# NATIONAL UNIVERSITY OF LOJA
## EA 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 "MANUEL JOSÉ RODRIGUEZ" HIGH SCHOOL. MOLACATOS PARISH. ACADEMIC**

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# 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 "Manuel Jose Rodriguez" High School. Malacatos Parish. Academic Period 2009 – 2010"; carried out by the aspirants to get the Bachelors' Licentiate's degree: Juan Armijos and Ivan Ramon has been supervised, guided and corrected in each one of its parts; in consequence, I authorize its presentation and defense.


Loja. January, 2011.


Dra. Mg. Sc. Marcia Criollo

THESIS DIRECTOR

**AUTORSHIP**

The whole criteria, analysis, ideas and concepts presented in this work, are of their authors' absolute responsibility. They can be used as bibliographic resource.

Juan Carlos Armijos                    Ivan Ramón Suárez

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Finally, to the authorities, teachers and students of "Manuel Jose Rodriguez High School, for having helped us with their collaboration to develop the present research work.

**DEDICATION**

I want to dedicate this thesis to all my relatives, especially to my parents, my brother, and my sisters, who during all the career helped me to finish it successfully.

Iván Ramón Suarez

The present thesis is dedicated to my parents and wife, who have supported me unconditionally in good and bad moments, and with their help to be able to finish my career.

Juan Carlos Armijos

# INDEX

# 1. THEME

"**CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH THE STUDENTS OF "MANUEL JOSÉ RODRIGUEZ" HIGH SCHOOL. MALACATOS PARISH. ACADEMIC PERIOD 2009-2010"**

## 2. SUMMARY

This research work entitled: **CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH THE STUDENTS OF THE HIGH SCHOOL MANUEL JOSÉ RODRÍGUEZ, MALACATOS PARISH. ACADEMIC YEAR 2009-2010**, whose general objective was: to determine the impact of the classroom management in the English language teaching learning process, has been developed with the purpose of discovering if teachers use classroom management techniques, to achieve a good atmosphere for the learning of the English language.

To achieve this, we have used some methods, such as the scientific, descriptive, deductive, analytic and contrastive, the same ones that have served us to develop the present research work of the best way.

To collect the information of the researched institution, we used the survey technique. It was applied to three teachers and one hundred eight students. Moreover we used the observation to see the different management techniques that teachers use. Then to represent the obtained data we used the descriptive statistics, which let us present the information on graphs and charts, for an easier understanding.

The results of this research work are: that there is little use of the classroom management techniques, and that the teachers and students do not develop their roles as they should make it, into the English Language Teaching Learning Process, so that they have not got a good learning,

# 3. INTRODUCTION

This research work: CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS contains relevant information about the different classroom management techniques that teachers can use, to control the students' behavior and get an ideal environment to work in the classroom; taking into account that teachers are confronted to a lot of discipline problems in their daily work, because they do not apply the classroom management techniques, and moreover they do not play their roles in the class.

The knowledge of management techniques is very important, because through them the teacher can assure that every aspect of the classroom is under control, and that the teaching process can be developed in a good way. The techniques allow teachers to know what to do at time of managing disruptive behaviors, the most appropriate arrangement, and other things which contribute to get a good environment and avoid some troubles.

Based on this context we have stated as main problem: How does classroom management impact on the English Language Teaching Learning Process with the students at "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009 – 2010.

Then we have the sub problems: What classroom management techniques are applied by the teachers to control the students' behavior; and what are the teacher and student roles inside the learning of the English Language at "Manuel Jose Rodriguez" High School. Malacatos Parish. Academic Period 2009 2010.

About the specific objectives, we have: To identify the classroom management techniques that are applied by the teachers to control the students behavior; and to determine the teacher and students roles into the English Language Learning with students of Manuel Jose Rodriguez High School. Malacatos Parish. Academic Period 2009 2010.

Moreover, the main hypothesis of this research work was: The classroom management impacts the English language teaching learning process in the students of the "Manuel José Rodriguez" High School. Malacatos parish. Academic period 2009 – 2010.

To develop our work, we used some methods such as the scientific, to obtain and analyze theoretical referents; the descriptive, to describe the current situation of the researched object; the deductive, to formulate the hypotheses; the analytical, to interpret the graphic representation; the contrastive, to contrast the collected data with the information from the theoretical frame; and the statistical descriptive as a tool to show the collected data in a graphic way, through the frequency and the percentage in charts.

Regards to the techniques we used the observation and the survey, which were applied to students and teachers, in order to collect reliable data, and to know the real situation of the researched institution. The survey was applied to three English teachers and to the students' sample, who were 108 students.

The present work includes the following parts:

First, we have the summary, where you can find a sum of the most relevant aspects of the research.

The introduction, where we offer a very detailed explanation of every step in the research.

Literature revision, refers to the theoretical referents which were contrasted with the collected data to prove or disapprove the hypotheses.

Materials and methods, where we pointed to the different materials, methods, instruments and procedures used to develop the research, and also the population and the selected sample, the same which was very important.

After, we have the results, where all the questions of the survey are presented, through statistics tables and graphic representations, each question counts with its respective interpretation and analysis.

The discussion, where we analyzed the results of major tendency, in order to know if the stated hypotheses at the beginning of the research are accepted or denied.

Then, we set up the conclusions, the same that are based on the analysis of the teachers and students' answers to the questions of the survey.

To sum up, we established the recommendations, that are given according to the conclusions and taking into account the interpretation of the different questions from the survey and observation.

# 4. LITERATURE REVIEW

## 4.1 <u>CLASSROOM MANAGEMENT</u>

First of all it is necessary start saying, that the classroom management refers to a process that teachers guarantee the classroom instruction, the order, the effectiveness, deal with some matters, and arrange the time and space, and some other factors, "where the common denominator is making sure that students feel they are in an environment that allows them to achieve".[1]

As we can realize, this topic is so important for a good development of the class, but unfortunately "surveys of graduates of education schools and colleges indicate that the #1 area of concern of new teachers is their feelings of inadequacy in managing classrooms"[2], and despite clinical experiences, student teaching, and other observations in classroom settings, this problem has persisted for decades.

For avoiding this, the following techniques can be used:

### 4.1.1 FOCUSING

This technique emphasis that teachers must be sure that they have the attention of everyone in their classroom before they start the lesson, so they shouldn't attempt to teach over   the chatter of students who are not paying attention, so the children will see that things are underway now and it is time to go to work.

In other words, the focusing technique means that teacher will demand their attention before the class starts, so he/she will wait and not start until everyone has settled    down.    Experienced    teachers    know    that    silence    is    useful.

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[1] http://www.ehow.com/about_5438989_classroom-management-definition.html
[2] http://www.adprima.com/managing.ht

### 4.1.2 DIRECT INSTRUCTION

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, moreover he may set time limits for some tasks, so, 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.

### 4.1.3 MONITORING

The key to this principle is to circulate. Teacher must get up and get around the room. While the students are working, he/she should make the rounds, and of this way to check progress on the activities that they are working in.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

### 4.1.4 MODELLING

There is 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 behaviour. If the teacher wants students to use quiet voices in your classroom while they work, he/she too will use a quiet voice as he/she move through the room helping youngsters.

## 4.1.5 LOW-PROFILE INTERVENTION

Most students are sent to the principal's office as a result of confrontational escalation, but 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 misbehaviour by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur; so if she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way, so that the rest of the class doesn't seem to notice.

## 4.1.6 POSITIVE REINFORCEMENT

Positive reinforcement is anything that occurs after a behavior that increases the likelihood that the behavior will reoccur, and all the rewards increase the chance that people will continue to choose these positive behaviors. That is positive reinforcement, and the teachers can show this of the following ways:

1. Praise students for even the smallest success or achievement. This is most important for less competent students if they are to build that all-important positive self-concept which inspires the desire to learn.

2. Do not subtract points that have already been awarded because this is damaging to a student's self concept, and it is also injurious to students' progress and academic confidence.

3. Be generous with the awarding of points. It is simply not true that a steady flow of points causes students "to sit back and take it easy."

4. Give praise and award all points as soon as possible after the activities are completed. It is a well-known principle that immediate reinforcement of work is far more powerful in its effect than is delayed reinforcement.

5. Always award the requisite number of points to every student. The basic principle is to reward, not to punish or withhold rewards.

## 4.2 CLASSROOM ARRANGEMENT

It actually constitutes an important variable because if the teacher has well organized the students in their seats, it can grantee that every pupil will be working in a silent way.

### 4.2.1 The Teacher's Desk

The teacher should arrange the furniture to make working the crowd as easy as possible. Carefully analyze space, distance, and movement. After he should get the desk away from its traditional location in the front of the classroom, to monitor better the students' work.

### 4.2.2 The Students' Desks

The teacher must arrange the students' desks in a way which allows all them to feel comfortable, so that the learning can take place. The teachers have to arrange the classroom in a way that is best for them.

## 4.3 STUDENTS' BEHAVIOUR

Working with students is not always something easy, because they are not exactly ready to cooperate and this increases the teacher' task. In fact, the teachers worry because the disciplinary problems affect enough the learning of the students, frequently they feel uncomfortable to have to punish, but they don't find another way to solve the problem. "The teachers want on one hand there to be good behaviour in the class living room and for another that there is a good work atmosphere where the students are respected and appreciated by the professor and for the partners".[3]

Now, for doing that, there is a main aspect which teacher must take into account, this is discipline, which is defined as "the practice of training people to obey rules and orders and punishing them if they do not, or the controlled behaviour or situation that results from this training"[4]; then, discipline is one of the most essential and at the same time most difficult aspect that teachers must deal with on their daily work.

So, it is necessary that teachers know how to control and how to avoid discipline problems in the classroom, because of this will depend the good development of the class, for doing that the teacher must know some rules which are helpful for this effect, such as:

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[3] Curwin Richard L. y Allen N. Meddler. Disciplina con Dignidad editorial ITESO, 1995.
[4] OXFORD, University Press. Oxford Advanced Learners Dictionary. 6th Edition. Pag. 356

4.3.1 Creating Classroom Rules

Posting classroom rules is very important, so, they should be selective and choose between four and eight rules for each classroom, and the rules should be stated as clearly as possible at the beginning of the school year.

