of coordinator, teacher, students and researchers; so the research has a good level of reliability.

### **5.3.2. Procedures**

The processing of information was done through of tabulation data during the application of the techniques and instruments with the authorities, teachers and

students. The information was organized in charts and represented in graphs in order to show more reliable results and to facilitate their reading and better understanding.

In the analysis and interpretation were described the percentage of each indicator, and then were contrasted the obtained data with the theoretical information.

Finally, we made the hypotheses verification in this way we took into account the results of major tendency to prove or deny them. After that we elaborated some conclusions and recommendations to improve classroom management in this institution.

### **5.3.3. POPULATION AND SAMPLE**

The population of this research work was represented by the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education of the “Manuel Cabrera Lozano” High School Motupe Extension who were a total of 210 students and 3 English teachers and the Coordinator.

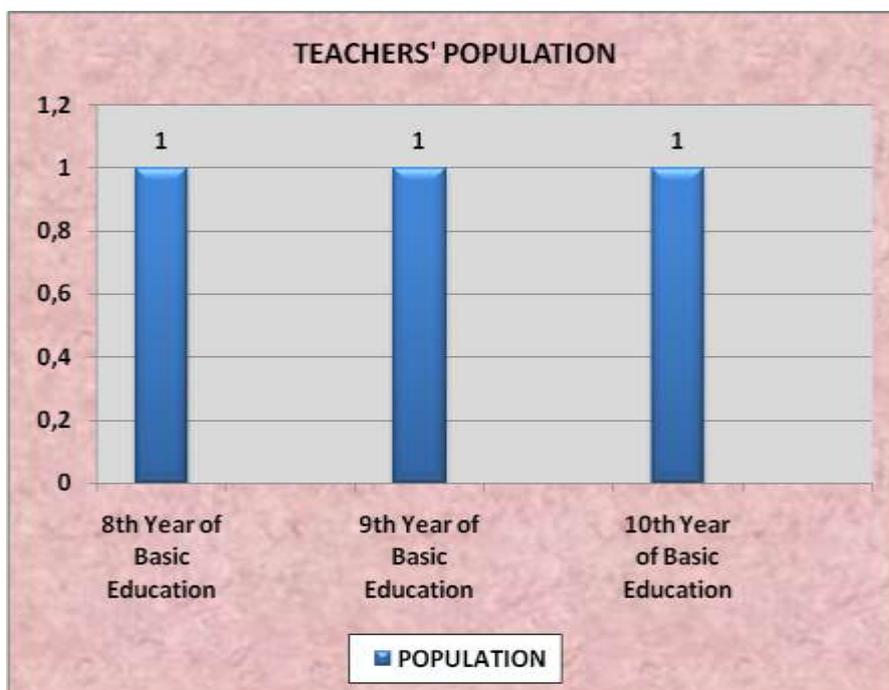
It is important to point that all teachers’ population were researched because they are just three ones who work in Motupe Extension.

In the next chart we detailed the teachers’ population:

**CHART N° 1:** Teachers' Population of 8<sup>th</sup>, 9<sup>th</sup> And 10<sup>th</sup> Years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.

<b>COURSES</b>	<b>POPULATION</b>
8 <sup>th</sup> Year of Basic Education	1
9 <sup>th</sup> Year of Basic Education	1
10 <sup>th</sup> Year of Basic Education	1
<b>TOTAL</b>	<b>3</b>

**GRAPHIC N° 1:** Teachers' Population of 8<sup>th</sup>, 9<sup>th</sup> And 10<sup>th</sup> Years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.



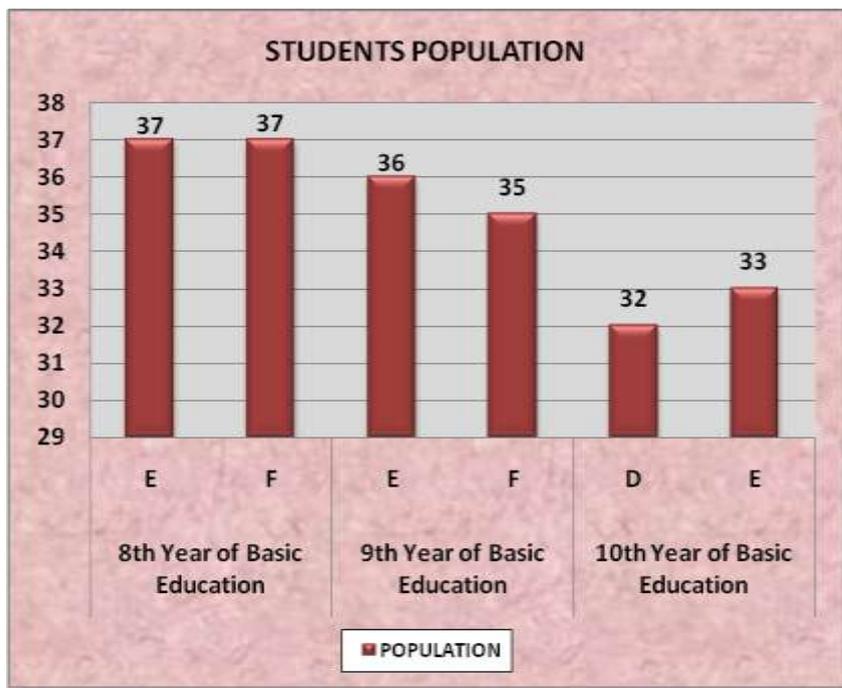
We detailed the students' population in the next chart:

**CHART N° 2: Students' Population of 8<sup>th</sup>, 9<sup>th</sup> And 10<sup>th</sup> Years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.**

<b>COURSES</b>	<b>PARALLEL</b>	<b>POPULATION</b>
8 <sup>th</sup> Year of Basic Education	E	37
	F	37
9 <sup>th</sup> Year of Basic Education	E	36
	F	35
10 <sup>th</sup> Year of Basic Education	D	32
	E	33
<b>TOTAL</b>		<b>210</b>

**Source:** Secretary's Office of "Manuel Cabrera Lozano" High School.  
**Elaboration:** Research Team

**GRAPHIC N° 2: Students' Population of 8<sup>th</sup>, 9<sup>th</sup> And 10<sup>th</sup> Years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.**



## 6. RESULTS

### 6.1. HYPOTHESIS ONE

There is little application of classroom management techniques by the teachers which affect in the student's discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.

#### 6.1.1. CLASSROOM MANAGEMENT

The theory shows us that classroom management focuses on encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. In this way, academic achievement, teacher efficacy, teacher and student behavior are directly linked with the concept of classroom management.

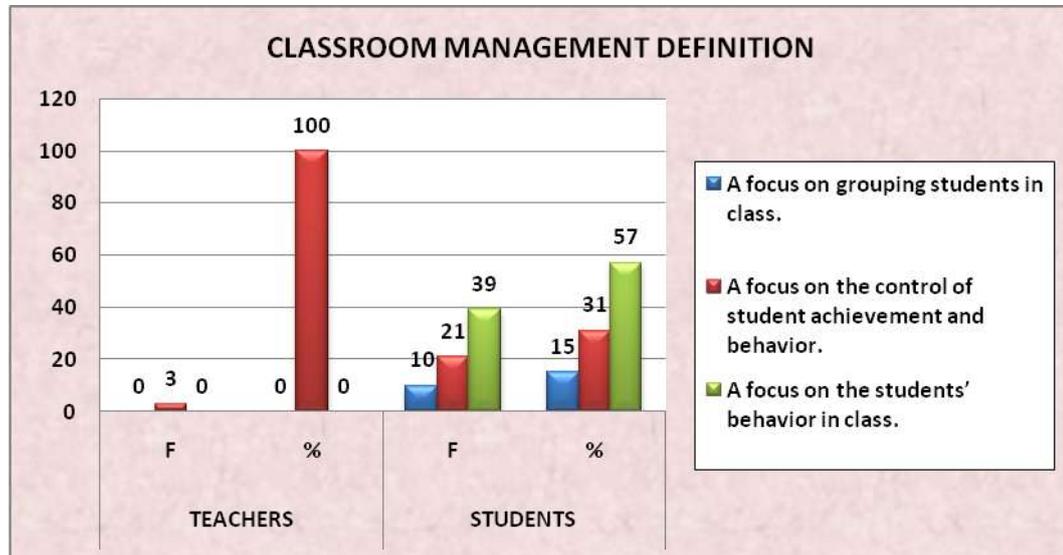
##### a) **Statistic Chart 1: Classroom Management.**

CLASSROOM MANAGEMENT	TEACHERS		STUDENTS	
	F	%	F	%
A focus on grouping students in class.	0	0	10	15
A focus on the control of student achievement and behavior.	3	100	21	31
A focus on the students' behavior in class.	0	0	39	57

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

## b) Graphic Representation



## c) Interpretation

According to the statistic matrix above, 100% of teachers told us that the meaning of the classroom management is the focus on the control of student achievement and behavior.

While 15% of students answered that classroom management is focused on grouping students in class; 31% that it is focused on the control of student achievement and behavior; and finally 51% of students think that it is focused on the students' behavior in class.

Comparing the theory with the answers of the teachers and students, we could notice that they know the classroom management definition.

### 6.1.2. CLASSROOM MANAGEMENT TECHNIQUES

The theoretical frame states that the classroom management techniques help to achieve effective group management and control of students in the classroom class, so the most important classroom management techniques are: focus attention on entire class; direct your instruction so that students know what is going to happen; monitor groups of students to check progress; move around the room so students have to pay attention more readily; make sure classroom is comfortable and safe; plan the lessons to ensure you fill the period with learning activities; come to class prepared; show confidence in the teaching and learn student names as quickly as possible

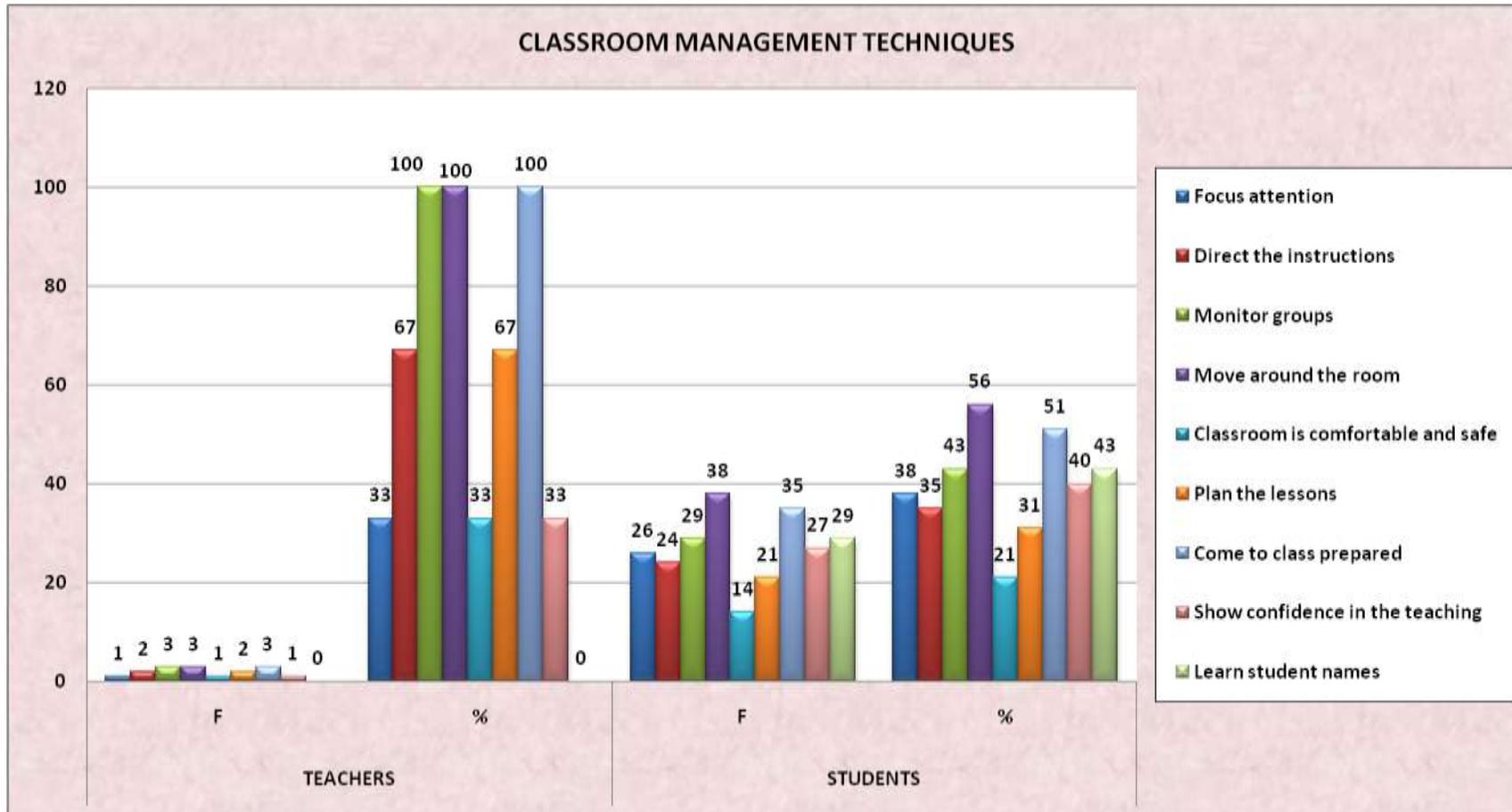
#### a) **Statistic Chart 2: Classroom Management Techniques.**

CLASSROOM MANAGEMENT TECHNIQUES	TEACHERS		STUDENTS	
	F	%	F	%
Focus attention	1	33	26	38
Direct the instructions	2	67	24	35
Monitor groups	3	100	29	43
Move around the room	3	100	38	56
Classroom is comfortable and safe	1	33	14	21
Plan the lessons	2	67	21	31
Come to class prepared	3	100	35	51
Show confidence in the teaching	1	33	27	40
Learn student names	0	0	29	43

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

b) Graphic Representation



### **c) Interpretation**

According to the statistic matrix above, 33% of teachers explained that classroom management techniques that they use are: focus attention on entire class, make sure classroom is comfortable and safe also they show confidence in the teaching, 67% said that they use direct the instructions so that students know what is going to happen while 100% of the teachers answered that the techniques that they apply are: monitor groups of students to check progress , move around the room so students have to pay attention more readily and come to class prepared.

38% of students answered that their English teacher focuses attention on entire class; 35% that teacher directs the instruction so that they know what is going to happen; 43% that their teacher monitors groups of students to check progress and learns student names; 56% that teacher moves around the room so they have to pay attention more readily; 21% that their teacher makes sure classroom is comfortable and safe; 31% that teacher plans the lessons to ensure fill the period with learning activities; 51% that teacher comes to class prepared and 40% that their teacher shows confidence in the teaching.

Teachers in their answers point different classroom management techniques but not all of them, because they consider some of them more important than the other ones. Through students' answer and our observation we can notice that teachers do not use enough techniques to control students' discipline.

### 6.1.3. CLASSROOM RULES

The theory give us a small number of general rules that emphasize an appropriate behavior in the classroom they are: come to class on time; do not eat candy or other food in class; bring required materials every day; talk only when permitted; use polite speech and body language; do not cheat and follow the teacher's instructions immediately. Most teachers are applying some of these rules in the classroom; but most of them are not using the rules that can help to avoid discipline problems.