4.3.2 An Effective Discipline Plan

This type of plan can guide students so that they can remain fair, even when teacher is not in the classroom, and what is more important, teachers avoid punishing to students.

4.3.3 Teacher Actions and Attitude

Much of maintaining control in the classroom begins with the teacher's actions and attitude. A lot of has to do with consistency in enforcing rules along with treating each student in a fair manner.

4.3.4 Positive Discipline

Teachers must use classroom rules that describe the behaviours they want instead of listing things the students cannot do. Instead of "no-running in the room," they could use "move through the building in an orderly manner." The teachers have to let their students know this is how they expect them to behave in the classroom.

**4.3.5 Managing inappropriate behaviour**

When there is a trouble with the students in the class, the teacher must know what to do at that occasion, and some of these items can be helpful:

- Act to stop inappropriate behaviour so as not to interrupt the instructional activity or to call excessive attention to the student.

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

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

- More serious, disruptive behaviours such as fighting, continuous interruption of lessons, possession of drugs and stealing require direct action according to school board rule.

## 4.4 THE TEACHING LEARNING PROCESS

First of all is necessary to start establishing what teaching and learning process is, so we can say that: "teaching-learning is a process of engaging with others in coming to know. The teaching-learning process as a lived experience of engaging with others in coming to know involves the multidimensional processes of expanding imaginable margins, naming the new, going with content-process shifts, abiding with paradox, giving meaning, inviting dialogue, noticing the now, and growing story". [5]

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[5] http://nsq.sagepub.com/cgi/content/abstract/12/3/227

During the process, it is also important to consider a number of other factors like types of learning, learning styles, factors that affect learning, etc.

## 4.1.1 TYPES OF LEARNING

Learning is the "process by means of which a person acquires skills or practice, abilities, incorporates informative contents or adopts new knowledge strategies and/or action".[6]

There are lots of learning types but whatever they are these, they coincide that learning is mainly a systematic process that permits students to assimilate new knowledge, fortify the assimilated learning and to take apart the oldest learning.

In this way, we have among the most known learning types the following:

4.4.1.1-Learning by Discovery: This type of learning is when the students acquire knowledge, principles or contents through an active search method. In this type of learning, teacher presents a series of data starting from which students, with an inductive method, develop investigation skills and after problems solution.

4.4.1.2-Learning by Essay and Mistake: This learning refers to new situations which students have to confront due to they should look for a speedy, particular and correct answer, student starts for emitting lots of these kind of answers.

4.4.1.3- Learning by Imitation: It is obtained by means of a model behavior, consequences and processes observation. It bases in imitative complex processes which students integrate in cognitive and affective dimensions.

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[6] http:// aled.galeon.com/glosglos.htm

4.4.1.4-<u>Meaningful Learning</u>: Student learns meaningfully when he's able to relate new ideas with any essential aspect of his cognitive structure. Persistence of what he learns and the utilization of contents in other contexts and situations are two of the meaningful learning characteristics.

4.4.2 LEARNING STYLES

A learning style is "any behavior pattern that a person adopt for approaching a particular type of task,"[7] since each person has his/her own learning style and this learning style makes reference to people's personalities. Likewise, it refers to the memorization, interpretation, argumentation, creation, etc.

About this topic, David Kolb indicates that it depending on how and in what order it combines these aspects, it produces four styles or preferences of learning, and they are:

4.4.2.1 <u>Convergent Style</u>: People who have this style take decisions, solve problems and apply practical ideas, concepts and theories.

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[7] OCEANO, Grupo Editorial. Enciclopedia General de la Comunicación. Vol. 2 Barcelona-España. Pág.456

4.4.2.2 <u>Divergent   Style</u>: People who have this style are good people for finding different alternatives of the same idea, they are creative people, they like group discussion and they pursue big interests.

4.4.2.3     <u>Assimilator     Style    </u>:People who have this style are good people for producing theoretical patterns, they prefer logic, precision, exactness, concepts and abstract ideas.

4.4.2.4 <u>Adaptable Style</u>: People who have this style are active people, they learn by experience, they like to work more with people than the ideas, they are intuitive people and they solve problems by means of essay and mistake.

## 4.5 FACTORS THAT AFFECT LEARNING

Among the factors that can affect the study, according to the learning styles, it's necessary to mention the following:

4.5.1 Noise: Most of students consider that it's really impossible to work in a noise place; they need a peaceful place without noise because they concentrate only when there isn't any kind of noise so that they develop better and receive more knowledge.

4.5.2 Light: It's really necessary to have a well-illuminated place. An inappropriate illumination causes bad behavior in students and consequently bad results. It's impossible to get a good production if we don't have a place with an excellent illumination.

4.5.3 Temperature: Some students can concentrate better when the atmosphere is cool but for other students it's impossible to work well so that they feel sleepiness when the temperature isn't appropriate for them and consequently it reduces their productivity.

4.5.4 Design: The place where students are going to study is chosen by them, they know what place is better than other one. Therefore they and only they are the appropriate people who recognize which place offers a good concentration.

4.5.5 Number of Students: It is really hard to work with a big number of students, because it avoids that teacher can assessor better to all students, too many students means that teacher cannot help them one by one.

4.5.6 Classroom Size: It actually constitutes an important factor, because a small classroom do not proportionate the enough space to develop a good work, and this is essential if they want to get a meaningful learning.

## **4.6** TEACHING PROCESS

Teaching is "the activity of educating or instructing and can be conceived also as activities that impart knowledge or skill"[8].

Now, a teacher who wants to be successful in this work has to know or apply methods which can be so useful in the teaching of a foreign language, and some of the most know methods are the following:

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[8] http://www.wordreference.com/definition/Teaching

4.6.1 Grammar-Translation Approach: Its main features are: "vocabulary is taught in the form of isolated word lists, elaborate explanations of grammar are always provided, grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words."

4.6.2 Direct Approach: Its features are: material is first presented orally with actions or pictures, the mother tongue is never used, there is no translation, the questions are answered in the target language.

4.6.3 Reading Approach: Only the grammar necessary for reading comprehension and fluency is taught and minimal attention is paid to pronunciation, but a great amount of reading is done in foreign language.

4.6.4 The Audio lingual Method: Grammar is taught inductively. Skills are sequenced, listening, speaking, reading and writing are developed in order, and also there is abundant use of language laboratories, tapes and visual aids.

4.6.5 Community Language Learning: Here, "the language-counseling relationship begins with the client's linguistic confusion and conflict and the aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy"[9].

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[9] Curran, Charles A. Counseling-Learning in Second Languages. Apple River, Illinois: Apple River Press 1976.

4.6.6 The Silent Way: This method "provides a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start"[10].

4.6.7 Functional-notional Approach: This takes into account the situations where the speakers interact and embraces the functional categories of language, which are: "personal, interpersonal, directive, referential, and imaginative".[11]

4.6.8 Total Physical Response: It that combines information and skills through the use of the kinesthetic sensory system. Its main features are: "to understand the spoken language before developing the skills of speaking and imperatives are the main structures to transfer or communicate information"[12].

## 4.7 THE TEACHER'S ROLE

Schools are one of the first places where kid's behaviour and future educational success is shape. Teachers are carriers of either positive or negative behaviour toward students, taking into account that the way students act depends on the teacher's attitude. That is why all teachers should invite the student to participate in the class, so that they will benefit from it. The teacher must create a warm and

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[10] Caleb Gattegno, Teaching Foreign Languages in Schools: The Silent Way. New York City: Educational Solutions, 1972.

[12] Finocchiaro, M. & Brumfit, C. The Functional-Notional Approach. New York, NY: Oxford University Press.1983.

[12] James J. Asher, Learning Another Language Through Actions. San Jose, California: AccuPrint, 1979

protective environment but at the same time professional. If students feel secure in the classroom the result will be shown in the academic progress.

Furthermore, teachers have the qualities to be or become role models for students, because most teachers respect, love, care, instruct, so, and must be a very creative, friendly, responsible person, because this will assure that all students get involved in the class activities.

Furthermore some expertises say that there are 6 main six roles, which can be subdivided into two roles, making a total of twelve roles, which teachers should try to develop in order to gain a better performance, these are:

4.7.1 The assessor

The student assessor: The assessment of the student's competence is one of the most important tasks facing the teacher. Most teachers have something to

contribute to the assessment process, taking into account that all institutions now need on their staff some teachers with a special knowledge and understanding of assessment issues.

The curriculum assessor: "The teacher has a responsibility not only to plan and implement educational programmes and to assess the students' learning, but also

to assess the course and curriculum delivered"[13]. Evaluation can also be interpreted as an integral part of the professional role of teachers.

### 4.7.2 The facilitator

The learning facilitator: Teacher is a facilitator or manager of the students' learning. The introduction of problem-based learning with a consequent fundamental change in the student-teacher relationship has highlighted this change in the role of the teacher from one of information provider to one of facilitator.

 The mentor: The role of mentor is a further role for the teacher; because mentorship is less about reviewing the students' performance in a subject or an examination and more about a wider view of issues relating to the student.

### 4.7.3 The role model

The on-the-job role model: The teacher is a model and should always model or exemplify what should be learned. Students learn not just from what their teachers say but from what they do in their practice and the knowledge, skills and attitudes.

The role model as a teacher: The good teacher is who can capture the students' interest, because the teacher has the enough opportunities to share some of the magic of the subject with the students.

### 4.7.4 The information provider

The lecturer: A traditional responsibility of the teacher is to pass on to students the information, knowledge and understanding in a topic appropriate at the stage of their studies, relating the information to the local curriculum and providing the lecturer's personal overview or structure of the field of knowledge for the student.

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[13] http://www.csun.edu/~meq75037/paper1.html

The practical teacher: The practice setting, whether in a school or in a high school, is a powerful context for the transmission, by the teacher, of information directly relevant to the practice of the taught subject.

4.7.5 The resource developer

The resource material creator: With the expansion of the new technologies, the role of the teacher as resource creator offers exciting possibilities to select, adapt or produce materials for use within the institution.

The study guide producer: Study guides tell the student what they should learn, it means the expected learning outcomes for the course, how they might acquire all the competences necessary or the learning opportunities available.

4.7.6 The planner

The curriculum planner: Teachers are expected to make a contribution to curriculum planning. Curriculum planning presents a significant challenge for the teacher and both time and expertise is required if the job is to be undertaken properly.

The course planner: The best curriculum in the world will be ineffective if the courses which it comprises have little or no relationship to the curriculum that is in place, so, detailed planning is then required at the level of the individual course or phase of the curriculum.

Now, it is necessary to say that even when the  twelve roles has been described separately, in reality they are often interconnected and closely related one to

another, that's to say a teacher may take on simultaneously several roles; however, a good teacher need not be competent in all six roles.

## **4.8** THE STUDENT ROLE

A lot of years ago it was believed that the students' mission was just to sit and hear what the teacher said, but in fact, the student should not concentrate on only doing that.

Actually, this concept has changed and the student role is so different, because now the student must also change his role and to look for an active role in the construction of his own learning process. The student that is limited to assimilate information, no longer serves but rather it must be critical, researcher, reflexive, participative, etc.[14]

4.8.1 Participative: The students can not think in just hear all what the teacher says and do not do anything more in the classroom. In fact, the student have to participate actively in the class, so that they can questions, they have to  pass in front and make sentences, or do what the teacher says, without worrying if the answers are all right, because making mistakes is one of the steps of learning. Moreover with the students' participation, the learning process is a little easier because "the knowledge is organized in conceptual structures that are restructured starting from the interaction of the knowledge that the student already possesses and the new information. The learning is significant because the student relates, in

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[14] Prendes Espinoza, María Paz; Martínez Sánchez, Francisco. La innovación tecnológica en el sistema escolar y el rol del profesor como elemento clave del cambio. Universidad de Murcia, España

an opportune and substantial way, the new knowledge with what already knows"[15].

4.8.2 Critical: Students must be concerned that they can also contribute to the development of the class, because they are the reason for that the teacher be in the classroom. These critical students do not doubt in making corrections to the teacher, and are ready to collaborate with advices in order to do the class more interactive. In other words, critical students in the learning process means that they can say whatever they like, but students need to be able to substantiate what they say, because the class requires this interaction.

4.8.3 The Researcher: Students must be always ready to increase their knowledge, not just through their teacher, and their books, but moreover trying to get more information about the studied topic, in order to assure that they really understood everything. That's to say the students don't seem to be satisfied with all the learned in the classroom, they know that they can get more information and reinforce their knowledge; for instance if they are studying the past simple they can research and find more examples, or some kinds of exercises, which they could even share with their partners and teacher.

4.8.4 Reflexive: The students must be conscious that the teacher' job is not an easy task, and that they are the people who can help, paying attention, participating, etc. Moreover the students have to analyze if their attitudes and actions allows them to learn so that they can be considered as a human being able

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[15] Ausubel, D. P.; Novak, J. D. y Hanesian, H. 1983. Psicología Educativa. México: Editorial Trillas.

to contribute to the class as much as the professors; as a reflexive human being of their reality and of different environments, and as an active and skilled individual, who can be conscious of the importance of the learning and pay attention an participate actively.

The student's role, of this way allows them:

a) "To plan their own program and it assumes the responsibility of that they make in the living room of classes.

b) To monitor and evaluate their own progress.

c) To be members of a group and they learn to interact with other.

d) To advise their partners.

e) To learn of the teacher, of the other students and of other teaching sources".[16]

So, the students are "social and reflexive people that interacting with others, are able to surpass and transform, through their constructive work, what offers them their environment",[17] generating their own knowledge.

[16] Jonson, F., and Paulston, C.B. 1976. Individualizing in the Language Classroom. Cambridge, Mass.: Jacaranda.
[17] Díaz Barriga Arceo, Frida y Hernández Rojas, Gerardo. 1998. Estrategias docentes para un aprendizaje significativo. México: McGraw Hill.

# 5. MATERIALS AND METHODS

## 5.1 MATERIALS

To develop this research work we used books, dictionaries, copies, and also other materials such as computers, printings, cds, flash memories, without forgetting the internet.

## 5.2 METHODS

Knowing that a method is a necessary procedure into the science to research the true and teach it, we can say that through the different methods we could develop step by step our research work, and as well at the end we assured that the results are valid and reliable. So that it is a non-experimental research because it was developed in a descriptive way, that's to say that the researchers did not have the chance to manipulate the variables. They just described the phenomena in a descriptive way.

To develop this research work we used the following methods:

### 5.2.1 SCIENTIFIC METHOD:

This method was used to obtain and analyze theoretical referents which let us explain from a scientific point of view the researched phenomena.

### 5.2.2 DESCRIPTIVE METHOD:

This method was used to describe the current situation of the researched object. It allowed us to know the reality of the researched institution, it also let us explain the

techniques of classroom management that the teachers apply and to describe the obtained results contrasted with the theoretical frame referents.

### 5.2.3 DEDUCTIVE METHOD:

It was useful to formulate hypotheses to develop the research work. Moreover, we used it to apply the instruments, tabulating, interpreting and analyzing the collected data; this important method was used at time of proving or disproving the hypotheses, by analyzing the obtained results.

### 5.2.4 ANALYTICAL METHOD:

This method we used after we did the respective tabulating of collected data, to interpret the graphic representation, analyzing what the graphics shows into words, that's to say to set up the real situation in the researched institution.

### 5.2.5 CONTRASTIVE METHOD:

This method allowed us to contrast the collected data with the information that we had in the theoretical frame, in order to verify what the theory said and what was the real situation of the High School, then it was easier to edit or write the conclusions and on basis of them we were able to write the respective recommendations.

### 5.2.6 STATISTICAL DESCRIPTIVE METHOD:

This method was so useful because with this, we showed the collected data in a graphic way by using the frequency and the sample percentage charts. In other words this method was used to do the graphic and numerical representation.

## 5.3 TECHNIQUES

### 5.3.1 OBSERVATION

It was the most suitable technique to get information about our theme at "Manuel José Rodriguez" High School because through it we had a direct contact with the object of studying. It was a structured observation, and it was applied to see the classroom management techniques that teachers use. The group observed 10 periods of English classes, 4 with the $8^{th}$ year of Basic Education, 3 with the students of the $9^{th \ year}$ of Basic Education, and finally 3 periods with the $3^{rd}$ year of High School Curriculum, to observe the rules that the teachers set up and to see the class organization, and to do it, we elaborated the instrument which is our observation guide.

### 5.3.2 SURVEY

It is other technique that we used to collect data which gave the students the opportunity to express their own ideas and points of view about how their teachers develop their classes; it is worth reiterating that we applied the survey to three English teachers, and to the students' sample that we have selected from the population.

## 5.4 PROCEDURES

Once we applied our instruments to collect reliable data in order to get the better results we followed the following steps:

## 5.4.1 TABULATING:

As its name indicates we had to tabulate the recollected data, counting how many positive or yes answers there were and how many negative or no answers we got, according to the results of our survey and observation.

## 5.4.2 ORGANIZATION:

This procedure was very helpful to organize the obtained results according to our problem, objectives and hypotheses.

## 5.4.3 GRAPHIC REPRSENTATION:

Here we showed all the obtained results in a graphic way, which facilitated the understanding and analysis. Moreover, here we used the frequency and percentage chart.

## 5.4.4 ANALYSIS AND INTERPRETATION:

Once we had the graphic representation we just had to interpret what the graphs show, writing the number of students and teachers that have the same or similar answer and its corresponding percentage, after we analyzed the percentages to determine how valid the hypothesis is.

## 5.4.5 VERIFICATION OF HYPOTHESES:

After we analyzed the results in a very detailed way we were able to say if the hypotheses that we formulated at the beginning of the research work are accepted or denied, that's to say we proved or disproved them.

### 5.4.6 ELABORATION OF CONCLUSIONS:

Here taking into account the before procedures, the collected data, the information from the theoretical frame we elaborated or edited some conclusions, so knowing what was the real situation of the researched High School, we elaborated some conclusions that establish some general concepts and that says what the main problems are in this institution into the context of our theme.

### 5.4.7 ELABORATION OF RECOMMENDATIONS:

After we had the conclusions we gave some advice in order to overcome the problems found.