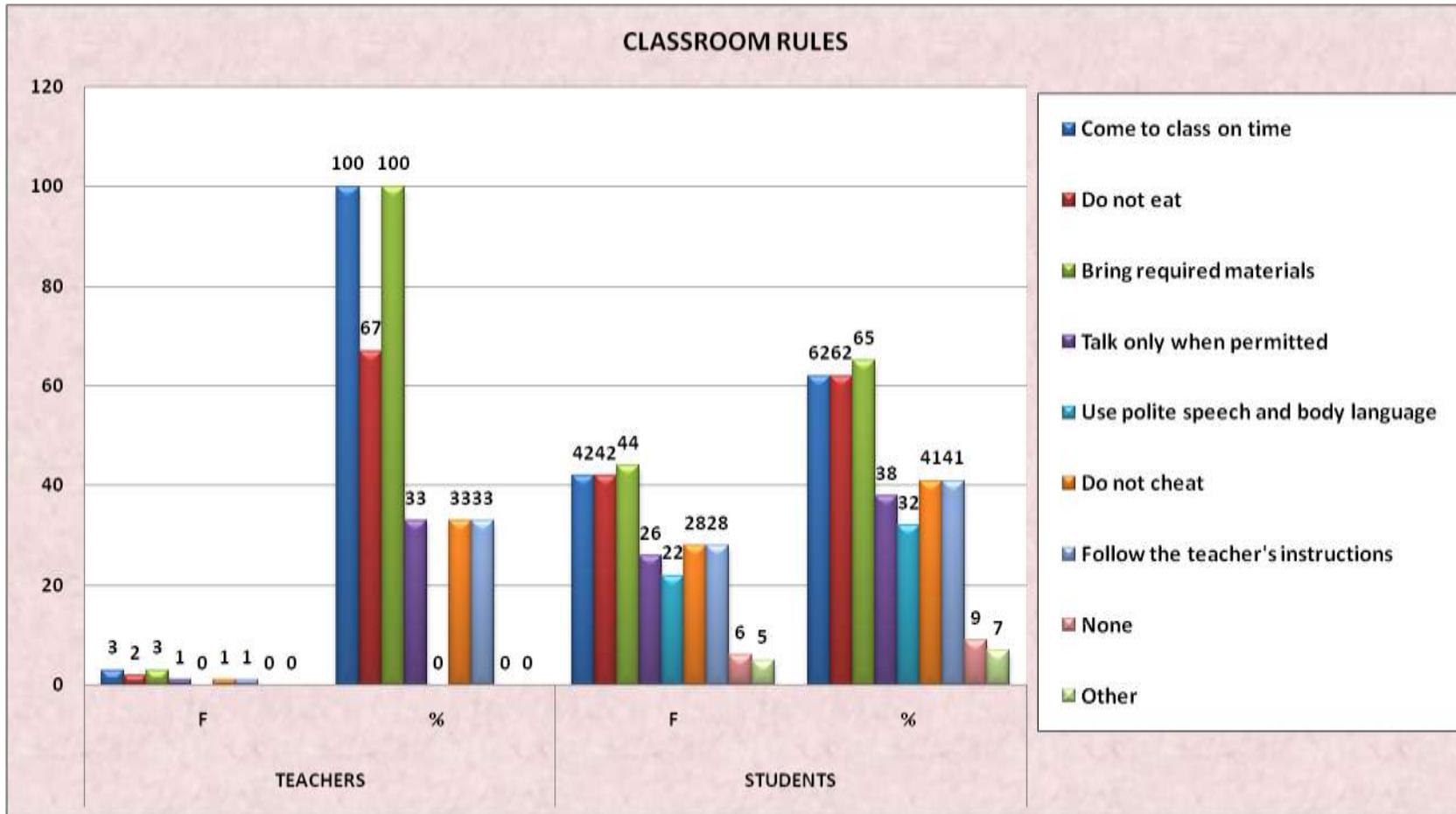
#### a) Statistic Chart 3: Classroom Rules.

CLASSROOM RULES	TEACHERS		STUDENTS	
	F	%	F	%
Come to class on time	3	100	42	62
Do not eat	2	67	42	62
Bring required materials	3	100	44	65
Talk only when permitted	1	33	26	38
Use polite speech and body language	0	0	22	32
Do not cheat	1	33	28	41
Follow the teacher's instructions	1	33	28	41
None	0	0	6	9
Other	0	0	5	7

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

a) Graphic Representation



## **b) Interpretation**

According to the statistic matrix above, 100% of teachers answered that the rules established in the classroom are: come to class on time and bring required materials every day; 67% expressed that they don't let students eat in class while 33% of teachers said that the rules in class are talk only when permitted, follow the teacher's instructions immediately and don't cheat

While 62% of students explained that the rules are to come to class on time and do not eat candy or other food in class; 65% that the rule is to bring required materials every day; 38% that the rule is to talk only when permitted; 32% that the rule is to use polite speech and body language; 41% that the rules are; do not cheat and follow the teacher's instructions immediately; 9% there are no rules in their classroom; and 7% that they have other rules.

Taking into account the teachers and students' answers and our observation is the evident that teacher apply these rules to control the student's discipline and keep classroom's control.

#### 6.1.4. CLASSROOM ARRANGEMENT

Referring to the result the teacher must be able to observe all students at all times and to monitor their work and behavior. There are three common set ups that are quite effective and each have their own benefits. First, rows, all students face the board. Second is in groups. This setup allows students to discuss content being taught and work cooperatively and finally a horseshoe or circle, it lends a discussion circle in the middle of the room and all students can see the board. Teachers answers that they use the first arrangement because this eliminates a few disruptions and help them to control student's behavior.

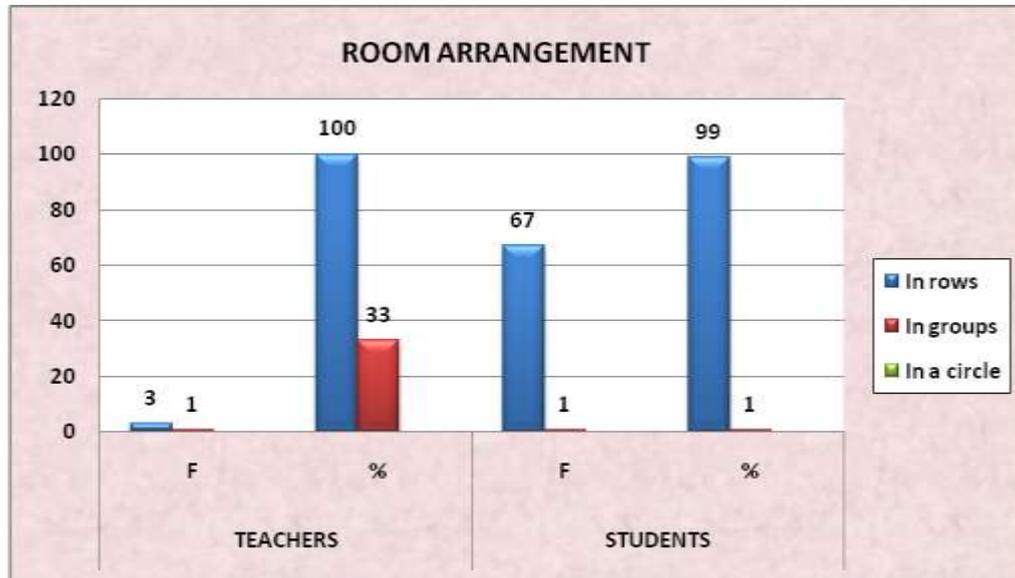
##### a) **Statistic Chart 4: Room Arrangement.**

ROOM ARRANGEMENT	TEACHERS		STUDENTS	
	F	%	F	%
In rows	3	100	67	99
In groups	1	33	1	1
In a circle	0	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>100</b>	<b>68</b>	<b>100</b>

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

## b) Graphic Representation



## c) Interpretation

According to the statistic matrix above, 100% of teachers explain that the room arrangement in the classroom is in rows but the 33% said that the desks are in a circle position

While 99% of students said that their teachers arrange the students' desks in rows; while 1% that teacher arranges them in groups.

Taking into account the results we noticed that teachers use the most popular room arrangement that is in rows and students and our observation agree with the results; while the results gotten from the group room arrangement differ greatly from teachers and students opinion. Teachers answers affirmative the 33% on the other hand, students answer the 1%.

### 6.1.5. THEORIES AND MODELS DISCIPLINE

To control students' behavior the theoretical frame states some theories and models of discipline:

- **Assertive discipline;** it teaches students to accept the consequences of their actions. A system of rewards and punishments are devised by the teacher to let students know when they have acted correctly or incorrectly. Students are forced to accept the teacher's rule or else. Lines of control are strictly enforced with little or no democracy in the classroom.
- **Control theory;** it is the responsibility of a teacher to teach students that students choose how they act. Teacher first tries to help the student identify the inappropriate behavior. Then teacher helps the student identify the consequences of that behavior.
- **Ginott Model;** concentrates on the communication between teacher and students. This approach concentrates on avoiding criticism and trying to understand the student's feelings.
- **Kay Model;** students are responsible for their own motivation and for monitoring their own behavior.
- **Jones Model;** students need to be controlled and that teachers can achieve this control through body language, administration, and parental support. A teacher needs to understand stage presence.

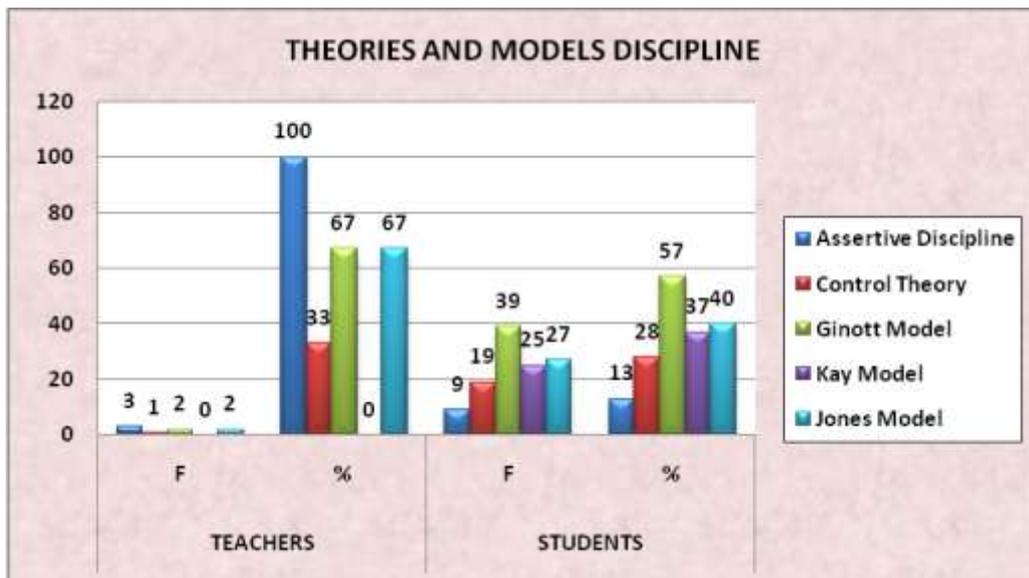
**a) Statistic Chart 5: Theories and Models of discipline.**

THEORIES AND MODELS DISCIPLINE	TEACHERS		STUDENTS	
	F	%	F	%
Assertive Discipline	3	100	9	13
Control Theory	1	33	19	28
Ginott Model	2	67	39	57
Kay Model	0	0	25	37
Jones Model	2	67	27	40

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

**b) Graphic Representation**



**c) Interpretation**

According to the statistic matrix above, 100% of teachers explained that the Models and Theories that they apply inside of classes is Assertive Discipline, while 67% said that they used the Ginott Model and Jones Model but 33% answered that they use the Control Theory

While 13% of students admitted that teachers applies assertive discipline; 28% that teacher applies control theory; 57% that teacher applies Ginott model; 37% that teacher applies Kay model and finally 40% that teacher applies Jones model.

Comparing the teachers and students' answers; teachers consider the Assertive discipline as the most important theory to control the student's discipline; while students consider that Ginott Model is the most important one, because it concentrates on the communication between teacher and students.

## **6.2. HYPOTHESIS TWO**

Teacher and student's roles affect in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.

### **6.2.1. TEACHERS' ROLE**

The role of the teacher is so important inside the class because he or she has the responsibility to manage the students, so the theoretical frame shows us the different types of roles like:

**Organizer.** - The teacher prepares lectures, selects materials and activities, directs the lessons, coordinates the student's behavior, etc

**Controller.** - The teacher controls the students, monitors their interactions, disciplines them and checks homework.

**Facilitator.** -The teacher explains the rule again if the students have forgotten it, provides ideas, words, etc. that they may want to use in interaction.

**Counselor.** - The teacher teaches the students how to learn, trains the students in strategy use and promotes independent work.

**Evaluator.** - The teacher evaluates the students' performance and progress correcting their mistakes and providing them feedback

**Creator of conditions conducive for learning.** - The teacher tries to make the atmosphere in the classroom pleasant and maintains friendly relationships with the students.

**Friendly.** - The teacher is not only interested in the students' linguistic development, but as a human being can help them in their personal problems.

**Socializing agent.** - The teacher serves as a model of behavior, inculcates values and shapes the student's personalities, teaches about the world.

**Motivator.** - The teacher activates the learners' participation by rousing their interest.

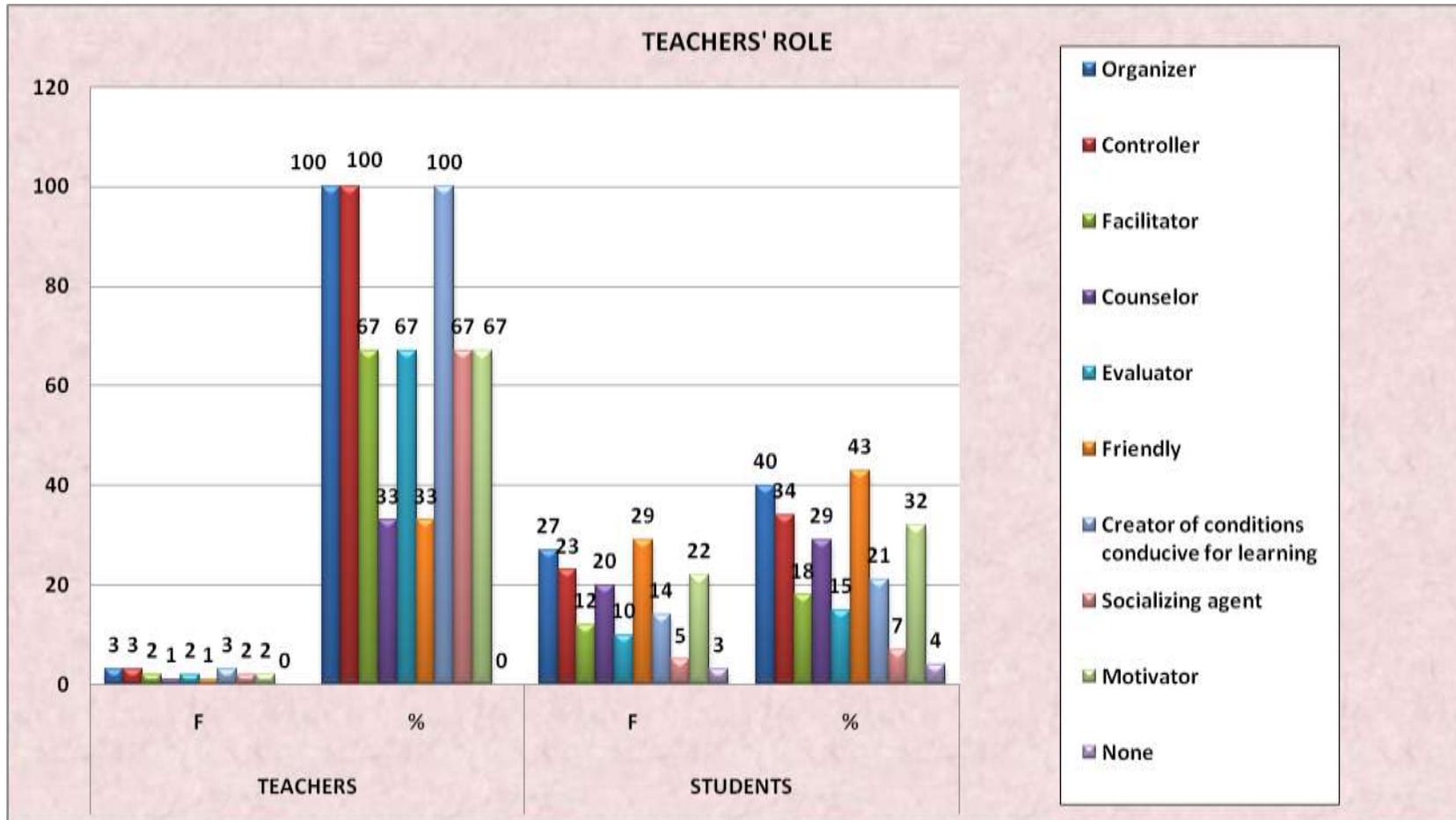
**a) Statistic Chart 6: Teacher's Role.**

TEACHER'S ROLE	TEACHERS		STUDENTS	
	F	%	F	%
Organizer	3	100	27	40
Controller	3	100	23	34
Facilitator	2	67	12	18
Counselor	1	33	20	29
Evaluator	2	67	10	15
Friendly	1	33	29	43
Creator of conditions conducive for learning	3	100	14	21
Socializing agent	2	67	5	7
Motivator	2	67	22	32
None	0	0	3	4

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

**b) Graphic Representation**



### **c) Interpretation**

According to the statistic matrix above, 100% of teachers answered that the roles they put in practice to develop the class are organizer, controller and creator of conditions conducive for learning, 67% explained that the roles they practice in class are facilitator, evaluator, socializing agent and motivator and 33% of teachers said that they are counselor and friendly.