### 5.4.8 ELABORATION OF THE FINAL REPORT:

Then when we have done all the procedures described before, we were able to elaborate a final report that is basically the last step in the process to present the research work

5.5 POPULATION AND SAMPLE

The "Manuel José Rodriguez" High School has a population of 350 students from eighth year of Basic Education to third year of High School Curriculum; the number of students in this institution is detailed in the following way:

| COURSES | GROUPS | NUMBER OF STUDENTS |
|---|---|---|
| Eighth year of basic education | A | 44 |
| Eighth year of basic education | B | 44 |
| Ninth year of basic education | A | 31 |
| Ninth year of basic education | B | 31 |
| Tenth year of basic education | A | 31 |
| Tenth year of basic education | B | 31 |
| First year of high school degree | A | 30 |
| First year of high school degree | B | 29 |
| Second year of high school degree | A | 22 |
| Second year of high school degree | B | 24 |
| Third year of high school degree | A | 16 |
| Third year of high school degree | B | 17 |
| TOTAL | | 350 |

SAMPLE

Taking into account that the number of students is so big to apply the instruments,

we have decided to take a sample which was established using the next formula:

$$n = \frac{PQ * N}{E2}$$

$$(N - 1) = \frac{E2}{K2 - PQ}$$

Now to get the sample by course we use the formula:

$$PQ = First\ quartile$$

$$N = Population$$

$$n = Sample$$

$$K = Proportionality\ Constant$$

$$E = Sample\ Error$$

$$n = \frac{0,25*350}{(349)(0,1)2-0,25}$$

$$(2)2$$

$$n = \frac{87,5}{3,24}$$

$$4$$

$$n = \frac{87,5}{0,81}$$

$$n = 108$$

Now to get the sample by course we use this formula:

$$F = \frac{n}{N}$$

**F= Distribution Factor**

**n= Sample size**

**N= Population**

$$F = \frac{108}{350}$$

**F= 0.309**

| COURSES | POPULATION | SAMPLE |
|---|---|---|
| Eight of Basic Education | 88 | 27 |
| Ninth of Basic Education | 62 | 19 |
| Tenth of Basic Education | 62 | 19 |
| First of high school curriculum | 59 | 18 |
| Second of high school curriculum | 46 | 15 |
| Third of high school curriculum | 33 | 10 |
| TOTAL | 350 | 108 |

# 5. RESULTS

## 6.1 TEACHERS AND STUDENTS' SURVEY

### Classroom Management

**1. Could you tick which of the following definitions describe classroom management?**

**a) TABLE Nº 1**

| Classroom Management | Teachers | | Students | |
|---|---|---|---|---|
| | F | % | F | % |
| A focus on grouping students in class. | 0 | 0% | 52 | 48% |
| A focus on the control of students' achievement and behavior. | 3 | 100% | 36 | 33% |
| A focus on the student' behavior. | 0 | 0% | 20 | 19% |
| TOTAL | 3 | 100% | 108 | 100% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 1**



**Classroom Management**

*(bar chart: Teachers — F: 0, 3, 0; % : 0%, 100%, 0%. Students — F: 52, 36, 20; % : 48%, 33%, 19%)*

Legend:
- A focus on grouping students in class.
- A focus on the control of student achievement and behavior.
- A focus on the student' behavior.
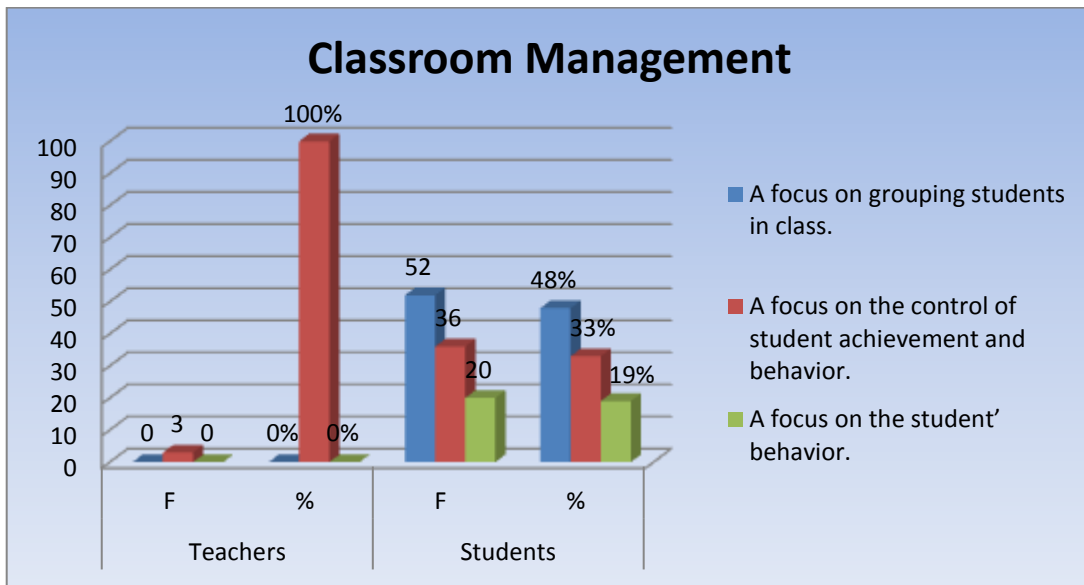
**c) INTERPRETATION**

100% of teachers answered that classroom management is a focus on the control of students' achievement and behavior.

While 48% of students answered that classroom management is a focus on grouping students in class, 33% of them said that the right concept is a focus on the control of student achievement and behavior, and 16% manifested that classroom management is a focus on the students' behavior.

Through the analysis of the surveys, we can say that all the teachers know the correct definition of classroom management, but most of students ignore it, so we deduce that teachers do not apply the classroom management techniques like focusing, monitoring,etc  so often, which causes that students can not identify its concept; due to the theoretical referents said that classroom management focus on the control of student achievement and behavior, where teachers guarantee the instructions, the order and the effectiveness.

**2. Do you apply specific techniques to manage students in the class?**

**a) TABLE Nº 2**

| Application of Management Techniques | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| YES | 3 | 100% | 40 | 37% |
| SOMETIMES | 0 | 0% | 43 | 40% |
| NO | 0 | 0% | 25 | 23% |
| TOTAL | 3 | 100% | 108 | 100% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 2**
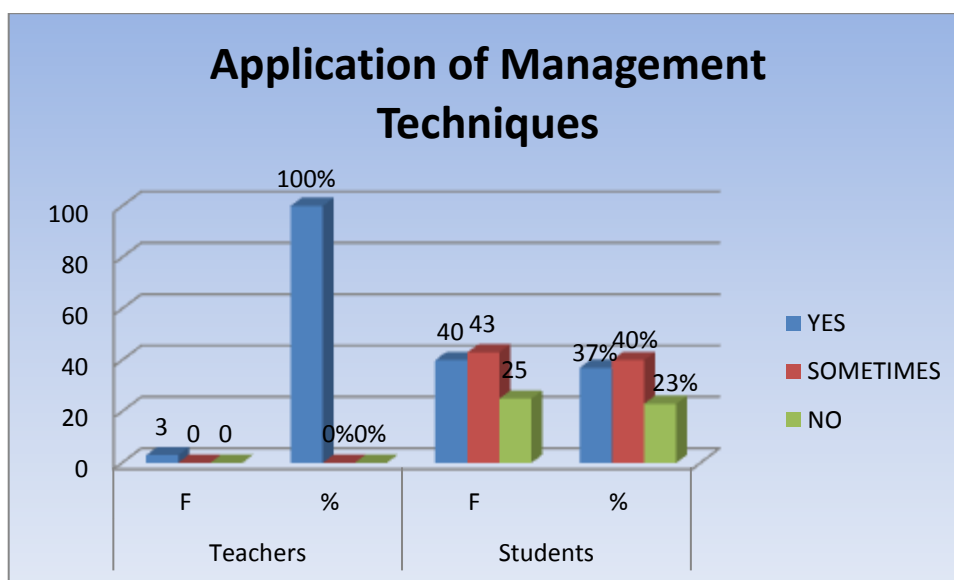
**c) INTERPRETATION**

100% of the surveyed teachers matched that they do use management techniques.

According to the students, 40% of them told us that the teacher uses management techniques sometimes, 37% of them informed us that the teacher always uses them, and 23% answered that the teacher doesn't use them.

Analyzing the teacher answers we found that they always use management techniques, but the students' answers reflect that teachers just sometimes use management techniques. In fact this causes that teachers can not maintain the control of the class all the time, giving as consequence a classroom with indiscipline troubles; because analyzing the theoretical frame we found that the application of classroom management techniques are so important, because through them the teachers can get a good environment which enhances learning and also can create a functioning classroom.

**3. How often do you set up the rules in class?**

**a) TABLE Nº 3**

| Time to set up the Rules | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Every class | 1 | 33% | 31 | 29% |
| Every month | 0 | 0% | 15 | 14% |
| Every term | 0 | 0% | 18 | 17% |
| At the beginning of the school year | 2 | 67% | 44 | 40% |
| TOTAL | 3 | 100% | 108 | 100% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 3**
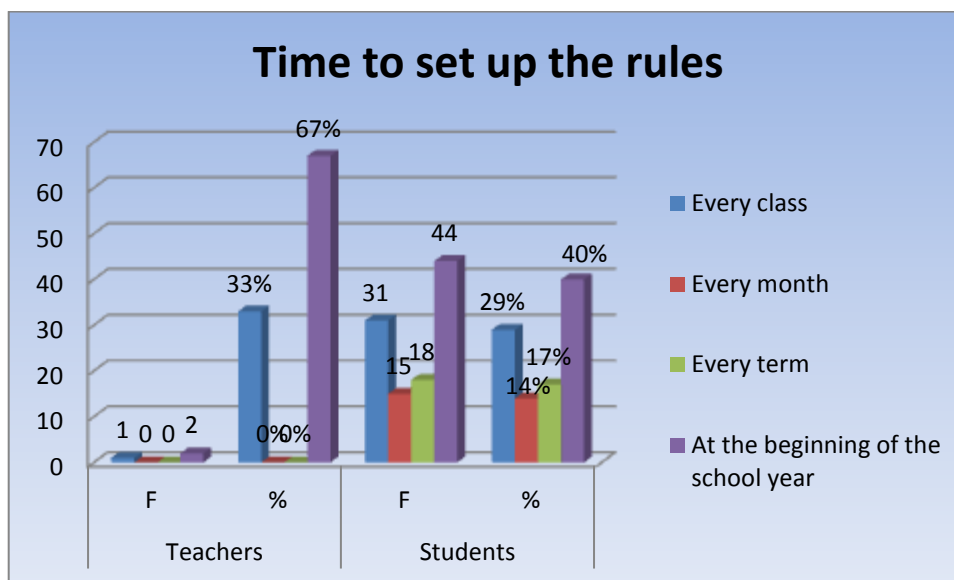
**c) INTERPRETATION**

67% of teachers answered that they set up the rules at the beginning of the year, and 33% matched that the rules are given every class.

While 40% of the students said that teachers set up the rules at the beginning of the school year, 29% manifested that every class, 17% of them pointed that the teacher set up the rules every term and 14% matched that these are given every month.