While 40% of students think that their teacher is organizer; 34% that teacher is controller; 18% that teacher is facilitator; 29% that teacher is counselor; 15% that teacher is evaluator; 43% that teacher is friendly; 21% that teacher is a creator of conditions conducive for learning; 7% that teacher is a socializing agent; 32% that teacher is motivator and 4% answered that teacher does not put in practice this roles.

Considering the answers of the teachers and students determine that the teacher's role applied are organizer, controller and friendly and with our observation we verify that the teacher develop all these roles in the classroom.

### **6.2.2. STUDENTS' ROLE**

The theory indicates that student role in the class is an active role. It means, constructing their own knowledge is important to contribute to the discussions, share the points of view that they bring with them and be an active participant in their own learning. To be active in this learning process means that they can say

whatever they like but they need to be able to substantiate what say. Students need to respect other students' rights to speak and to have opinions that differ to their own.

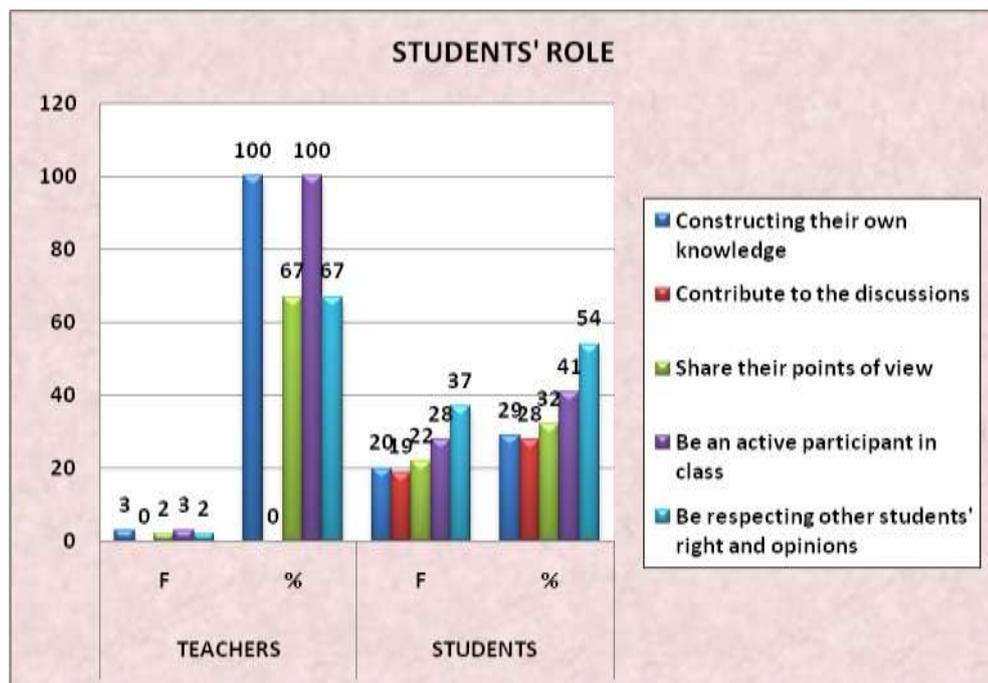
**a) Statistic Chart 7: Student's Role.**

STUDENTS' ROLE	TEACHERS		STUDENTS	
	F	%	F	%
Constructing their own knowledge	3	100	20	29
Contribute to the discussions	0	0	19	28
Share their points of view	2	67	22	32
Be an active participant in class	3	100	28	41
Be respecting other students' right and opinions	2	67	37	54

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

**b) Graphic Representation**



### **c) Interpretation**

According to the statistic matrix above, 100% of teachers consider that the students' roles in the learning process are constructing their own knowledge and be an active participant in class and 67% of teachers answered that the students' roles are share the points of view and be respecting other students' rights and opinions

While 29% of students admitted that their role in the learning process is to construct their own knowledge; 28% that their role is to contribute to the discussions; 32% that it is to share their points of view; 41% that their role is to be an active participant in class and finally 54% of them said that their role is to be respecting other students' rights and opinions.

Taking into account the answers of the teachers they say that the role of the student is to constructing their own knowledge but the students consider that the main role is to be respecting other students' rights and opinions. With our observation we can see that students do not fulfill with the roles that themselves emphasize.

### **6.2.3.LEARNING PROCESS DEFINITION**

The theory defines the learning in this way; to learn is to acquire knowledge or skill and learning also may involve a change in attitude or behavior.

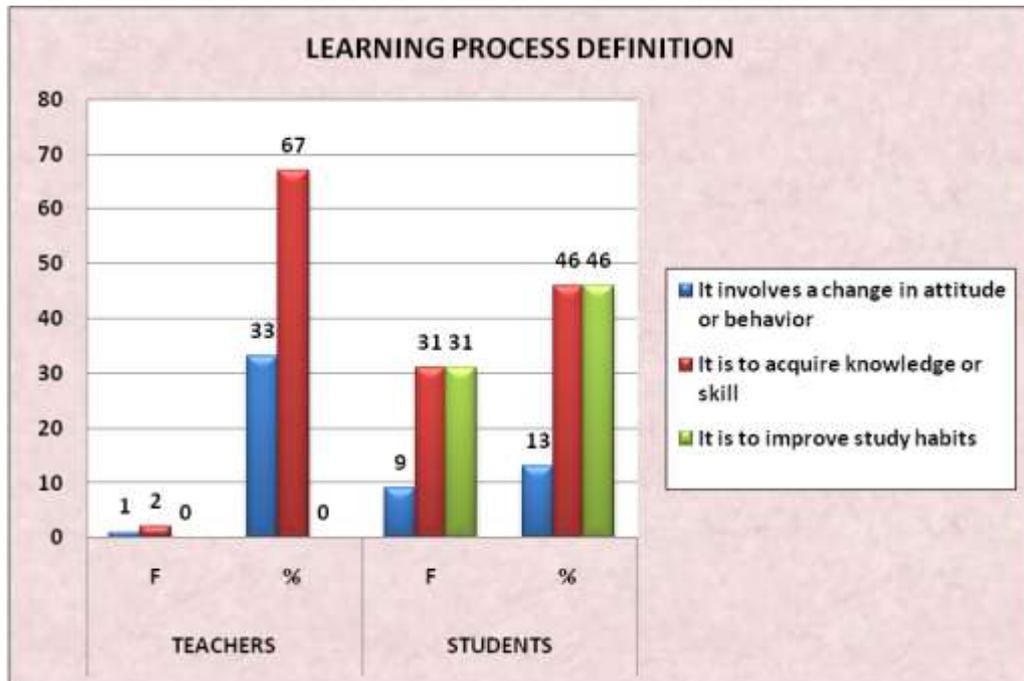
**a) Statistic Chart 8: Learning process definition.**

LEARNING PROCESS DEFINITION	TEACHERS		STUDENTS	
	F	%	F	%
It involves a change in attitude or behavior	1	33	9	13
It is to acquire knowledge or skill	2	67	31	46
It is to improve study habits	0	0	31	46

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

**b) Graphic Representation**



**c) Interpretation**

According to the statistic matrix above, 67% of teachers said that the definition of learning process is the acquisition of knowledge or skills and 33% answered that the meaning is a change in attitude or behavior

While 13% of students think that learning process involves a change in attitude or behavior; while 46% of students answered that it is to acquire knowledge or skill and also it is to improve study habits.

We can notice that the knowledge of the teachers and students with regard to learning process definition is correct because they gave a good answer which is: learn is to acquire knowledge or skill.

#### **6.2.4. LEARNING STYLES**

Learning style is a concept that can play an important role in improving instruction and student success. **Dependent** students require a lot of guidance, direction, and external stimulation. These students tend to focus on the teacher. The more **independent** students require only a minimum amount of guidance and external stimulation; independent students tend to be older, intelligent, secure, and comfortable with the academic environment. Students with a **reflective-type** personality may be described as tentative. They tend to be uncertain in problem-solving exercises. The opposite applies to **impulsive** students. Typically, they dive right in with enthusiasm and are prone to make quick, and sometimes faulty, decisions. **Discouraged** students often have depressed feelings about the future. **Attention seekers** have a strong social orientation and are frequently involved in joking, showing off, and bragging. In contrast, **silent** students usually are characterized by helplessness, vulnerability, and other disconcerting

behaviorisms. **Sharing** students who enjoy working with others, and **competitive** students who are grade conscious and feel they must do better than their peers. **Participant** students normally have a desire to learn and enjoy attending class, and **avoidant** students do not take part in class activities and have little interest in learning.

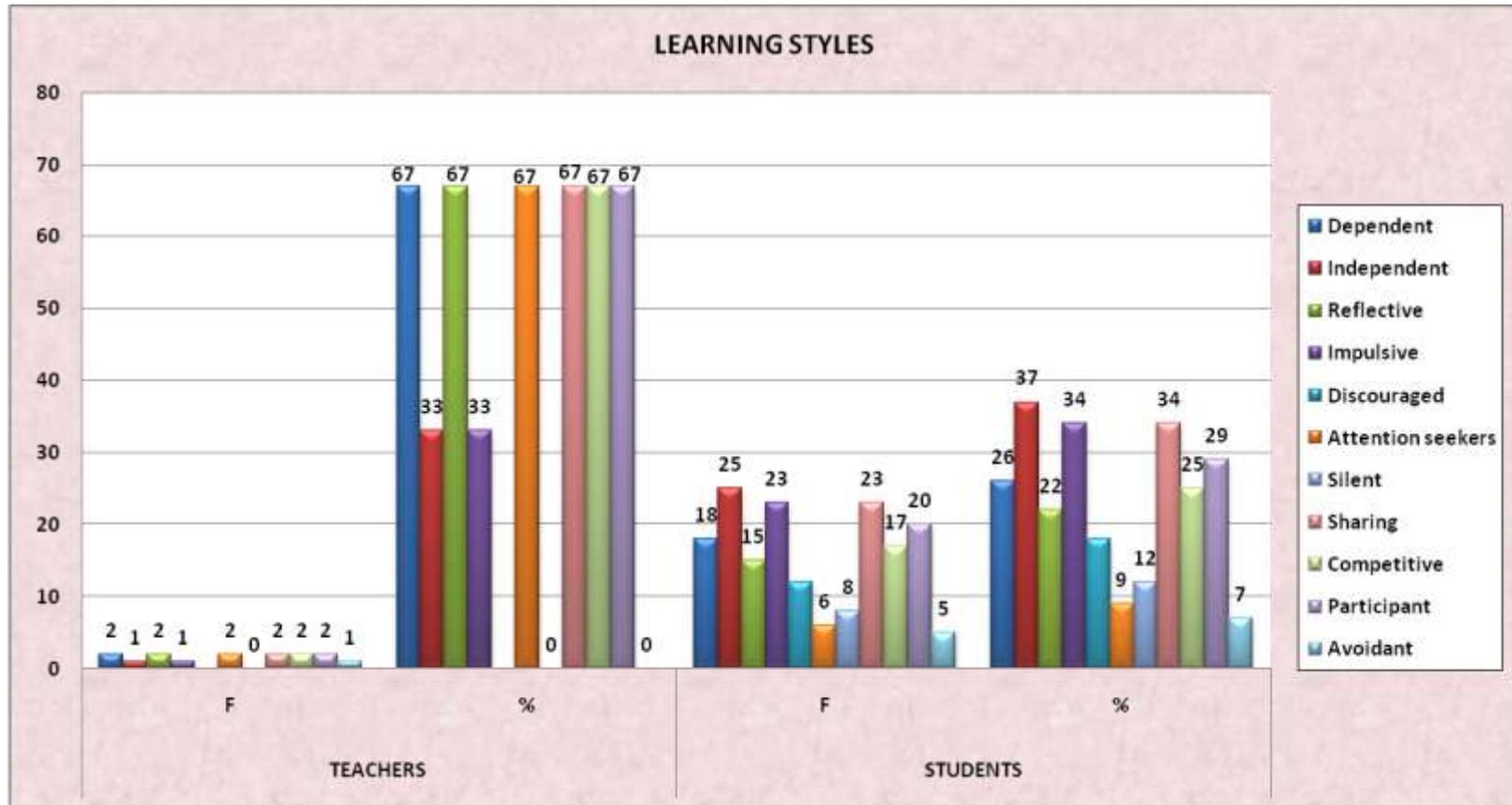
**a) Statistic Chart 9: Learning Styles.**

LEARNING STYLES	TEACHERS		STUDENTS	
	F	%	F	%
Dependent	2	67	18	26
Independent	1	33	25	37
Reflective	2	67	15	22
Impulsive	1	33	23	34
Discouraged	0	0	12	18
Attention seekers	2	67	6	9
Silent	0	0	8	12
Sharing	2	67	23	34
Competitive	2	67	17	25
Participant	2	67	20	29
Avoidant	1	0	5	7

**Source:** Teachers and Students' surveys.

**Elaboration:** Research Team.

**b) Graphic Representation**



### **c) Interpretation**

According to the statistic matrix above, 67% of teachers said that they find different student's learning styles in each class like: dependent, reflective, attention seekers, sharing, competitive and participant, and 33% of the teachers answered that the student's learning styles that they have in class are independent, impulsive and avoidant.

While 26% of students admitted that their learning style is dependent; 37% that they are independent; 22% that they tend to be reflective; 34% that they are impulsive and sharing; 18% are discouraged; 9% are attention seekers; 12% are silent; 25% are competitive; 29 are participant and finally 7% are avoidant.

Teachers consider that the student's learning styles in the class are: dependent, reflective, attention seekers, sharing, competitive and participant but the students admitted that they tend to be independent, impulsive and sharing.

### **6.2.5.MOTIVATION IN THE LEARNING PROCESS**

Motivation is important in the learning process because it is probably the dominant force which governs the student's progress and their ability to learn.

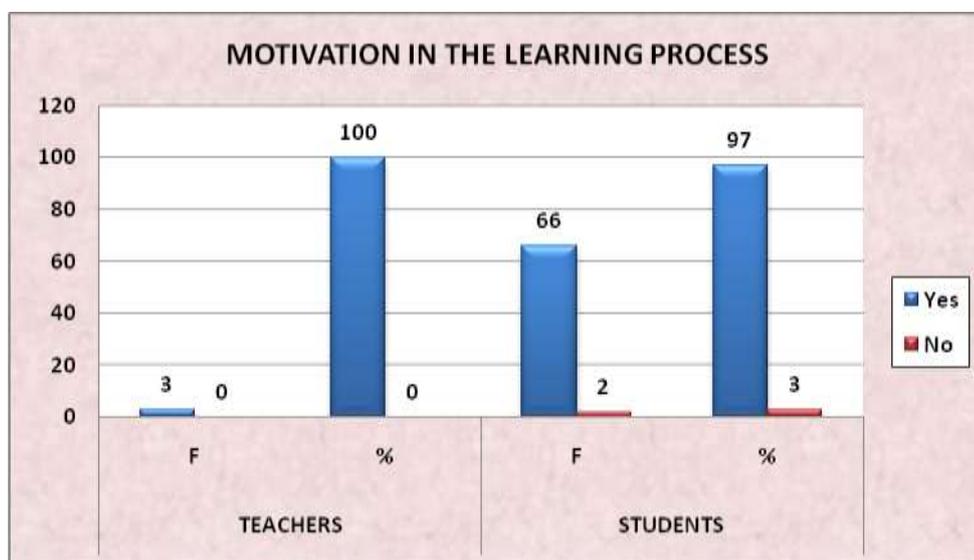
**a) Statistic Chart 10: Motivation in the learning process.**

MOTIVATION IN THE LEARNING PROCESS	TEACHERS		STUDENTS	
	F	%	F	%
Yes	3	100	66	97
No	0	0	2	3
<b>TOTAL</b>	<b>3</b>	<b>100</b>	<b>68</b>	<b>100</b>

Source: Teachers and Students' surveys.

Elaboration: Research Team.

**b) Graphic Representation**



**c) Interpretation**

According to the statistic matrix above, 100% of teachers consider that the motivation is so important in the learning process.

While 97% of students accepted that motivation is important, and 3% said that it is not.

In their answers teacher and students agree that motivation is important in the learning process.

## **7. DISCUSSION**

To contrast and verify the hypothesis that our group have stated in the project; we use the obtained result through the analysis of the gotten information as from director, teachers and students of “Manuel Cabrera Lozano” High School Motupe Extension as our direct observation of the class, this information have let us to verify if the hypothesis are accepted or rejected, therefore we have established some conclusions and recommendations to improve the classroom management in this Institution.

### **7.1. HYPOTHESIS ONE**

#### **a. Statement**

There is little application of classroom management techniques by the teachers which affect in the student’s discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

#### **b. Demonstration**

The hypothesis one has two variables, the first one is little application of classroom management techniques by the teachers and the second one is student’s discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

To verify this hypothesis we take into account the following questions:

The question number **ONE**, 100% of the teachers said that classroom management is focused on the control of student achievement and behavior and 31% of the students agreed with the teachers, but the 57% of the students said that classroom management is focused on the students' behavior in the class. We can say that the teachers know the classroom management definition although the students ignore it.

The question number **TWO**, 100% of the teachers explained that the classroom management techniques that they use are: monitor groups of students to check progress and come to class prepared; the same percentage of teachers agreed with 56% of the students which said that teacher moves around the room so students have to pay attention, 51% come to class prepared. We could prove that teachers apply little classroom management techniques, in this way the control of the discipline is more difficult.

The question number **THREE**, 100% of the teachers manifested that the rules established in the classroom are come to class on time and bring required materials every day and 65% of students agreed with these answers. We notice that teachers use rules to work with students in class but not to control their discipline.

The question number **FOUR**, 100% of the teachers and 99% of the students let us know that the room arrangement in the classroom is in rows. We could observe that in this way is easier for teachers to observe all students but not to monitor their work and behavior because the classroom space is small and there are many students in it.

The question number **FIVE**, 100% of the teachers expressed that the theory that they apply inside of classes is Assertive discipline, and 57% of students admitted that teachers apply Ginott model. With these answers we can see that the teachers and students have two points of view, so teachers apply a strict model of discipline while students affirmed that the teacher use a model based on the communication between teacher and students. We consider the teachers tend to use a wrong model where students are forced to accept the teachers' rules in this way students lose confidence in their teachers.

### **c. Discussion and Conclusion**

The researchers group based on the obtained results in the field work and after the demonstration with the questions applied to the teachers and students in the survey **accepts the first hypothesis** because we have proved that there is little application of classroom management techniques by the teachers which affect in the student's discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.

## **7.2. HYPHOTESIS TWO**

### **a. Statement**

Teacher and student's roles affect in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.

### **b. Demonstration**

The hypothesis two has two variables, the first one is teacher and student's roles and the second one is learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.

To verify this hypothesis we take into account the following questions:

The question number **SIX**, 100% of the teachers accepted that the roles they put in practice to develop the class are organizer, controller and creator of conditions conducive for learning while 43% of students answered that teacher is friendly. We deduce that the relationship between teachers and students is good, because teachers' personality is balanced.

The question number **SEVEN**, 100% of the teachers consider that the students' roles in the learning process are constructing their own knowledge and be an

active participant in class and 54% of students said that their role is to be respecting other students' rights and opinions. We realized through direct observation that students do not fulfill with the role that themselves mention, because there are not respect among them.

The question number **EIGHT**, 67% of teachers said that the definition of learning process is the acquisition of knowledge or skills and 46% of students answered that it is to acquire knowledge or skill and also it is to improve study habits. We consider that the understanding of the teachers and students about learning process definition is correct.

The question number **NINE**, 67% of teachers said that they find different student's learning styles in each class like: dependent, reflective, attention seekers, sharing, competitive and participant and 37% of students said that they are independent. We consider that students are not independent because most of them wait the teacher's instruction.

The question number **TEN**, 100% of teachers consider that the motivation is so important in the learning process and 97% of students agree with them. We can notice that teachers consider that motivation is important because it helps students to get meaningful learning of English language, but student do not feel motivated to learn the language when we observed them.

### **c. Discussion and Conclusion**

With these results that the group got through the survey applied to teachers and students, **accepts the second hypothesis** because we have proved that teacher and student's roles affect in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.

## **8. CONCLUSIONS**

After we have finished our research work about classroom management and its impact on the teaching-learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010, we have elaborated the following conclusions:

- ❖ The teachers of the “Manuel Cabrera Lozano” High School. Motupe Extension do not use enough classroom management techniques to control student’s discipline, so that students do not have a good behavior in class and it affects their academic performance.
- ❖ The space of the classrooms of the “Manuel Cabrera Lozano” High School. Motupe Extension is small if we compare it with the students’ number that there is in each class and it makes difficult for teachers to check their work and behavior.
- ❖ The teachers of the “Manuel Cabrera Lozano” High School, Motupe Extension apply assertive discipline to control students’ behavior, it affects the students’ performance because they feel obliged to follow teachers’ rules and they are not active participants of the class.
- ❖ The students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension, do not have clear what is their role

in the learning process, which is evident in the lack of participation in class and the bad relationship between them.

- ❖ The students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension, do not feel motivated to learn the English language, due to teachers teach their subject in a routine and traditional way.

## 9. RECOMMENDATIONS

In order to give some possible solutions to the main problems we have elaborated the following recommendations:

- ❖ The teachers should research about new classroom management techniques to control student's discipline, so that they will be able to manage in a better way the students' behavior.
- ❖ The authorities should admit an appropriated number of students for each classroom, or make a better distribution of rooms according to the number of students in order to improve the learning conditions.
- ❖ The teachers should look for an appropriate discipline model in which include the different thought, points of view and attitude of students, in order to they feel secure and become in active participants of the class.
- ❖ The student's welfare department should give a workshop about which is the role of the student in the learning process so that they can know their rights and responsibilities; they also should encourage the students to improve the relationship between them to avoid discipline's problems in the classroom.
- ❖ We suggest the teachers make their classes more active using different methods, techniques and resources that help students to catch the attention of

the class to achieve a better understanding and learning of the English Language.

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

**PROJECT**

**“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”**

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LOJA – ECUADOR  
2010

## **1. THEME**

**“CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”**

## **2. PROBLEM STATEMENT**

### **2.1. BACKGROUND**

““Manuel Cabrera Lozano” Experimental High School was created by order of the Honorable University Council of the National University of Loja, on September 28<sup>th</sup> , 1971, established as an extension named Faculty of Arts, Letters and Science of Education, in order to serve as a centre for teaching practice in a mid-level professionals who are trained in this academic entity, to become an alternative place of service to the community in the city and province of Loja, in the southern region of the country.

The Ministry of Education and Culture authorized the working of the first course of the basic cycle, starting from academic year 1971 – 1972. It started its academic work with 15 teachers being Lic. Mario Enrique Jimenez, its first principal”.<sup>14</sup>

“In the year 1977 by the necessity to link the University with the community and to expand the field of action, they created the branch of the high school in Motupe neighborhood in the “El Valle” parish, whose historic challenge was to consciously integrate the most vulnerable sectors of the area, generating

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<sup>14</sup> HERRERA, F., CARRIÓN, M., ELIZALDE, R. & SARANGO, S. (2006). Revista de difusión académico-científica of the “Manuel Cabrera Lozano” High School, page 9.

alternatives of change that were oriented to improve living standards in this important sector of the city and continues to this day.

The High School has two types of curriculum: 1) Sciences, with the Physical-Mathematical, Chemical-Biological and Social Studies specialties; 2) Technical and Trade Management, with Accounting and Management; delivering to the society a total 1300 graduating high school students up until now”.<sup>15</sup>

The teaching staff is 75 teachers distributed in different educational areas, who are qualified to carry out their functions. This High School currently has 1500 students of which 325 belong at Motupe Branch.

The administrative sector has two departments: the Department of Institutional Planning, and the Department of Counseling and Students’ Welfare.

“The Department of Institutional Planning contributes to the improvement of the quality of education offered by the high school. Its work is geared to the planning, execution, monitoring and evaluation of actions in order to improve student’s education by linking them with the area of influence of the high school”.<sup>16</sup>

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<sup>15</sup> HERRERA, F., CARRIÓN, M., ELIZALDE, R. & SARANGO, S. (2006). Revista de difusión académico-científica of the “Manuel Cabrera Lozano” High School, page 10

<sup>16</sup> HERRERA, F., CARRIÓN, M., ELIZALDE, R. & SARANGO, S. (2006). Revista de difusión académico-científica of the “Manuel Cabrera Lozano” High School, page 12

“The Department of Counseling and Students’ Welfare has four educational psychologists and a vocational counselor, a psycho-rehabilitator, a social worker and two inspectors. They are responsible for ensuring the welfare of students relying primarily on their parent’s support”.<sup>17</sup>

In addition, this high school has five academic areas: Natural and Exact Sciences, Social Sciences, Arts and Sports, Behavioral Department and Technical area.

The Sub-area of Foreign Language (English) is integrated by seven teachers who use the book "Our World through English," a project implemented by CRADLE, which sets out five class hours per week for learning the English language.

“This high school’s mission is to offer integral formation to students who have studied all the way from elementary school to high school under a scientific conception of the world, society, science, knowledge and learning facilitating youth’s development of their creativity, responsibility, critical and reflexive attitude, moral and social values. This high school is also used as a practical center for teaching and educational research in order to offer consultant ship services, consultancy and pedagogic cooperation.”<sup>18</sup>

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<sup>17</sup> *ibíd.*: page 13

<sup>18</sup> HERRERA, F., CARRIÓN, M., ELIZALDE, R. & SARANGO, S. (2006). Revista de difusión académico-científica of the “Manuel Cabrera Lozano” High School, page 8

## **2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT**

Education is an important factor in the development of human beings in all areas of knowledge. For years, this has been affected because of the budget allocated to it which has been used by governments for other purposes. However, today's education in Ecuador has been benefited by the current government who has improved Ecuadorians' quality of living.

Now days, people feel the need to learn English as a second language. This is due to fast development of science and technology which requires human beings to be more competitive in their respective fields of knowledge.

The proficiency of the English Language is a fundamental mean of universal communication. Therefore, the National Curriculum through the National Foreign Languages, with the National Department of Educational Planning and DINAMEP, have developed a project called "Cradle", a bilateral technical cooperation for the Ecuadorian-British renewal of the curriculum of English in our country. For that reason, the public High School "Manuel Cabrera Lozano" uses the book "Our World through English" in its six academic periods.

Although, this project was designed to improve the teaching-learning process, it was affected by improper classroom management by High School's teachers

because most of them were dedicated only to the development of book's activities creating a routine environment that makes student lose interest in the class.

In addition, the limited space of classrooms and the excessive number of students who attend the "Manuel Cabrera Lozano" High School creates an unsuitable environment for teacher's lecture this is reflected in the low achievement of students in the learning of the English Language.

While the project "CRADLE" implemented five hours of classes per week for the teaching of English language, these are not enough to achieve meaningful learning because most of the time there are social events which interrupt the normal attendance of the students. This influences the five weekly periods to be shorten.

In addition, the lack of new research techniques used to improve the classroom management and the little importance that teachers place in the development of supporting material discourages students resulting in lack of classroom interest.

In our reality, we can identify that there is a big problem affecting classroom's, management which is the lack of discipline due to the excessive number of students and the limited space of classrooms. This is a big problem which English teachers have to face every day.

Finally, these problems mentioned before lead us to delimitate the research work in the time and space in order to make it possible, with students of "Manuel

Cabrera Lozano” High School, Motupe Extension, academic period 2009-2010. In our research work, we will try to prove directly the factors shown before, because they have repercussions in classroom management. That is way we feel the need to state the following research problem:

**How does classroom management impact on the English Language Teaching-Learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School? Motupe Extension Academic Period 2009-2010.**

### **2.3. RESEARCH PROBLEM**

How does classroom management impact on the English language teaching-learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension? Academic Period 2009-2010.

## **2.4. DELIMITATION OF THE RESEARCH**

### **a) TEMPORAL**

The present research work will be developed in the academic period 2009-2010.

### **b) SPATIAL**

The physical space where the research work will be done is in the “Manuel Cabrera Lozano” High School. Motupe Extension of Loja.

### **c) OBSERVATION UNITS**

For the development of this research we consider it necessary to mention the contribution of these people:

- Coordinator of “Manuel Cabrera Lozano” Motupe Extension.
- Secretary
- English Teachers
- Students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education.

#### **d) SUB PROBLEMS**

- What classroom management techniques are applied by teachers to control the student's discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension? Academic Period 2009-2010.
- How do the teacher and student's roles affect in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension? Academic Period 2009-2010.

### **3. JUSTIFICATION**

The present research work justifies itself because the research group feels the need of researching the main factors that affect the development of the classroom management, since they influence directly the teaching-learning process of the English Language of Basic Education at “Manuel Cabrera Lozano” High School.

As we mentioned before, the classroom management is an important aspect of the development of the teaching-learning process and it also affects the learning of the English Language. For that reason, it is necessary to know the different techniques that teachers apply every day and we will be able to identify problems to propose some alternatives in order to solve them.

The investigation is also justified because we are undergraduates of the English Language Career of the National University of Loja and we have to develop a research work as a necessary requirement to obtain the Licentiate’s Degree in Sciences of Education, English Language Teaching. It will also be carried out in the established period according to the timetable. In addition, as a group, we have the resources to get better results which can contribute to improve the teaching-learning process of the English language in the researched High School.