According to the majority of teachers and students the rules are set up at the beginning of the year; but if teachers do not remind these rules to the students more often, it is obvious that they have troubles to control the students' discipline, taking into account that working with teenagers is not an easy task; in fact the theoretical referents say that the teacher should set up the rules at the beginning of the year, choosing between four and eight rules, and reminding students from time to time when someone breaks up them.

**4. Tick the techniques that you use to motivate students in class.**

**a) TABLE Nº 4**

| Techniques to motivate students in class | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Reward System | 0 | 0% | 19 | 18% |
| Bonus Points | 3 | 100% | 49 | 45% |
| Gifts | 0 | 0% | 0 | 0% |
| Praise | 0 | 0% | 21 | 20% |
| Coercive means | 0 | 0% | 25 | 23% |
| Punishment | 0 | 0% | 21 | 20% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH N- 4**
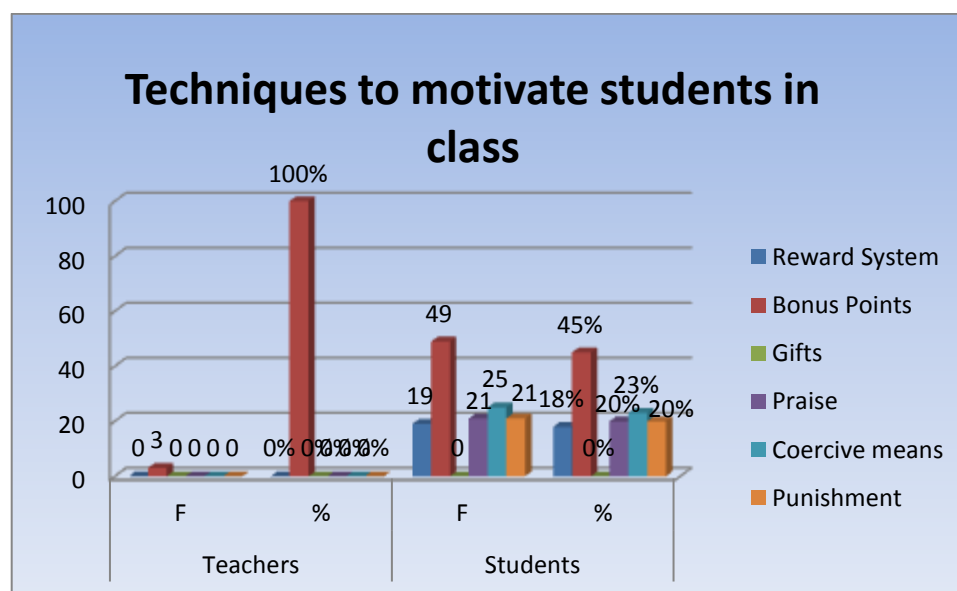
**c) INTERPRETATION**

100% of teachers answered that the technique used is bonus points.

While 45% of students manifested that the bonus points, 23% said that coercive means, 20% expressed that praise, 20% pointed to the punishment, and 18% matched the rewards system.

The teachers and students' selected bonus points as the most used. However we noticed that there is not enough use of other important techniques like praise and reward system. So if they do not manage well the class, there will be problems after managing the students' behavior and discipline; due to the theoretical referents establish that the teachers must use such techniques as reward system, bonus points, praise, which are known as positive reinforcement, because these techniques increase the chance that people will continue keeping the positive behavior.

**5. How often do you change the desk arrangement in class?**

**a) TABLE Nº 5**

| Desk Arrangement | Teachers | | Students | |
|---|---|---|---|---|
| | F | % | F | % |
| Always | 2 | 67% | 11 | 10% |
| Often | 0 | 0% | 18 | 17% |
| Sometimes | 1 | 33% | 37 | 34% |
| Never | 0 | 0% | 42 | 39% |
| TOTAL | 3 | 100% | 108 | 100% |

**Source: Teachers and students' survey**
**Elaboration: Research group**

**b) GRAPH Nº 5**
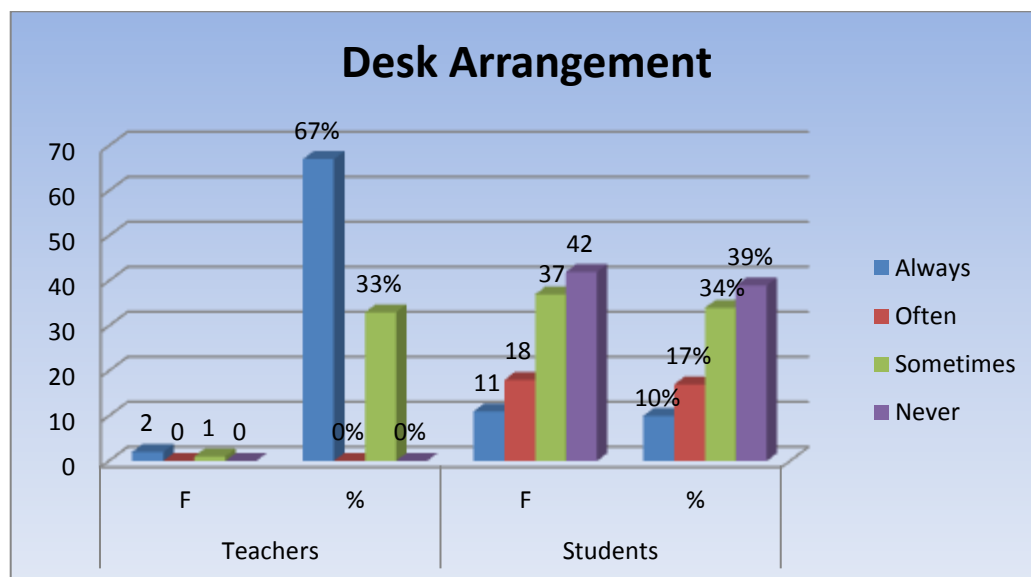


**Desk Arrangement**

**c) INTERPRETATION**

67% of teachers answered that they always change the desk arrangement, and 33% told us that it is changed sometimes.

39% of students told us that teacher never change the desk arrangement, 34% pointed out that sometimes, 17% answered that often and 10% of students said that the teacher always change the desk arrangement.

Teachers on their answers reflect that they always change the desk arrangement, which is good, but most of students said that never, and this factor can affect the students' performance, their participation, because the classes become in a routine, which means that teachers are not applying an important technique to get a better class environment; taking into account that the theoretical frame establishes that shape and size of the classroom dictate how this must be arranged, and the teacher must not be afraid of changing the seats during the year, because sometimes the routine can become something stressing.

**6. What do you do when students don't pay attention, make noise or interrupt the class?**

**a) TABLE Nº 6**

| Problems with Students | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Send them to the Director | 0 | 0 | 5 | 5% |
| Get them out of class | 0 | 0 | 28 | 26% |
| Punish them | 0 | 0 | 4 | 4% |
| Talk to them | 3 | 100% | 57 | 53% |
| Talk to their parents | 3 | 100% | 9 | 8% |
| Report them to the Psychology Department | 2 | 67% | 11 | 10% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 6**



**Problems with students**
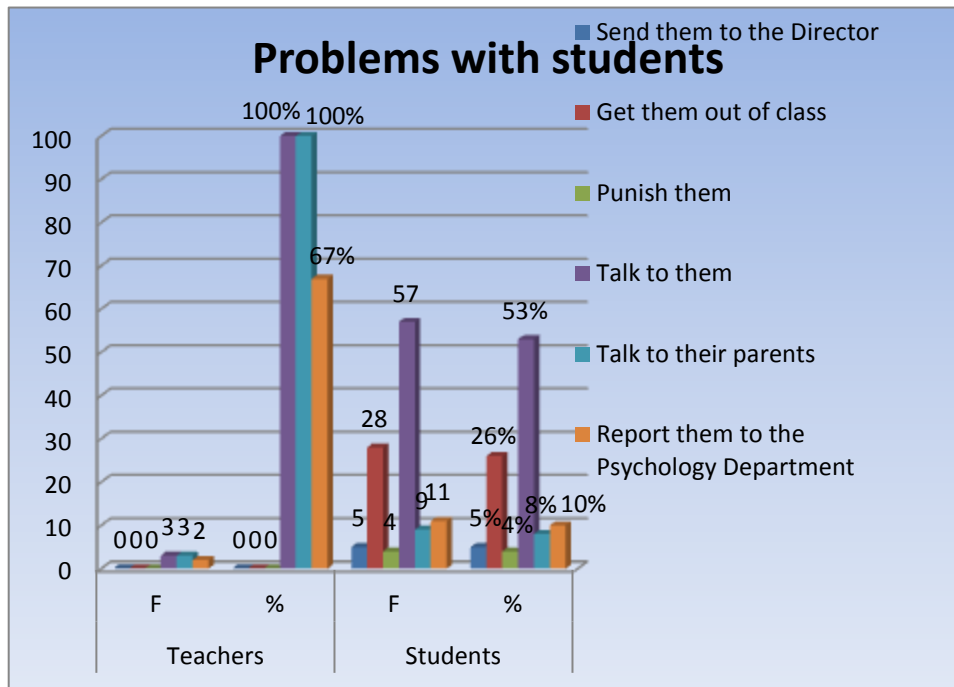
**c) INTERPRETATION**

According to the results 100% of the surveyed teachers said that talk to the students and talk to students' parents when there are trouble, while 67% manifested that they report students to the psychology department.

While 53% of the students matched that teachers talk to the problematic students, 26% of them answered that get those students out of class, 10% said that teachers report them to the Psychology Department, 8% manifested that teachers talk to the parents, 5% told us that the teacher send them to the Director, and 4% pointed that the teacher punish them.

Contrasting the teacher's and students' answers, most of them selected the option of talking to students. But of course if they managed the class in a good way, making use of the classroom management techniques, is obvious that they will not be confronted to discipline problems daily on their class; additionally analyzing the theoretical referents, we find that when there are problems with some students, teacher must be ready to act, first talking to them, or to their parents, if the problem needs professional help they could report them to the Psychology Department. On the other hand, to get the students out of class or punish them is not the most advisable, because these are coercive means.

**7. Which of the following techniques do you use to control students in class?**

**a) TABLE Nº 7**

| Techniques to control students in class | Teachers | | Students | |
|---|---|---|---|---|
| | F | % | F | % |
| FOCUSING | 1 | 33% | 61 | 57% |
| MONITORING | 2 | 67% | 16 | 15% |
| MODELLING | 0 | 0% | 18 | 17% |
| LOW PROFILE INTERVENTION | 0 | 0% | 21 | 20% |
| DIRECT INSTRUCTION | 2 | 67% | 29 | 27% |
| TREATING | 0 | 0% | 19 | 17% |

**Source: Teachers an students' survey**
**Elaboration: Research group**

**b) GRAPH Nº 7**



**Techniques to control students in class**
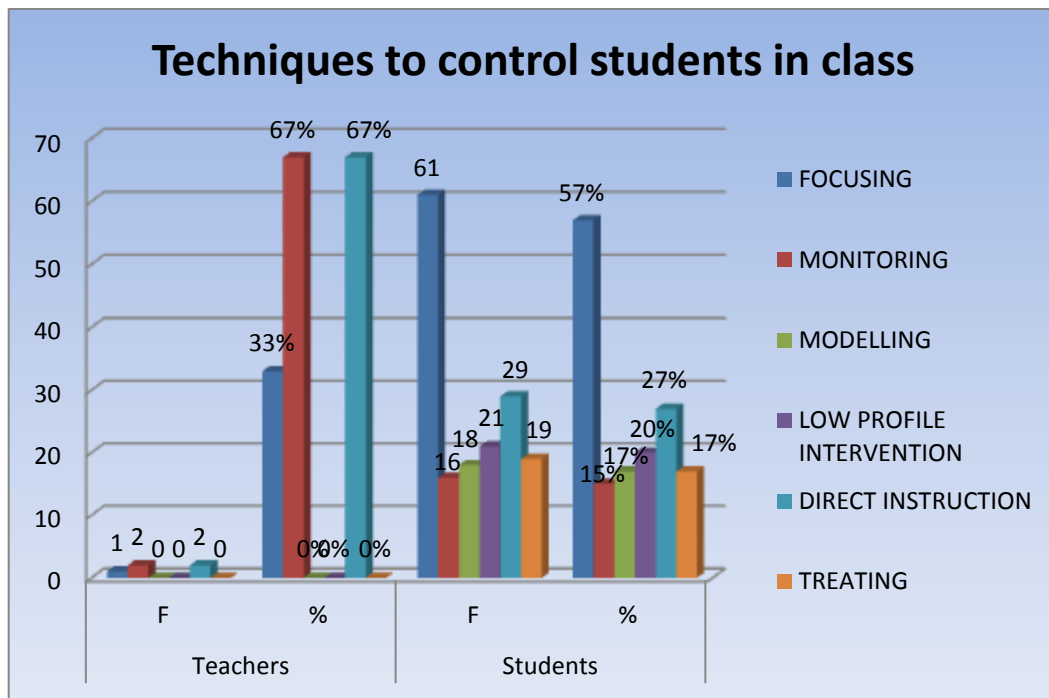
**c) INTERPRETATION**

As we can see 67% of teachers pointed that monitoring and direct instruction, while 33% said that the technique used by the teacher is focusing.

57% of students said that the technique used by the teacher is focusing, 27% answered that direct instruction, 20% told us that low profile intervention, 17% manifested that modeling, and 17% matched that treating, and 15% pointed that monitoring.

Teachers said that direct instruction and monitoring are the techniques more used, and most of students answered that focusing. However, if they do not use more techniques there will be problems to control effectively the students' behavior; in other words they do not apply enough techniques to prevent discipline troubles;

because on basis of the theoretical frame, the teachers can use some techniques to control the class, such as focusing, monitoring, modeling, low profile intervention and direct instruction, which allows a better environment, ideal to work without any discipline problem.

**8. Which factors affect most the students' learning environment?**

**a) TABLE Nº 8**

| Learning Environment Factors | Teachers | | Students | |
|---|---|---|---|---|
| | F | % | F | % |
| Noise | 0 | 0% | 55 | 50% |
| Light | 0 | 0% | 6 | 6% |
| Temperature | 3 | 100% | 48 | 44% |
| Design | 0 | 0% | 8 | 7% |
| Classroom Size | 3 | 100% | 31 | 29% |
| Number of students | 2 | 67% | 40 | 37% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 8**



**Learning Environment Factors**
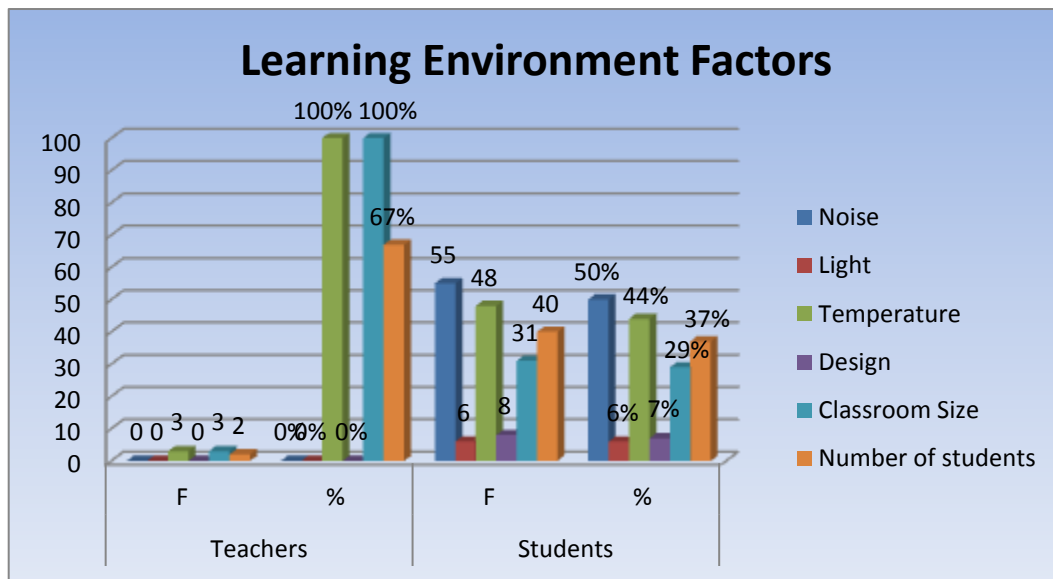
**c) INTERPRETATION**

100% of teachers answered that the factors that affect most the learning environment is the temperature and classroom size, while 67% matched that the number of students is a factor that affects negatively the learning environment.

While 50% of students answered that the factor that affects most the learning environment is the noise, 44% pointed that the temperature, 37% matched that the number of students, 29% manifested that the classroom size, 7% told that the design and 6% said that the light.

Analyzing the teachers' answers who selected temperature and classroom size, and the students who chose noise, we notice that these factors affects the learning process. About noise we can say that this shows that teachers do not manage the class in the adequate way, and that they do not use enough techniques, which gives as consequence a class with a lot of noise; and according to the theoretical

frame, the factors that can affect the learning environment are the noise, light, temperature, design, classroom size and number of students. All of them consequently reduce students and teacher's productivity.

**9. Which aspects do you think are the most important to control the class?**

**a) TABLE Nº 9**

| Aspects to control the class | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| To be a strict teacher | 0 | 0% | 55 | 51% |
| The teacher's experience | 2 | 67% | 38 | 35% |
| The knowledge of management techniques | 3 | 100% | 47 | 48% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 9**

**Aspects to control the class**
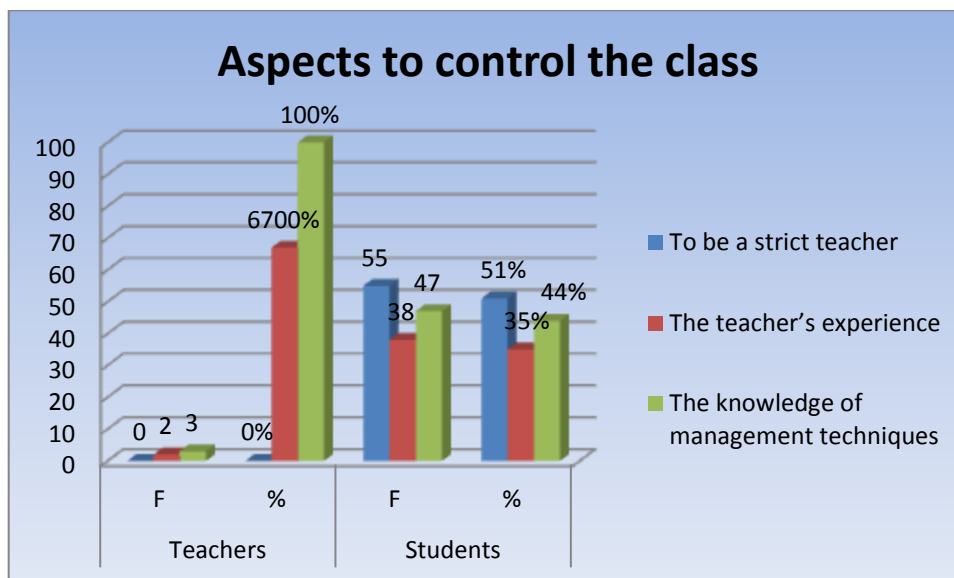
c) **INTERPRETATION**

67% of surveyed teachers said that teacher's experience is an important aspect to control the class, and 100% pointed that the most important is the knowledge of management techniques.

As we can see 51% of the surveyed students answered that the most important aspect to control the class is to be a strict teacher, 44% pointed that the most important is the knowledge of management techniques and 35% manifested that the teacher's experience.