We consider that our project is relevant because we have essential material about Classroom Management and we also have the economic resources, the necessary

time, the bibliography, knowledge and the assessor support to carry out the research. In this way we contribute successfully with a theoretical perspective to solve part of the problem of the classroom management with the students of the Basic Education at "Manuel Cabrera Lozano" High School.

The obtained results will give us important criteria about classroom management and the impacts of the teaching-learning process in the researched High School.

Also, we will give some conclusions and recommendations to help as a support for the English teachers and students in the mentioned High School.

## **4. OBJECTIVES**

### **4.1. GENERAL**

- To determine the impact of the classroom management on the English language teaching-learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

### **4.2. SPECIFICS**

- To identify the classroom management techniques that are applied by the teachers to control the student’s discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.
- To know if the teacher and student’s roles affect in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

## **5. THEORETICAL FRAME**

### **1. CLASSROOM MANAGEMENT**

#### **1.1. DEFINITIONS**

Classroom management focuses on encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. In this way, academic achievement, teacher efficacy, teacher and student behavior are directly linked with the concept of classroom management. It integrates three major components: 1). Content management, 2). Conduct management and 3). Covenant management.

##### **1.1.1. Content Management**

"Content management occurs when teachers manage space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies"<sup>19</sup> (Froyen & Iverson, 1999).

##### **1.1.2. Conduct Management**

"Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom"<sup>20</sup> (Froyen & Iverson, 1999).

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<sup>19</sup> FROYEN, L. A., & IVERSON, A. M. (1999). School wide and classroom management: The reflective educator-leader, page 128.

### **1.1.3. Covenant Management**

"Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom"<sup>21</sup> (Froyen & Iverson, 1999).

## **1.2. CLASSROOM MANAGEMENT TECHNIQUES**

Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never "jell" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the many of tasks and situations that occur in the classroom each day.

Skills such as effective classroom management are central to teaching and require "common sense," consistency, a sense of justice, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a motivation to learn from mistakes. Sadly, this is often easier said than done. Certainly, a part of this problem is that there is no practical way for education

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<sup>20</sup> FROYEN, L. A., & IVERSON, A. M. (1999). School wide and classroom management: The reflective educator-leader, page 181.

<sup>21</sup> *ibid*: page 221.

students to "practice" their hopeful skills outside of actually going into a classroom setting. The learning curve is steep, indeed.

Here are eight techniques that you can use in the classroom that will help to achieve effective group management and control.

### **1.2.1. 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 not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The students will see that things are underway now and it is time to go to work. Sometimes this works, but the students 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.

The 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.

### **1.2.2. DIRECT INSTRUCTION**

Uncertainty increases the level of enthusiasm 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.

### **1.2.3. MONITORING**

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

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

Students who are not yet quite on task will be quick to get going as they see his 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 he notices that several students have difficulty with the same thing. The teacher uses a quiet voice and his students appreciate his personal and positive attention.

#### **1.2.4. 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.

#### **1.2.5. NON-VERBAL CUING**

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.

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.

#### **1.2.6. 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.

### **1.2.7. 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.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. He monitors the activity in his classroom, moving around the room. He anticipates problems before they occur. His approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to his class this teacher makes effective use of name-dropping. If he sees a student talking or off task, she simply drops the youngster's name into his dialogue in a natural way.

#### **1.2.8. POSITIVE DISCIPLINE**

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.

### 1.3. CLASSROOM RULES

A small number of general rules that emphasize appropriate behavior may be helpful. Rules should be posted in the classroom. Compliance with the rules should be monitored constantly.

- **Come to class on time.** Standing outside the door and rushing in after the bell has begun to ring will constitute a tardy. Students must be inside the door when it begins ringing to be counted on time.
- **Do not eat candy or other food in class.** School sponsored sales will be permitted during the last 5 minutes of class if finished with the lesson and permission is granted. Be sure to ask first.
- **Bring required materials every day.**
- **Talk only when permitted.** Be aware of the situation since quiet talking is allowed in some situations and speaking to the entire group without raising the hand may be allowed in others.
- **Use polite speech and body language.** Unkind teasing and impolite behavior is unacceptable.
- **Do not cheat.** Students caught cheating will receive a zero and a phone call home. Both the student who shares his work for an independent assignment and the person who copies it will suffer the same consequences.
- **Follow the teacher's instructions immediately.** Students keep teacher happy and teacher will do a better job for them.

Rules make a good discipline more likely to occur if the classroom setting and activities are structured or arranged to enhance cooperative behavior.

#### **1.4. ROOM ARRANGEMENT**

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

There are three common set ups that are quite effective and each have their own benefits. First, rows. With rows all students face the board. This eliminates a few disruptions, but clutters the room in my opinion.

Second is in groups. This is becoming more and more popular. This setup allows students to discuss content being taught and work cooperatively. However, it also allows students to carry on personal conversations easier. It is also difficult for all students to see a front board when you may be teaching.

Finally we have a horseshoe or circle, it lends a discussion circle in the middle of the room and all students can see the board. These are the most popular classroom arrangements used by effective teachers.

## 2. DISCIPLINE

Teachers do not generally want to give control to their students. Teachers are instructed that the mark of a good teacher is that the teacher is in control of the class. The amount of control that teachers have in the class is often seen by the administration as a measurement of the teacher's quality.

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

Glasser states that control is necessary for the psychological balance in one's life. It is a common trait of human beings to want control in their lives. In schools this is carried to such an extent that discipline itself is often seen as synonymous with control. "In schools, the most widely and practiced interpretation of the word discipline is control"<sup>22</sup> (Wlodkowski).

There has been substantial debate to the relationship between self-esteem and performance by children in education. Although a positive correlation between achievement and self-esteem would seem logical, there has been considerable research which questions whether this correlation actually exists.

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<sup>22</sup> WLODKOWSKI, R.J. (1982). Discipline: The great false hope, page 2.

Even if focusing on the improvement of the students' self-esteem may not produce better performance, it is highly unlikely that battering the self-esteem of children will increase their performance. Students who have poor self-esteem are more likely to have discipline problems.

## **2.1. ASSERTIVE DISCIPLINE**

The discipline system known as Assertive Discipline was developed by Lee and Marlene Canter.

Assertive Discipline teaches students to accept the consequences of their actions. It has "as its basic premise the reinforcement of appropriate behavior"<sup>23</sup> (Render, Padilla, and Krank). "Responsibility is exactly what Assertive Discipline is all about"<sup>24</sup> (Canter). Practitioners of Assertive Discipline are taught that they must learn to be assertive in taking control of the class. A system of rewards and punishments are devised by the teacher to let students know when they have acted correctly or incorrectly. Increasingly unpleasant penalties are incurred by students who continue to make improper choices. Canter expresses concern about teachers

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<sup>23</sup> RENDER, G., PADILLA, J., & KRANK, H. (1989). Assertive discipline: A critical review and analysis, page 609.

<sup>24</sup> CANTER, L. (1988). Assertive discipline and the search for the perfect classroom. *Young Children*, page 24.

who "spend too much time punishing children. This is the key to Assertive Discipline, positives and lots of praise"<sup>25</sup> (Canter).

Assertive Discipline is generally considered easy to learn. "Assertive Discipline provides an attractive packaged, simple-to-understand, easy-to-implement alternative"<sup>26</sup> (Curwin and Mendler). Assertive Discipline seems to be the easiest discipline system to implement.

Teachers will often feel secure in implementing Assertive Discipline with only a few hours of training in a seminar behind them.

Although Assertive Discipline is widely used, there are many arguments that suggest it does more harm than good. (Watson, Crockenberg; Curwin and Mendler, Gartrell) the self-esteem of students is often decreased by methods born of Assertive Discipline. "Excessive control is apparently a major contributing factor in creating at-risk conditions for school children"<sup>27</sup> (Edwards).

Assertive Discipline is also criticized on the basis that it suggests that all problems in a classroom stem from students who do not know how to behave. "The Canters

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<sup>25</sup> CANTER, L. (1988). Assertive discipline and the search for the perfect classroom. *Young Children*, page 24.

<sup>26</sup> CURWIN, R. L. & MENDLER, A.N. (1989). We repeat, let the buyer beware: A response to Canter. *Educational Leadership*, page 83.

<sup>27</sup> EDWARDS, C. (1994). *Learning and control in the classroom*, page 344.

nowhere in their book recognize that behavior problems in the classroom might possibly be a function of poor teaching"<sup>28</sup> (Crockenberg).

Students are forced to accept the teacher's rule or else. Lines of control are strictly enforced with little or no democracy in the classroom. It is up to the teacher to make and enforce classroom rules. "The teacher knows what is required. . . . Parents must adapt to the teacher's requirements. Any attempts by parents to criticize teaching are understood to be 'side-tracking manipulations', uninformed and unfair"<sup>29</sup> (Crockenberg). Hitz describes Assertive Discipline as "power assertion rather than developing responsible behavior"<sup>30</sup>.

## **2.2. CONTROL THEORY**

Control theory was developed by William Glasser, subsequently developed Reality Therapy in 1989. Glasser suggests that there are four basic human needs. They are love, control, freedom, and fun. These four components are necessary for a healthy psychological balance. Students need to be taught how to control their behavior. People have pictures in their head of their perception of the world. These pictures include perceptions of their needs and how they can be satisfied.

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<sup>28</sup> CROCKENBERG, V. (1982). Assertive discipline: A dissent, page 63.

<sup>29</sup> *ibid*:

<sup>30</sup> HITZ, R. (1988). Assertive discipline: A response to Lee Canter, page 25.

"Most people, however, do not believe they have a choice"<sup>31</sup> (Glasser). It is the responsibility of a teacher to teach students that students choose how they act. "The teacher's task is to help students make good choices by making clear the connection between student behavior and its consequences"<sup>32</sup> (Emmer).

Glasser emphasizes that people do not picture themselves doing badly. Everyone has a view of being successful and happy. Individuals may at times choose to do self-destructive things, but do not intend to destroy themselves. Pictures make sense to people; otherwise, they would not have them.

Reality Therapy is a series of steps to help students understand the choices they are making. A teacher first tries to help the student identify the inappropriate behavior of the student. Then the teacher helps the student identify the consequences of that behavior. No attempt is made to come up with new or artificial consequences that the teacher might impose. It is important that the student, not the teacher, identify the consequences. Then the student needs to create a plan to eliminate inappropriate behavior. The teacher helps the student with successful implementation of the plan or allows the consequences to occur.

Problems reported with Control Theory and Reality Therapy can be overcome by considerable training and classroom time to implement these programs. Emmer

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<sup>31</sup> GLASSER, W. (1989). Control theory in the practice of reality therapy, page 2.

<sup>32</sup> EMMER, E.T. (1986). Effects of teacher training in disciplinary approaches. page 7.

reports that "all of the studies of Reality Therapy that assessed effects on student variables . . . showed at least one student outcome that differed significantly for the E [Experimental] and C groups or from pre to post"<sup>33</sup>.

Control Theory is a relatively new theory which fits outside of the Newtonian paradigm. Glasser states, "Control Theory is a new explanation of how we choose to live our lives: It is actually a new psychology"<sup>34</sup>.

According to Glasser, pushing a student into a corner until they conform to our expectations is not in accordance with a psychologically healthy adolescent.

### **2.3. BEHAVIORISM**

Much of the movement that is seen in today's education stems from the desire to be scientific according to Newton. Behavior Modification by Skinner is one of molding all students to conform by use of standard punishments and rewards. Prediction is an important part of Skinner's work. Behavior Modification techniques suggest that specific rewards and punishments will yield predictable results in the behavior of students. Behaviorism suggests a system that will modify students to comply with prescribed norms. Compliance with these prescribed norms restricts student autonomy.

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<sup>33</sup> EMMER, E.T. (1986). Effects of teacher training in disciplinary approaches, page 15.

<sup>34</sup> GLASSER, W. (1993). The quality school teacher. , page 122.

Canter describes Assertive Discipline as teaching students the natural consequences of their actions. "Students choose consequences. Assertive teachers do not punish students. Students are taught to accept the consequences for their own actions"<sup>35</sup> (Canter). The Newtonian model of standard conditions giving predictable results is apparent.

Bracey states that "15 years of research have confirmed that offering a reward for an enjoyable behavior can decrease the possibility that the behavior will be performed under subsequent no rewarded conditions"<sup>36</sup>. In the name of being scientific like Newton, educators impose Assertive Discipline on students. Skinner's behaviorism and Canter's Assertive Discipline are attempts by one of the social sciences, psychology, to imitate the Newtonian paradigm.

Quality should be defined in nonmathematical terms. It is not the score on a test which defines student success. The goal in classrooms should be that the students want to learn more and feel good about what they do in the classroom. (Glasser)

Classroom management techniques are an important focus point. Educators need to develop a vision for their classroom based on modern principles. Too many teachers substitute the management of the Newtonian paradigm for the leadership of the post- Newtonian paradigm. A vision of a perfect classroom has less room

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<sup>35</sup> CANTER, L. (1988). Assertive discipline and the search for the perfect classroom, page 24.

<sup>36</sup> BRACEY, G. W. (1994). Reward and punishment, page 494.

for managers, but lots of room for leaders. The objective of leadership is to provide vision to students, as opposed to managers who demand compliance.

## **2.4. DISCIPLINE MODELS**

### **2.4.1. GINOTT MODEL**

The Ginott Model concentrates on the communication between teacher and student. This approach concentrates on avoiding criticism and trying to understand the student's feelings. Teachers are encouraged to foster student autonomy and try to help students take responsibility for their actions. These goals are accomplished by establishing a communication with the students and by reasoning with the student.

### **2.4.2. KAY MODEL**

The Kay Model views the character of students built upon internalized standards. People constantly judge their actions by these internal standards. By teaching and building upon these internal standards, students can be taught to be self-governing and responsible for their own actions. Students are intrinsically motivated to behave properly if they are taught how to do it. Students are responsible for their own motivation and for monitoring their own behavior. Teachers should not lift

these responsibilities off of the students' shoulders. The role of the teacher is to teach students how to monitor themselves.

### **2.4.3. JONES MODEL**

Fredric H. Jones developed a model of classroom discipline which accentuated the physical presence of the teacher. The basic assumptions of the Jones Model are that students need to be controlled and that teachers can achieve this control through body language, administration, and parental support. A teacher needs to understand stage presence. The ripple effects of the teacher's presence will go out and affect each student if the teacher adequately forceful. Stopping instruction, staring, sitting close to the student are all powerful intimidation techniques which should stop students from misbehaving.

### **3. THE ROLE OF THE FOREIGN LANGUAGE TEACHER IN THE CLASSROOM**

#### **3.1. Introduction**

Every teacher must have faced the dilemma at one point or another: what should be my role in the classroom? Should I primarily focus on efficient organization of lessons with a careful selection of the language facts to be transmitted to students? Or should I be more flexible and let the lesson flow spontaneously without treatment? Should I take full responsibility for the choice of activities, topics, and areas of language, or perhaps should I always make the effort of giving the learners as much choice as possible?

Finally, should I become a friend of my students, or maybe it's enough to concentrate on the material and evaluation and not expect too much openness and trust from teenagers?

## **3.2. THE TEACHER'S ROLES AND EXAMPLES OF THEIR BEHAVIOR**

### **3.2.1. TYPES OF ROLES**

**Organizer.** - The teacher prepares lectures, selects materials and activities, directs the lessons, coordinates the student's behavior, etc.

**Instructor.** - The teacher transmits knowledge, passes on certain language facts, and informs the learners about rules and meanings.

**Controller.** - The teacher controls the students, monitors their interactions, disciplines them and checks homework.

### **3.2.2. TASK-RELATED ROLES**

**Facilitator.** - The teacher explains the rule again if the students have forgotten it, provides ideas, words, etc. that they may want to use in interaction.

**Counselor.** - The teacher teaches the students how to learn, trains the students in strategy use and promotes independent work.