The teachers on their answers show that they know the importance that these aspects have to work well, in a class without any disruptive behavior; but the students pointed out that strict, reflecting that they are not concerned about the efficacy of the management techniques because their teachers do not use enough techniques to get a better learning environment. According to the scientific data, the most important aspect to control the class is the knowledge and application of

management techniques, which assures a good environment to work, without forgetting the experience, which can develop an essential role sometimes.

**Teacher and Students' roles**

**10. Could you choose which of these roles do you develop in the class?**
**a) TABLE Nº 10**

| Teacher' Roles | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Planner | 3 | 100% | 53 | 49% |
| Role Model | 0 | 0% | 11 | 10% |
| Information Provider | 0 | 0% | 18 | 17% |
| Facilitator | 2 | 67% | 13 | 12% |
| Assessor | 0 | 0% | 4 | 4% |
| Researcher | 0 | 0% | 19 | 18% |

## b) GRAPH Nº 10
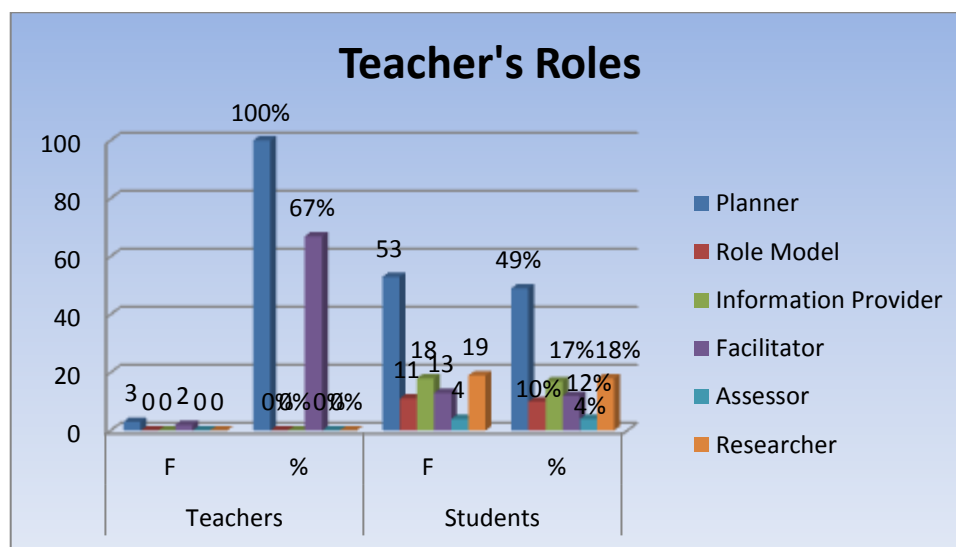


## c) INTERPRETATION

100% of teachers said that they develop the role of planner, and 67% said that they are facilitator.

According to the results, 49% of the students said that the teacher is a planner, 18% manifested that the teacher is a researcher, 17% matched that the teacher is an information provider, 12% pointed to facilitator, 8% chose the model role, and 4% pointed to assessor.

According to the teachers' answers most of them selected planner, facilitator and researcher roles, and students who chose planner. However, just with the exception of planner the rest of roles are not developed so much by the teachers, and if they do not develop all their roles the learning process can not be developed successfully; due to analyzing the theoretical referents we find that the teacher' roles are the assessor, the facilitator, the model role, the information

provider, the resource developer and the planner, which allow the teacher to help students to learn, having a key role in the process.

**11. Check the characteristics that a teacher must have.**

**b) TABLE Nº 11**

| Teacher's Characteristics | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Patient | 2 | 67% | 10 | 9% |
| Open Minded | 2 | 67% | 22 | 20% |
| Strict | 0 | 0% | 41 | 38% |
| Good mooded | 3 | 100% | 50 | 47% |
| Adaptable | 0 | 0% | 19 | 17% |

**Source: Teachers and students' survey**

**b) GRAPH Nº 11**
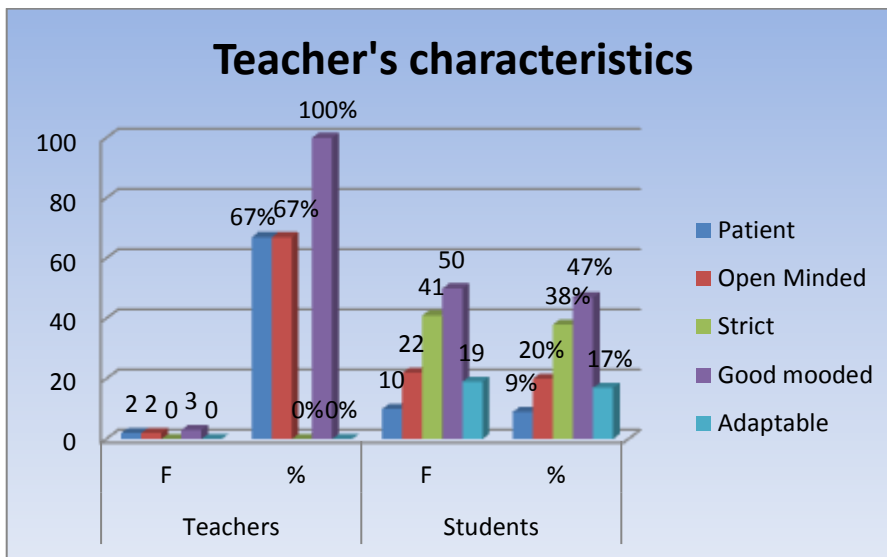


**c) INTERPRETATION**

As we can see 100% of teachers said that they are good mooded, and 67% said that they are patient and open minded.

While 47% of the students answered that the teacher is good mooded, 38% pointed that strict, 20% said that open minded, 17% told us that adaptable and 9% manifested that patient.

Teachers on their answers reflect that they are patient, open minded, adaptable and good mooded; and students said that good mooded. This is good, but if teachers were stricter, they could manage the class better; because students sometimes do not see these friendly teachers like an authority, and of this way they do not worry so much about their learning, they do not participate, etc; because according to the theoretical frame a teacher must possess a great

knowledge of their matter, but also have to show some personal qualities, such as patience, open mindedness, good mood, adaptability, etc, which enhances a better relationship with his or her students in the class, without forgetting that this doesn't means that teachers must let students do whatever they want in the classroom.

**12. How often do the students participate spontaneously in the class?**

**a) TABLE Nº 12**

| Students' Participation | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Always | 3 | 100% | 38 | 35% |
| Sometimes | 0 | 0% | 70 | 65% |
| Never | 0 | 0% | 0 | 0% |
| TOTAL | 3 | 100% | 108 | 100% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 12**



**Students' Participation**
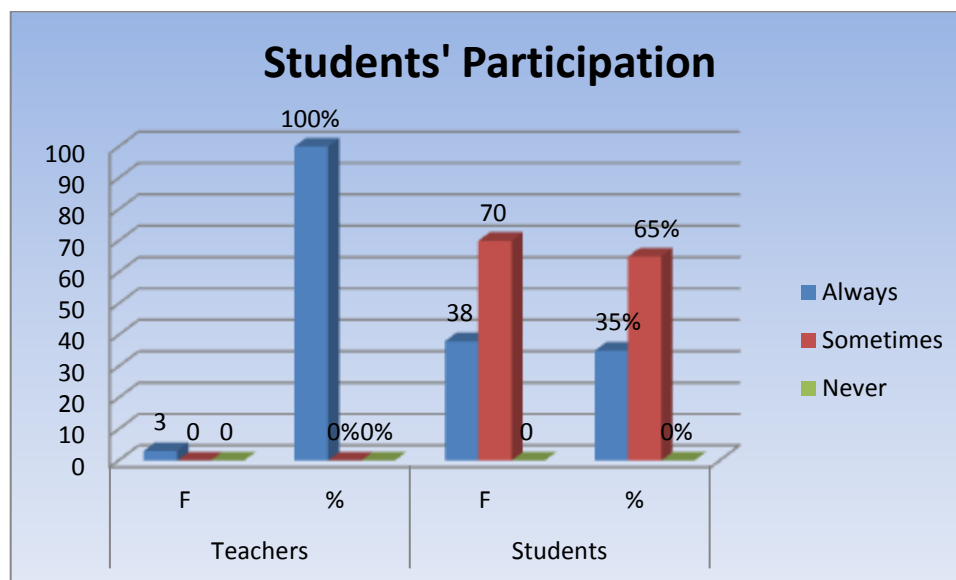
**c) INTERPRETATION**

100% of teachers said that students always participate spontaneously in the class.

Regards to the students, 65% manifested that they sometimes participate spontaneously while 35% of them said that they participate spontaneously in the class.

According to all teachers, students always participate spontaneously; but on the other hand, most of students said that sometimes. This reflects that there is not enough participation of students because they participate just when teacher asks them. In other words they are not developing their roles into the classroom, in order to get a better learning environment; and analyzing the theoretical frame, we find that the students should participate actively in the class, contributing in the

discussions, sharing their own insights with the teachers and having an active participation in their own learning.