**Participant.** - The teacher participates in activities as a partner and co-communicator.

**Expert, resource.** - The teacher not only exhibits proficiency in the target language but he is able to answer the learners' unexpected questions.

**Evaluator.** - The teacher evaluates the students' performance and progress correcting their mistakes and providing them feedback

### **3.2.3. INTERPERSONAL ROLES**

**Creator of conditions conducive for learning.** - The teacher tries to make the atmosphere in the classroom pleasant and maintains friendly relationships with the students.

**Friend.** - The teacher is not only interested in the students' linguistic development, but as a human being can help them in their personal problems.

**Socializing agent.** - The teacher serves as a model of behavior, inculcates values and shapes the student's personalities, teaches about the world.

### **3.2.4. ESPECIAL ROLES**

**Motivator.** - The teacher activates the learners' participation by rousing their interest (this function can be performed in any other role).

**Learner.** - The teacher keeps developing his/her skills and acquiring new knowledge (this function can be performed in any other role).

### **3.3. THE TEACHER ROLE: THE MANAGER**

Teachers are managers. This is the teacher's first and most challenging role. Classroom management is probably the most common cause for a first year teacher becoming frustrated and turning to a new field of effort. It also accounts for second, third and fourth-year teachers leaving education. Classroom management is perhaps the least significant role of the teacher but it is the role that allows teachers to teach. Being a manager stinks, but it is necessary to survive as a teacher.

#### **3.3.1. ROUTINE**

This is what makes teachers successful and allow teachers the chance to teach. The quicker the routine is established, the quicker the teacher can do the task they most enjoy- teaching. Most teachers have heard the adage: "Don't smile until Thanksgiving!" That may be a little extreme, but the idea is important. Teachers must begin the year somewhat efficient. This is the time to establish the needed routines. Every grade level has different routines that will need to be established.

There are some common threads: entering the classroom, leaving the classroom, fire drill directions and conduct, when student conversation is allowed, where books are expected to be, when students can leave their seat, and student

classroom conduct. Each teacher is different. Each teacher has to establish their own individual routines that they feel comfortable enforcing.

**How do you establish routines?** There are probably as many ways as there are teachers. However, there are some common practices. The first few weeks of school are critical. It is during this time that the routines, acceptable or not, are established. A teacher will greet the students at the door on the first day and begin to set the pattern for students entering the classroom. Teachers need to start the day or class in the same manner. Routines must start from day one. The teacher must be very watchful in these early weeks for routine's violations. A student stands to sharpen a pencil during a class activity. The teacher gently reminds the student that pencils are sharpened at such-and-such time. This not only reminds that student but also reinforces routine to the entire class. Gentle reminders now establish routine and avoid confrontations later. Vigilant efforts by the teacher in these first few weeks are rewarded by established routines that avoid problems for the rest of the year.

We will examine the four realms of classroom management: events, time and people. These are grouped in order of management difficulty from easiest to most difficult. Regardless of grade level, teachers face management tasks. How well the teacher deals with these tasks often determines how effective the teacher will be.

### **3.3.2. EVENTS**

Events happen. Some events might be anticipated, but many events are unexpected. Anticipation is the key to success in managing those events. Common sense and quick thinking are definite assets in cases of event management.

A teacher needs to anticipate any event and have some type of plan in mind. They may never happen but if they do the teacher needs to be prepared.

Every teacher has a book filled with unexpected events. A sense of humor is definitely an advantage in dealing with the unexpected. Panic or fear on the teacher's part is quickly conveyed to students. This could be dangerous.

### **3.3.3. TIME**

Time management is crucial for a teacher's survival. Awareness of time is needed in order to accomplish a planned activity. Too much time involves a plan without a conclusion. Too little time and the teacher need to be ready with the next activity.

Time management also involves the use of prep-time and before and after school times. There is much to do in order to accomplish the needed tasks required for the teacher. Many teachers find that this time is just not enough. Teachers may give homework to their students but this creates greater pressure on the teacher to

use home time to check that work. With experience, teachers learn to use time in school more effectively but chances are that there will be still things that will need to be completed at home.

#### **3.3.4. PEOPLE**

Teachers are responsible for managing students. Some teachers refer to this as “control.” The most common issue that is managed with students has to do with students adhering to the routine established by the teacher or policy established by the school. Disciplinary confrontations are usually minor if routine has been established and school policy is clearly stated and observed by the teacher. There are numerous plans presented for teachers to construct a model for their “discipline code.” The important aspect to any discipline policy is simplicity, fairness and consistence.

In most cases, a simple look or the “teacher’s eye” will end any unwanted activity. The “teacher’s intent look” is used for a failed look. Interruption of a lesson to punish a student usually is the least productive method. Confrontation is to be avoided where possible.

Diplomacy is important in dealing with people. Students are people. Occasionally a teacher might refer to the students as animals or the enemy. They are neither. The teacher is not their enemy. The teacher is neither friend nor enemy. The

teacher is the teacher. The teacher can be friendly but cannot be their mates. This is a common mistake of the beginning teacher. Students respect teachers who respect them. This is an excellent footing to establish a discipline policy in a classroom- mutual respect for everyone.

Teachers need to know the characteristics of the age level that they deal. Each age level has its own difficulties and needs. Effective and experienced teachers are aware of these foibles of their students.

Understanding the individual and the age level helps in developing a rapport with a class of students. The effective manager uses this to build a positive working relationship to accomplish the learning-goal.

Today's classroom seems to have more students that carry baggage of social, family and personal problems from past years. Teachers are expected to deal with students who carry this added weight. Anger, fear, socially maladjustment, low esteem, suspicion- are just a few outside factors that affect teacher-student relationships. These students may lash out unexpectedly at another student or the teacher. These are not personal attacks. These are students who do not know how to express their feelings. The teacher must be aware that the student is not attacking them personally. It is a manifestation of a personal conflict. The teacher must be able to manage this situation.

Sometimes the teacher notes the problem before it becomes a nightly news item. The teacher will need to seek support staff assistance if it's available. Notify the principal; ask for another teacher's help or talk to the parents- the teacher will need to act. Other times the situation explodes unexpectedly. The teacher's reaction is very important. Calm, cool, and non-threatening action is needed. The student needs to be isolated. He will need a cooling off time. This can be a most difficult situation for a teacher to manage. Even experience does not always help.

Managing people is the most difficult task to toss aside as the teacher drives home to the family. Teachers need to develop techniques to put aside classroom or school issues. Stress is magnified a hundred fold when difficult issues cannot be set aside. Stress in teachers is common and most of it can be recognized as classroom management related issues. Perhaps a fifth management factor that might be added is stress management.

### **3.4. MAIN MANAGEMENT ACTIVITIES OF A TEACHER**

There are three main activities that small group teachers have to manage simultaneously:

- Managing the group
- Managing activities
- Managing the learning.

In many small group teaching situations, the role of the teacher is that of facilitator of learning: leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas. However, small groups function and behave in various ways and have different purposes.

Some of the problems associated with leading effective small groups are summarized by Jacques:

- The teacher gives a lecture rather than conducting a dialogue
- The teacher talks too much
- Students cannot be encouraged to talk except with difficulty; they will not talk to each other but will only respond to questions from the tutor
- Students do not prepare for the sessions
- One student dominates or blocks the discussion
- The students want to be given the solutions to problems rather than discuss them.

Effective teachers are essential to ensure that small groups work well. Any teaching event will be more successful if the teacher:

- Is enthusiastic
- Has organized the session well
- Has a feeling for the subject
- Can conceptualize the topic

- Can empathy with the learners
- Understands how people learn
- Has skills in teaching and managing learning
- Is alert to context and ‘classroom’ events
- Is teaching with their preferred teaching style
- Has a wide range of skills in their teaching repertoire, including ‘questioning, listening, reinforcing, reacting, summarizing and leadership’

Making the shift from teacher as expert to facilitator is sometimes seen as diminishing a teacher’s power and authority, but this should not be the case.

Facilitating learning is authorizing for both the learner and the teacher and frees the teacher from many of the trouble that having to be an ‘expert’ might involve.

It would traditionally have been seen as a weakness for a teacher to say ‘I do not know, let’s find out’ or ‘I don’t know, do any of you students know the answer?’

And clearly teachers need to know more about many topics than their students or trainees, but science is changing so rapidly that no one can know everything.

### **3.4.1 TEACHER ROLES IN LEARNING**

The role of the teacher in the classroom has changed from the primary role of information giver to that of facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study. The teacher also is required to act as a guide--a role that

incorporates mediation, modeling, and education. Often the teacher also is a co-learner and co-investigator with the students.

#### **4. THE ROLE OF THE STUDENT**

The role of the students is also evolving in the second language classroom. Students are becoming more active in their role as learners and are playing a major part in many aspects of the Core English class.

One significant development is the amount of student input and decision-making that naturally occurs in the development of the unit. In the initial phase of a unit, students are asked for their input and the knowledge that they possess on a particular subject. It is this input phase that begins to motivate the students.

Students are encouraged to make a number of decisions. They need to decide what vocabulary and structures are important for their activities and projects. The decisions that are made concerning the projects reflect the interests and strengths of the students. Although there are specific objectives and guidelines that need to be met in the second language classroom, students who are allowed some freedom to move within the parameters are more likely to remain motivated and on task.

The experiential goal at the end of the unit gives the students the opportunity to work toward their potential. The students become aware of this project in the early stages of the unit. They are then able to tailor their vocabulary, their activities and their thinking toward the final task. As the students realize that the work they do within the class leads them toward their final goal, they are much more inclined to

stay on task. Students are able to personalize their projects and use their personal abilities and talents. Students with a strong English background may wish to expand on the oral or written aspect of the projects. Students with artistic or creative talents may wish to add an original dimension to the finished product. Students with a lesser degree of language skill will also be able to work toward their own potential. Students learn in different ways and at a different pace and their final projects will reflect these unique differences.

As students become more responsible for their own language learning, their success in the second language class increases. The work that students do in the Core English class takes on new meaning as the students work toward a final task. Student self-evaluation becomes more common as the students reflect on what they have learned, how they have learned and what they still need to learn.

#### **4.1 STUDENT ROLES IN LEARNING**

Student role in the class is an active role. It means, constructing their own knowledge is important to contribute to the discussions, share the points of view that they bring with them and be an active participant in their own learning. To be active in this learning process means that they can say whatever they like but they need to be able to substantiate what say. Students need to respect other students' rights to speak and to have opinions that differ to their own.

## **4.2. STUDENT RESPONSIBILITY**

A critical component of the parent-teacher-student partnership is the role the student plays in his or her academic success.

Students are taught to act responsibly and take accountability for their actions, both positive and negative. This includes completing assignments, participating in classroom discussions, behaving in a respectful manner and following the school's rules and procedures, which are designed to maintain a safe and orderly school environment. A "No Excuses" mentality is stressed with students so that they learn at a young age that strong character, which will stay with them their entire life, is developed through personal responsibility.

## **4.3. STUDENT CODE OF CONDUCT**

- Respect and obey all staff members, adults, and those connected to the school.
- Respect other students at all times.
- Respect property of the school, other students, staff members, and area neighbors.
- Use acceptable language at all times.
- Cooperate in keeping the school building and premises neat and clean.
- Demonstrate honesty, courtesy, and kindness in relationships with other students, staff members, and adults.

- Obey all rules and regulations with respect to the safe and orderly operation of the school.
- Observe the required school dress code policy as outlined.
- Be punctual in attendance except in cases of illness, excused absence or emergency.

## **5. LEARNING OF ENGLISH LANGUAGE**

### **5.1. THE LEARNING PROCESS**

To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems.

### **5.2. LEARNING THEORY**

Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process. Key concepts such as desired learning outcomes, objectives of the training, and depth of training also apply.

Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories.

### **5.2.1. BEHAVIORISM**

Behaviorism stresses the importance of having a particular form of behavior reinforced by someone, other than the student, to shape or control what is learned.

This theory provides the teacher with ways to manipulate students with stimuli, induce the desired behavior or response, and reinforce the behavior with appropriate rewards. In general, the behaviorist theory emphasizes positive reinforcement rather than no reinforcement or punishment. As a teacher, it is important to keep in mind that behaviorism is still widely used today, because controlling learning experiences helps direct students toward specific learning outcomes.

### **5.2.2. COGNITIVE THEORY**

Much of the recent psychological thinking and experimentation in education includes some facets of the cognitive theory. Unlike behaviorism, the cognitive theory focuses on what is going on inside the student's mind. Learning is not just a change in behavior; it is a change in the way a student thinks, understands, or feels.

There are several branches of cognitive theory. Two of the major theories may broadly be classified as the information processing model and the social

interaction model. The first says that the student's brain has internal structures which select and process incoming material, store and retrieve it, use it to produce behavior, and receive and process feedback on the results.

This involves a number of cognitive processes, including executive functions of recognizing expectancies, planning and monitoring performance, encoding and chunking information, and producing internal and external responses.

The social interaction theories gained prominence in the 1980s. They stress that learning and subsequent changes in behavior take place as a result of interaction between the student and the environment. Behavior is modeled either by people or symbolically.

Cultural influences, peer force, group dynamics, and film and television are some of the significant factors. Therefore, the social environment to which the student is exposed demonstrates or models behaviors, and the student cognitively processes the observed behaviors and consequences. The cognitive processes include attention, retention, motor responses, and motivation. Techniques for learning include direct modeling and verbal instruction. Behavior, personal factors, and environmental events all work together to produce learning.

Both models of the cognitive theory have common principles. For example, they both acknowledge the importance of reinforcing behavior and measuring changes.

Positive reinforcement is important, particularly with cognitive concepts such as knowledge and understanding. The need to evaluate and measure behavior remains because it is the only way to get a clue about what the student understands. Evaluation is often limited to the kinds of knowledge or behavior that can be measured by a paper-and-pencil exam or a performance test. Although psychologists agree that there often are errors in evaluation, some means of measuring student knowledge, performance, and behavior is necessary.

### **5.3. DEFINITION OF LEARNING**

The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously during a person's lifetime. To define learning, it is necessary to analyze what happens to the individual. For example, an individual's way of perceiving, thinking, feeling, and doing may change as a result of a learning experience. Therefore, **learning** can be defined as a change in behavior as a result of experience. This can be physical and overt, or it may involve complex intellectual or attitudinal changes which affect behavior in more subtle ways. In spite of numerous theories and contrasting views, psychologists generally agree on many common characteristics of learning.

#### **5.4. CHARACTERISTICS OF LEARNING**

If learning is a change in behavior as a result of experience, then instruction must include a careful and systematic creation of those experiences that promote learning.

To be effective, the learning situation also should be purposeful, based on experience, multifaceted, and involve an active process.

#### **5.5. LEARNING IS AN ACTIVE PROCESS**

For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

#### **5.6. LEARNING STYLES**

Although characteristics of learning and learning styles are related, there are distinctions between the two. **Learning style** is a concept that can play an important role in improving instruction and student success. It is concerned with student preferences and orientation at several levels.

All students are different, and training programs should be sensitive to the differences. Some students are fast learners and others have difficulties; and, as already mentioned, motivation, experience, and previous training affect learning style. Any number of adjectives may be used to describe learning styles. Some common examples include:

- Right/left brain
- Holistic/serialist
- Dependent/independent
- Reflective/impulsive

Theories abound concerning **right- or left-brain** dominance. In general, those with right-brain dominance are characterized as being spatially oriented, creative, intuitive, and emotional. Those with left-brain dominance are more verbal, analytical, and objective.

Learning style differences certainly depend on how students process information. Some rely heavily on visual references while others depend more on auditory presentations. For example, visual students learn readily through reading and graphic displays, and auditory students have more success if they hear the subject matter described. Another difference is that some learn more easily when an idea is presented in a mathematical equation, while others may prefer a verbal explanation of the same idea.

In the **holistic/serialist** theory, the strategy is a top-down concept where students have a big picture, global perspective. These students seek overall comprehension, especially through the use of analogies. In contrast, the serialist student focuses more narrowly and needs well-defined, sequential steps where the overall picture is developed slowly, thoroughly, and logically.

As indicated, personality also affects how students learn. **Dependent** students require a lot of guidance, direction, and external stimulation. These students tend to focus on the teacher. The more **independent** students require only a minimum amount of guidance and external stimulation. They are not overly concerned with how the lesson is presented.

Students with a **reflective-type** personality may be described as tentative. They tend to be uncertain in problem-solving exercises. The opposite applies to **impulsive** students. Typically, they dive right in with enthusiasm and are prone to make quick, and sometimes faulty, decisions.

**Discouraged** students often have depressed feelings about the future, and **independent** students tend to be older, intelligent, secure, and comfortable with the academic environment. **Attention seekers** have a strong social orientation and are frequently involved in joking, showing off, and bragging. In contrast, **silent** students usually are characterized by helplessness, vulnerability, and other disconcerting behaviorisms.

Other studies identify more categories that are easily recognized. Among these are **sharing** students who enjoy working with others, and **competitive** students who are grade conscious and feel they must do better than their peers. **Participant** students normally have a desire to learn and enjoy attending class, and **avoidant** students do not take part in class activities and have little interest in learning.

Teachers who can recognize student learning style differences and associated problems will be much more effective than those who do not understand this concept. Also, these teachers will be prepared to develop appropriate lesson plans and provide guidance, counseling, or other advisory services, as required.

## **5.7. PRINCIPLES OF LEARNING**

Over the years, educational psychologists have identified several principles which seem generally applicable to the learning process. They provide additional insight into what makes people learn most effectively.

### **5.7.1. READINESS**

Individuals learn best when they are ready to learn, and they do not learn well if they see no reason for learning. Getting students ready to learn is usually the teacher's responsibility. If students have a strong purpose, a clear objective, and a definite reason for learning something, they make more progress than if they lack motivation.

### **5.7.2. EXERCISE**

The principle of exercise states that those things most often repeated are best remembered. It is the basis of drill and practice. The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Students learn by applying what they have been told and shown. Every time practice occurs, learning continues. The teacher must provide opportunities for students to practice and at the same time; make sure that this process is directed toward a goal.

### **5.7.3. EFFECT**

The principle of effect is based on the emotional reaction of the student. It states that learning is reinforced when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant feeling.

#### **5.7.4.PRIMACY**

Primacy, the state of being first, often creates a strong, almost unshakable, impression. For the teacher, this means that what is taught must be right the first time. For the student, it means that learning must be right. Every student should be started right. The first experience should be positive, functional, and lay the foundation for all that is to follow.

#### **5.7.5.INTENSITY**

A vivid, dramatic, or exciting learning experience teaches more than a routine or boring experience. The principle of intensity implies that a student will learn more from the real thing than from a substitute. Today, classroom instruction can benefit from a wide variety of instructional aides to improve realism, motivate learning, and challenge students.

#### **5.7.6.RECENCY**

The principle of recency states that things most recently learned are best remembered. Teacher repeats, restates, or reemphasizes important points at the end of a lesson to help the student remember them. The principle of recency often determines the sequence of lectures within a course of instruction.

## **5.8. HOW PEOPLE LEARN**

Initially, all learning comes from perceptions which are directed to the brain by one or more of the five senses: sight, hearing, touch, smell, and taste. Psychologists have also found that learning occurs most rapidly when information is received through more than one sense.

### **5.8.1. PERCEPTIONS**

Perceiving involves more than the reception of stimuli from the five senses. Perceptions result when a person gives meaning to sensations. People base their actions on the way they believe things to be. The meanings which are derived from perceptions are influenced not only by the individual's experience, but also by many other factors.

### **5.8.2. MOTIVATION**

Motivation is probably the dominant force which governs the student's progress and ability to learn. Motivation may be negative or positive, tangible or intangible, subtle and difficult to identify, or it may be obvious.

Negative motivation may engender fear, and be perceived by the student as a threat. While negative motivation may be useful in certain situations,

characteristically it is not as effective in promoting efficient learning as positive motivation.

Positive motivation is provided by the promise or achievement of rewards. These rewards may be personal or social; they may involve financial gain, satisfaction of the self-concept, or public recognition. Motivation which can be used to advantage by the teacher includes the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image.

Students are like typical employees in wanting a tangible return for their efforts. For motivation to be effective, students must believe that their efforts will be suitably rewarded. These rewards must be constantly apparent to the student during instruction, whether they are to be financial, self-esteem, or public recognition.

Lessons often have objectives which are not obvious at first. Although these lessons will pay dividends during later instruction, the student may not appreciate this fact. It is important for the teacher to make the student aware of those applications which are not immediately apparent. Also, the devotion of too much time and effort to drill and practice on operations which do not directly contribute to competent performance should be avoided. The desire for personal comfort and

security is a form of motivation which instructors often forget. All students want secure, pleasant conditions and a safe environment.

Everyone wants to avoid pain and injury. The attractive features of the activity to be learned also can be a strong motivational factor. Students are anxious to learn skills which may be used to their advantage. If they understand that each task will be useful in preparing for future activities, they will be more willing to pursue it.

Another strong motivating force is group approval. Every person wants the approval of peers and superiors. Interest can be stimulated and maintained by building on this natural desire. Most students enjoy the feeling of belonging to a group and are interested in accomplishment which will give them prestige among their fellow students.

Every person seeks to establish a favorable self-image. In certain instances, this self-image may be submerged in feelings of insecurity or despondency. Fortunately, most people engaged in a task believe that success is possible under the right combination of circumstances and good fortune. This belief can be a powerful motivating force for students. A teacher can effectively foster this motivation by the introduction of perceptions which are solidly based on previously learned factual information that is easily recognized by the student. Each additional block of learning should help formulate insight which contributes to the ultimate training goals.

Positive motivation is essential to true learning. Negative motivation in the form of reproofs or threats should be avoided with all but the most overconfident and impulsive students. Slumps in learning are often due to declining motivation. Motivation does not remain at a uniformly high level. It may be affected by outside influences, such as physical or mental disturbances or inadequate instruction.

## **5.9. LEVELS OF LEARNING**

Levels of learning may be classified in any number of ways. Four basic levels have traditionally been included in aviation instructor training. The lowest level is the ability to repeat something which one has been taught, without understanding or being able to apply what has been learned. This is referred to as rote learning. Progressively higher levels of learning are understanding what has been taught, achieving the skill for application of what has been learned, and correlation of what has been learned with other things previously learned or subsequently encountered.

When the student understands the procedure for entering a turn, has had turns demonstrated, and has practiced turn entries until consistency has been achieved, the student has developed the skill to apply what has been learned. This is a major level of learning, and one at which the teacher is too often willing to stop. The correlation level of learning, which should be the objective of aviation instruction,

is that level at which the student becomes able to associate an element which has been learned with other segments or blocks of learning. The other segments may be items or skills previously learned, or new learning tasks to be undertaken in the future.

## **5.10. AREAS OF LEARNING**

One of the more useful categorizations of learning objectives includes three domains:

- **Cognitive domain** (knowledge),
- **Affective domain** (attitudes, beliefs, and values), and
- **Psychomotor domain** (physical skills).

The listing of the hierarchy of objectives is often called taxonomy. Taxonomy of educational objectives is a systematic classification scheme for sorting learning outcomes into the three broad categories (cognitive, affective, and psychomotor) and ranking the desired outcomes in a developmental hierarchy from least complex to most complex.

### **5.10.1. COGNATIVE DOMAIN**

The cognitive domain, described by Dr. Benjamin Bloom, is one of the best known educational domains. It contains additional levels of knowledge and

understanding and is commonly referred to as Bloom's taxonomy of educational objectives.

### **5.10.2. AFFECTIVE DOMAIN**

The affective domain may be the least understood, and in many ways, the most important of the learning domains. A similar system for specifying attitudinal objectives has been developed by D.R. Krathwohl. Like the Bloom taxonomy, Krathwohl hierarchy attempts to arrange these objectives in an order of difficulty.

Since the affective domain is concerned with a student's attitudes, personal beliefs, and values, measuring educational objectives in this domain is not easy. For example, how is a positive attitude toward safety evaluated? Observable safety-related behavior indicates a positive attitude, but this is not like a simple pass/fail test that can be used to evaluate cognitive educational objective levels. Although a number of techniques are available for evaluation of achievement in the affective domain, most rely on indirect inferences.

### **5.10.3. PSYCHOMOTOR DOMAIN**

There are several taxonomies which deal with the psychomotor domain (physical skills), but none are as popularly recognized as the Bloom and Krathwohl taxonomies. However, the taxonomy developed by E.J. Simpson also is generally

acceptable. As physical tasks and equipment become more complex, the requirement for integration of cognitive and physical skills increases.

### **5.11. MEMORY**

Memory is an integral part of the learning process. Although there are several theories on how the memory works, a widely accepted view is the multi-stage concept which states that memory includes three parts: sensory, working or short-term, and long-term systems. The total system operates somewhat like an advanced computer that accepts input (stimuli) from an external source, contains a processing apparatus, a storage capability, and an output function.

### **5.12. RETENTION OF LEARNING**

Each of the theories implies that when a person forgets something, it is not actually lost. Rather, it is simply unavailable for recall. The teacher's problem is how to make certain that the student's learning is readily available for recall. The following suggestions can help.

Teach thoroughly and with meaning. Material thoroughly learned is highly resistant to forgetting. This is suggested by experimental studies and it also was pointed out in the sections on skill learning. Meaningful learning builds patterns of relationship in the student's consciousness. In contrast, rote learning is

superficial and is not easily retained. Meaningful learning goes deep because it involves principles and concepts anchored in the student's own experiences. The following discussion emphasizes five principles which are generally accepted as having a direct application to remembering.

## **6. HYPOTHESIS**

### **6.1. GENERAL**

- The classroom management impacts on the English language teaching-learning process with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

### **6.2. SPECIFICS**

- There is little application of classroom management techniques by the teachers which affect in the student’s discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.
- Teacher and student’s roles affect in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

## **7. METHODOLOGY**

### **7.1 DESIGN OF THE INVESTIGATION**

The present research work will be developed as a non-experimental work because it is an educational problem that we consider important to research. It will be developed in a descriptive way, so that the group will not have the opportunity to manipulate the result of the investigation. We will apply a survey, and we also will observe directly the class, in order to obtain more reliable results to contribute with the possible solutions of the main problem.

### **7.2. METHODS, TECHNIQUES AND INSTRUMENTS**

#### **7.2.1. Methods**

In our research work we will use the following methods:

The **analytical-synthetic method** will help us to analyze the problematic that exists in the “Manuel Cabrera Lozano” High School. Motupe Extension with regard to Classroom Management, the analysis of the students’ behavior, the techniques used by the teachers to develop the class, and the analysis of the obtained results and elaborate the conclusions and recommendations that the group consider necessary to improve the Classroom Management in this High School.

The **descriptive method** will be used to describe the techniques of classroom management that the teachers apply in the English teaching-learning process, especially to identify if they are able to control the indiscipline in the class.

The **deductive method** which will let us, give a logical explanation based on the observed facts and the stated hypothesis to reach a theory conclusions. It will let us, the observation of the facts which will be carry out to a real interpretation, analysis, description and explanation, through deductive logical analysis of the obtained data.

The **scientific method** will be used to develop the phases of observation, investigation and verification on the researched object. This method will allow the formulation of the general and specific objectives and the hypothesis demonstration because it will give to the work a scientific quality.

The **statistical method** will be used in collecting, analyzing, presenting, and interpreting data.

### **7.2.2. Techniques and Instruments**

The **direct observation** will let us know the facts in a participative and experimental way. So that we will observe the study object in the reality, therefore we will get more reliable results. The direct observation will be developed

through an observation guide during a week to the English teachers and students of this institution, to determine teacher's classroom management and the student's learning process.

A **Survey** will help us to obtain the information with a specific questionnaires that will facilitate the collection of information as from the teachers as the students. The information obtained will be about the classroom management as well as the learning process. This data will help to measure the hypothesis through close questions.

The survey will be applied to the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at "Manuel Cabrera Lozano" Motupe Extension and the English teachers who are teaching in these courses.

An **Interview** will be applied to the coordinator of the institution, which will facilitate us to know about the academic planning, teachers' experience and training; and the strength and weakness of the English language in the institution. To develop it we will use a questionnaire that will allow us to obtain specific information.

The results will be contrasted from the different points of view of coordinator, teacher, students and researchers; so the research will have a good level of reliability.

## **7.3. PROCEDURES**

### **7.3.1. Processing the information**

The processing of information will be done through of tabulation of the obtained data during the application of the techniques with the teachers as well as students.

### **7.3.2. Organization**

We are going to organize the information in charts in order to show more reliable results and to facilitate their reading.

### **7.3.3. Graphic representation**

The obtained data will be represented in graphs in order to make possible a better understanding and interpretation of the same ones.

### **7.3.4. Analysis and interpretation**

In the interpretation we are going to describe the percentage of each indicator, and then we are going to contrast the data with the theoretical information.

### **7.3.5. Stating the conclusions**

Once we will contrast the data with the theoretical information, the group will be in condition make up the conclusions that we believe convenient according with the researched problem.

### 7.3.6. Hypothesis verification

In this step, we will make the hypothesis verification in this way we will take into account the results of major tendency to prove or deny them.

### 7.4. POPULATION AND SAMPLE

The population of this research work is represented by the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education of the “Manuel Cabrera Lozano” High School Motupe Extension who are a total of 210 students and 3 English teachers and the Coordinator. It is important to point that all teachers’ population will be researched because they are just three ones who work in Motupe Extension.

In the next chart we detailed the teachers’ population:

**CHART N° 1:** Teachers’ Population of 8<sup>th</sup>, 9<sup>th</sup> And 10<sup>th</sup> Years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.

<b>COURSES</b>	<b>POPULATION</b>
8 <sup>th</sup> Year of Basic Education	1
9 <sup>th</sup> Year of Basic Education	1
10 <sup>th</sup> Year of Basic Education	1
<b>TOTAL</b>	<b>3</b>

**Source:** Secretary’s Office of “Manuel Cabrera Lozano” High School.

**Elaboration:** Research Team

We detailed the students' population in the next chart:

**CHART N° 2: Students' Population of 8<sup>th</sup>, 9<sup>th</sup> And 10<sup>th</sup> Years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.**

<b>COURSES</b>	<b>PARALLEL</b>	<b>POPULATION</b>
8 <sup>th</sup> Year of Basic Education	E	37
	F	37
9 <sup>th</sup> Year of Basic Education	E	36
	F	35
10 <sup>th</sup> Year of Basic Education	D	32
	E	33
<b>TOTAL</b>		<b>210</b>

**Source:** Secretary's Office of "Manuel Cabrera Lozano" High School.

**Elaboration:** Research Team

## **8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **8.1. RESOURCES**

#### **8.1.1. Human**

The human resources involve in the present research work will be:

- Researchers: María Ramón  
Katherine Rivera
- Coordinator: Lic, Graciela Armijos.
- English Teachers: Lic, Paola Carrion.  
Lic., Graciela Armijos  
Ing., Hernán Cuenca
- Students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education.

#### **8.1.2. Material**

- Books
- Copies
- Dictionaries
- Magazine
- Office material

### 8.1.3. Technical

- Computers
- Printer
- Internet
- Flash memory
- Scanner
- Transport

### 8.2. BUDGET

<b>RESOURCES</b>	<b>COSTS</b>
Acquisitions	70,00
Internet	150,00
Consultants	50,00
Copies	80,00
Printing	200,00
Transport	200,00
Others	150,00
<b>TOTAL</b>	<b>900,00</b>

### 8.3. FINANCING

The present research work will be financed by the researchers.

## 9. TIMETABLE

MONTHS  ACTIVITIES	March				May				June				July				November				December				January			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	x	x																										
Write the recommendations to the project					x																							
Checking and redesign of the research instruments						x																						
Application of the research instruments							x	x																				
Processing of the research									x	x							x	x										



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## CONSISTENCY MATRIX

**THEME: “CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC PERIOD 2009-2010”**

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How does classroom management impact on the English language teaching-learning process with the students 8 <sup>th</sup> , 9 <sup>th</sup> and 10 <sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension? Academic Period 2009-2010.	To determine the impact of the classroom management on the English language teaching-learning process with the students of 8 <sup>th</sup> , 9 <sup>th</sup> and 10 <sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.	The classroom management impacts on the English language teaching-learning process with the students of 8 <sup>th</sup> , 9 <sup>th</sup> and 10 <sup>th</sup> years of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic Period 2009-2010.		

<p><b>Sub problems</b></p> <p>What classroom management techniques are applied by the teachers to control the student's discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension? Academic Period 2009-2010.</p>	<p><b>Specifics</b></p> <p>To identify the classroom management techniques those are applied by the teachers to control the student's discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010.</p>	<p><b>Specifics</b></p> <p>There is little application of classroom management techniques by the teachers which affect in the student's discipline of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at "Manuel Cabrera Lozano" High School. Motupe Extension. Academic Period 2009-2010</p>	<p>Classroom Management techniques</p> <p>Discipline</p>	<ul style="list-style-type: none"> <li>• Classroom management definitions</li> <li>• Content management</li> <li>• Conduct management</li> <li>• Covenant management</li> <li>• Classroom management techniques</li> <li>• Classroom rules</li> <li>• Room arrangement</li> </ul> <ul style="list-style-type: none"> <li>• Discipline</li> <li>• Assertive discipline</li> <li>• Control theory</li> <li>• Behaviorism</li> <li>• Ginott model</li> <li>• Kay model</li> <li>• Jones model</li> </ul>
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCATION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

**INTERVIEW TO THE COORDINATOR**

**Instructions:**

As undergraduates of the English Language Career of the National University of Loja, we are developing a research work as a necessary requirement to obtain the Licentiate's Degree in Sciences of Education, English Language Teaching. So we have elaborated the following questionnaire to know how classroom management impacts on the English Language teaching-learning process with students of 8<sup>th</sup>, 9<sup>th</sup> and, 10<sup>th</sup> years of basic education in this High School. We would like you answer the following questions.

**I. Information Data:**

**a. Age:** \_\_\_\_\_

**b. Sex:** M ( )      F ( )

**c. Year of Basic Education:** 8<sup>th</sup> ( )      9<sup>th</sup> ( )      10<sup>th</sup> ( )

**a. Years of Experience:** \_\_\_\_\_

**b. University Degree:** \_\_\_\_\_

**c. Functions in the Institution:** \_\_\_\_\_

### **1. Do you do English Language training to teachers?**

We do the training at the education direction; on vacations, there they evaluate us, according to the book they give us, the book, its management; it is for all High schools, there they invite us too, and most of us attend but not all.

### **2. How often do teachers have work meetings?**

Every week according to classes' schedule we have area meetings, we talk about all issues that have relation with English language, the book advances, how are we working? What is the methodology used? Even we have a work questionnaire it is made for each English teacher; students develop it as homework or in their notebooks or where teacher believes convenient, it contains grammar and exercises in order to students reinforce their knowledge.

### **3. How often is the academic planning in the institution, who and how organize it?**

The institutional academic planning is made at the beginning of the school year and it is handed up at the end of the school year and it is for the following school year. It includes how teachers will work, what teachers are going to work, we plan and make the annual plans and each teacher takes one and then we interchange the plans for the following year.

Who does organize it? It is organized by the area coordinator, who is in that year.

In this year the coordinator is Lic. Patricia Encalada.

**4. How and how often do teachers give the academic activities report?**

We present the academic activities when we finish the area meeting in a report direct to the vice director, he reviews how is being carried out the English subject, how we are fulfilling it, if we are advancing with the programs and all about it.

**5. How many years of work do teachers have of English language working in the institution?**

It depends on each one for example I have 28 experiences, there are many new partners, some teachers left to the Pio Jaramillo School, they were of institution plant but they were lent, they left. Now, we are here with contracts in the school almost in their majority they are practically new we just are two with appointment the others ones, are with contracts.

**6. What importance is given to the English Language in the institution?**

Well, we given enough importance because we make them notice the youths that if they don't neither approve English they can graduate in any career in the university because it is the main support so that they can progress and with this they also have the opportunity to travel to the foreigner, then if they are made take conscience because they will harm so they won't be able to graduate in any career.

**7. Which you believe that the strengths and weaknesses are in the teaching of the English language?**

The strengths are that we have qualified teachers that the weaknesses can be a classroom for material didactics, booths, to present videos, the same books don't lend to present videos so for me they are the weaknesses and the strengths as you can see we have good personal educational are enable even they have texts

**8. What suggestions you would give to improve the teaching of the English language?**

To improve the English language I believe that it would be necessary to speak with the director of studies so that they provide us here to the most recording school that the national university of Loja speaks with the practitioners so that they leave us the work material they leave us here so that it is a help so that the students can use them again.

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

**SURVEY TO TEACHERS**

**Instructions:**

As undergraduates of the English Language Career of the National University of Loja, we are developing a research work as a necessary requirement to obtain the Licentiate's Degree in Sciences of Education, English Language Teaching. So we have elaborated the following questionnaire to know how classroom management impacts on the English Language teaching-learning process with students of 8<sup>th</sup>, 9<sup>th</sup> and, 10<sup>th</sup> years of basic education in this High School. We would like you answer the following questions.

**II. Information Data:**

- a. Age: \_\_\_\_\_
- b. Sex: M ( ) F ( )
- c. Year of Basic Education: 8<sup>th</sup> ( ) 9<sup>th</sup> ( ) 10<sup>th</sup> ( )
- d. Years of Experience: \_\_\_\_\_
- e. University Degree: \_\_\_\_\_
- f. Functions in the Institution: \_\_\_\_\_

**III. Classroom Management**

**1. Do you know, which of the following definitions describe classroom management?**

- A focus on grouping students in class. ( )
- A focus on the control of student achievement and behavior. ( )
- A focus on the students' behavior in class. ( )

**2. Which of the following Classroom Management Techniques do you use in class?**

- Focus attention on entire class. ( )
- Direct your instruction so that students know what is going to happen. ( )
- Monitor groups of students to check progress. ( )
- Move around the room so students have to pay attention more readily. ( )
- Make sure classroom is comfortable and safe. ( )
- Plan your lessons to ensure you fill the period with learning activities. ( )
- Come to class prepared. ( )
- Show confidence in your teaching. ( )
- Learn student names as quickly as possible. ( )

**3. Which of the following rules are established in the classroom?**

- Come to class on time. ( )
- Do not eat candy or other food in class. ( )
- Bring required materials every day. ( )
- Talk only when permitted. ( )
- Use polite speech and body language. ( )
- Do not cheat. ( )
- Follow the teacher's instructions immediately. ( )
- None. ( )
- Other. ( )

**4. How do you set up the students desks in the classroom?**

- In rows ( )
- In groups ( )
- In a circle ( )

**5. What Theories and Models Discipline do you apply to control student's behavior?**

- **Assertive Discipline:** a system of rewards and punishments is implemented by the teacher. ( )
- **Control theory:** students need to be taught how to control their behavior. ( )
- **Ginott Model:** communication between teacher and student. ( )
- **Kay Model:** students are responsible for their own motivation and for monitoring their own behavior. ( )
- **Jones Model:** students need to be controlled by the teacher. ( )

**6. Which of the following roles do you put in practice to develop your class?**

- Organizer. ( )
- Controller. ( )
- Facilitator. ( )
- Counselor. ( )
- Evaluator. ( )
- Friend. ( )
- Creator of conditions conducive for learning. ( )
- Socializing agent. ( )
- Motivator. ( )
- None. ( )

**IV. Learning Process**

**7. What is the role of the students in the learning process?**

- Constructing their own knowledge. ( )
- Contribute to the discussions. ( )
- Share their points of view. ( )
- Be an active participant in class. ( )
- Be respecting other students' rights and opinions. ( )

**8. What do you understand as learning process?**

- It involves a change in attitude or behavior ( )
- It is to acquire knowledge or skill. ( )
- It is to improve study habits. ( )

**9. Which of the following learning styles do you identify your students with?**

- **Dependent:** require a lot of guidance and direction. ( )
- **Independent:** require only a minimum amount of guidance. ( )
- **Reflective:** tend to be uncertain in problem-solving exercises. ( )
- **Impulsive:** are enthusiastic, do things quickly. ( )
- **Discouraged:** often have depressed feelings. ( )
- **Independent:** tend to be intelligent and comfortable with the academic environment. ( )
- **Attention seekers:** are involved in joking, showing off, and bragging. ( )
- **Silent:** are characterized by vulnerability, and other disconcerting behaviorisms. ( )
- **Sharing:** enjoy working with others. ( )
- **Competitive:** feel they must do better than their partner. ( )
- **Participant:** have a desire to learn and enjoy attending class. ( )
- **Avoidant:** do not take part in class and have little interest in learning. ( )

**10. Do you consider motivation is important in the learning process?**

Yes ( ) No ( )

Explain?.....  
.....

**THANK YOU**



**2. Which of the following Classroom Management Techniques does your teacher use in class?**

- Focus attention on entire class. ( )
- Direct the instruction so that students know what is going to happen. ( )
- Monitor groups of students to check progress. ( )
- Move around the room so students have to pay attention more readily. ( )
- Make sure classroom is comfortable and safe. ( )
- Plan the lessons to ensure fill the period with learning activities. ( )
- Come to class prepared. ( )
- Show confidence in the teaching. ( )
- Learn student names. ( )

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- Talk only when permitted. ( )
- Use polite speech and body language. ( )
- Do not cheat. ( )
- Follow the teacher's instructions immediately. ( )
- None. ( )
- Other. ( )

**4. How does your teacher set up the students' desks in the classroom?**

- In rows ( )
- In groups ( )
- In a circle ( )

**5. What Theories and Models Discipline does your teacher apply to control student's behavior?**

- **Assertive Discipline:** a system of rewards and punishments is implemented by the teacher. ( )
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- **Ginott Model:** communication between teacher and student. ( )
- **Kay Model:** students are responsible for their own motivation and for monitoring their own behavior. ( )
- **Jones Model:** students need to be controlled by the teacher. ( )

**6. Which of the following roles does your teacher put in practice to develop your class?**

- Organizer. ( )
- Controller. ( )
- Facilitator. ( )
- Counselor. ( )
- Evaluator. ( )
- Friend. ( )

- Creator of conditions conducive for learning. ( )
- Socializing agent. ( )
- Motivator. ( )
- None. ( )

## VII. Learning Process

### 7. What is the role of the students in the learning process?

- Constructing their own knowledge. ( )
- Contribute to the discussions. ( )
- Share their points of view. ( )
- Be an active participant in class. ( )
- Be respecting other students' rights and opinions. ( )

### 8. What do you understand as learning process?

- It involves a change in attitude or behavior ( )
- It is to acquire knowledge or skill. ( )
- It is to improve study habits. ( )

### 9. Which of the following learning styles do you identify with?

- **Dependent:** require a lot of guidance and direction. ( )
- **Independent:** require only a minimum amount of guidance. ( )
- **Reflective:** tend to be uncertain in problem-solving exercises. ( )
- **Impulsive:** are enthusiastic, do things quickly. ( )
- **Discouraged:** often have depressed feelings. ( )

- **Attention seekers:** are involved in joking, showing off, and bragging. ( )
- **Silent:** are characterized by vulnerability, and other disconcerting behaviorisms. ( )
- **Sharing:** enjoy working with others. ( )
- **Competitive:** feel they must do better than their partner. ( )
- **Participant:** have a desire to learn and enjoy attending class. ( )
- **Avoidant:** do not take part in class and have little interest in learning. ( )

**10. Do you consider motivation is important in the learning process?**

Yes ( ) No ( )

Explain?.....  
 .....

**THANK YOU**

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

**OBSERVATION GUIDE FOR RESEARCHERS**

**Instructions:**

As undergraduates of the English Language Career of the National University of Loja, we are developing a research work as a necessary requirement to obtain the Licentiate's Degree in Sciences of Education, English Language Teaching. So we have elaborated the following observation guide to know how classroom management impacts on the English Language teaching-learning process with students of 8<sup>th</sup>, 9<sup>th</sup> and, 10<sup>th</sup> years of basic education in this High School.

According to the observed class, we will mark the sentences below, in this way  
1=Always, 2=Sometimes, 3=Never.

**VIII. Information Data:**

- a. Age:** \_\_\_\_\_
- b. Sex:** M ( )      F ( )
- c. Year of Basic Education:**    8<sup>th</sup> ( )      9<sup>th</sup> ( )      10<sup>th</sup> ( )
- d. Years of Experience:** \_\_\_\_\_
- e. University Degree:** \_\_\_\_\_
- f. Functions in the Institution:** \_\_\_\_\_

**BEGINNING**

- 1. .... Teacher was on time.
- 2. .... Teacher greeted to the students.
- 3. .... Teacher said to the students what topic will study.
- 4. .... Used warm up to review previous class or introduce new class.

**PRESENTATION AND PRACTICE**

- 5. .... Teacher prepared material for the lesson
- 6. .... Teacher used material such as:
  - ..... Maps
  - ..... Posters
  - ..... Flash cards
  - ..... Story
- 7. .... Material caught the attention of students.
- 8. .... Teacher only used the book during the class.

**AUDIO-VISUAL AIDS**

- 9. .... Teacher used Audio-Visual Aid such as: CD player.
- 10. .... Teacher used Audio-Visual Aid such as: TV
- 11. .... Teacher used the laboratory.

**MANAGEMENT AND TEACHER PROCEDURE**

- 12. .... Student's attention was help for most of the lesson.
- 13. .... The class control was maintained.
- 14. .... Instruction was generally clear.
- 15. .... Monitored students' work.
- 16. .... Class-time well-managed with a balance of activities.
- 17. .... Teacher didn't stay in a particular area
- 18. .... Teacher gave explanation to the students when they didn't understand.
- 19. .... Teacher applied teaching strategies to language acquisition.  
.....  
.....

**ATMOSPHERE**

- 20. .... A warm, supportive learning environment was created.
- 21. .... There was a good relationship between teacher and students.
- 22. .... Teacher promoted a good relation between students.

- 23. .... The students gave an appearance of enjoying the lesson.
- 24. .... Students felt motivated and secure.
- 25. .... Wall colors and lights were appropriate.
- 26. .... Space is enough for the number of children.

**PERSONAL QUALITIES**

- 27. .... The teacher was appropriately attired.
- 28. .... The teacher possesses good voice.
- 29. .... Teacher had sense of humor.
- 30. .... Shows tolerance and patience/is helpful.
- 31. .... Teacher was respectful and kind with all the students.
- 32. .... Teacher was a good example that students can follow.
- 33. .... His/her personality was balanced.

**ENDING**

- 34. .... Distributed the time in a good way.
- 35. .... Teacher applied assessment at the end of the class.

**GLOBAL VIEW**

- 36. .... There was evidence that the lesson had been well-prepared.
- 37. .... Enough material covered in the time available.
- 38. .... Useful learning seemed to have taken place.
- 39. .... The class was active.
- 40. .... Teacher reached all the objectives.

**OBSERVATION**.....  
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