**13. Which of the following roles do the students play in the English class?**

**a) TABLE Nº 13**

| Students' Roles | Teachers | | Students | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Active | 2 | 67% | 23 | 21% |
| Critical | 0 | 0% | 9 | 8% |
| Researcher | 1 | 33% | 18 | 17% |
| Receptor | 0 | 0% | 38 | 35% |

| | | | | |
|---|---|---|---|---|
| Creative | 1 | 33% | 15 | 14% |
| Reflexive | 0 | 0% | 13 | 12% |
| Passive | 1 | 33% | 29 | 27% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 13**



**Students'Roles**
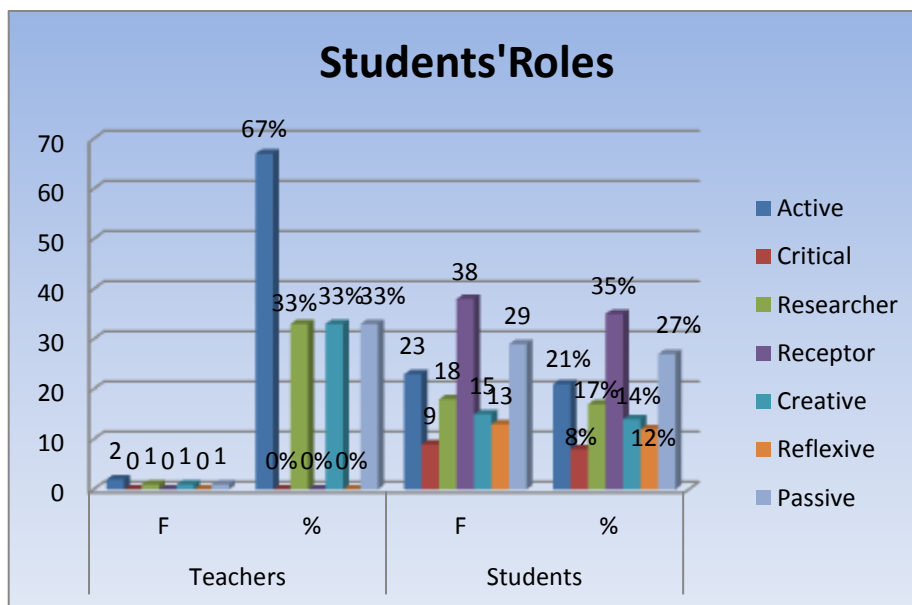
**c) INTERPRETATION**

According to the survey 67% of teachers said that students are active, and 33% pointed out that passive, researcher and creative.

While 35% of the students said that they are receptor, 27% said that they are passive, 21% answered that they are active, 17% informed that they are researcher, 14% matched that they are creative, 12% pointed that reflexive, and 8% told us that they are critical.

Most of teachers said that their students are passive; while most of students answered that they are receptor. In basis of this we can say that students just sit and do not contribute much to the class. In other words they do not develop an active role, which affects negatively the learning process; because according to the theoretical frame, the students must be critical, investigator, reflexive, creative, active, etc, learning how to learn and become the builders of their own knowledge, being no more a passive receiver, and contributing to the class as much as the teachers.

**14. How do you consider the students' learning of the English Language?**

**a) TABLE Nº 14**

| English Language Learning | Teachers | | Students | |
|---|---|---|---|---|
| | F | % | F | % |
| Excellent | 0 | 0% | 18 | 17% |
| Very Good | 3 | 100% | 26 | 24% |
| Good | 0 | 0% | 38 | 34% |

| | | | | |
|---|---|---|---|---|
| Regular | 0 | 0% | 21 | 20% |
| Difficult | 0 | 0% | 5 | 5% |
| TOTAL | 3 | 100% | 108 | 100% |

**Source: Teachers and students' survey**

**Elaboration: Research group**

**b) GRAPH Nº 14**



**English Language Learning**
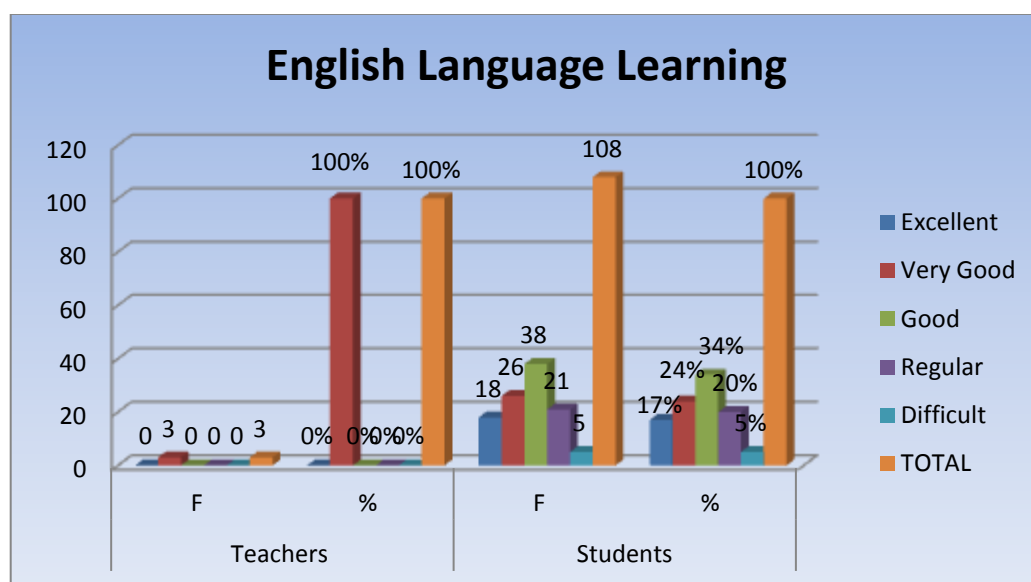
**c) INTERPRETATION**

As we can see 100% of teachers answered    that the learning of the English Language is very good.

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While 34% of the students manifested that good, 24% pointed that very good, 20% answered that regular, 17 % said that their learning is excellent, and 5% said that their learning is difficult.

All the teachers matched that student´s learning of the English language is very good; and most of students said that good, but it is so hard to understand that even when teachers and students do not play all their roles the learning can be good; taking into account that according to the theoretical frame, the students can get a meaningful learning, when the conditions are ideal, this involve a good environment, a good teacher and of course the students' participation, all this combined will give as a result students with good grades.

## 6.2 OBSERVATION GUIDE

### Classroom Management

**1. Does teacher apply specific techniques to manage students in the class?**

**a) TABLE Nº 1**

| Application of Management techniques | F | % |
|---|---|---|
| YES | 1 | 10 |
| NO | 9 | 90 |
| TOTAL | 10 | 100 |

**Source: Observation**

**b) GRAPH Nº 1**
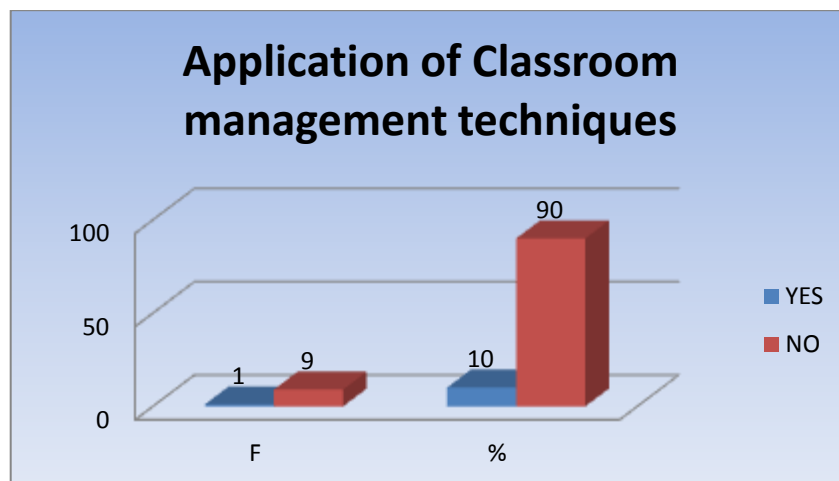


**c) INTERPRETATION**

During the observation 90% of the time teachers did not apply classroom management technique, while 10% they did.

As we could notice most of time teacher never applied specific techniques to manage students, this reflects that they were not concerned about the importance of these techniques. Moreover this indicates that they did not control the class of the best way, and this obviously avoided getting a good class environment, without forgetting that this caused indiscipline problems.

**2. Does teacher set up the rules in class?**

**a) TABLE Nº 2**

| Set up of rules | F | % |
|---|---|---|
| YES | 0 | 0 |

| NO | 8 | 80 |
|---|---|---|
| TOTAL | 10 | 100 |

**Source: Observation**

**Elaboration: Research group b)**

 **GRAPH Nº 2**
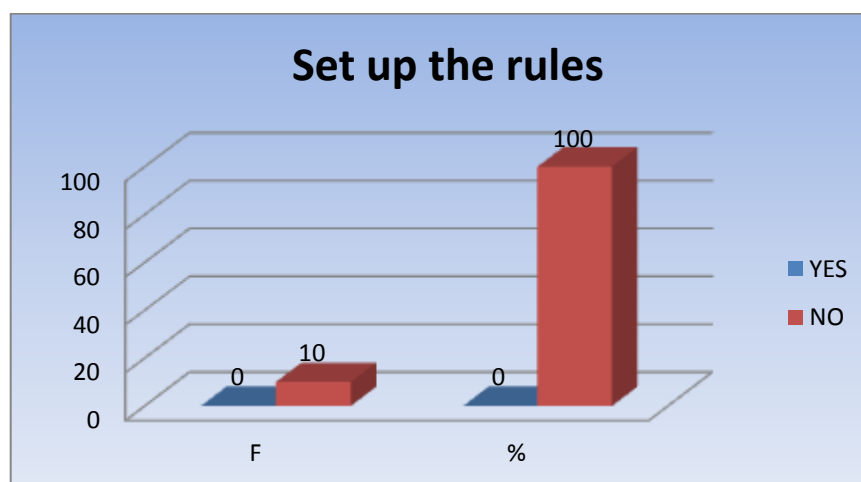


**c) INTERPRETATION**

During the observation 100% of the observed classes teachers did not set up the rules.

We realized that teachers did not establish the rules so often, and then students assumed that they could do whatever they wanted and did not worry about making noise; this gave as consequence a chaotic classroom with discipline troubles, due to the teacher did not set up and did not use the classroom management techniques.

**3. Does teacher change the desk arrangement in class?**

## a) TABLE Nº 3

| Change of desk arrangement | F | % |
|---|---|---|
| YES | 0 | 0 |
| NO | 10 | 100 |
| TOTAL | 10 | 100 |

**Source: Observation**

**Elaboration: Research group**

## b) GRAPH Nº 3
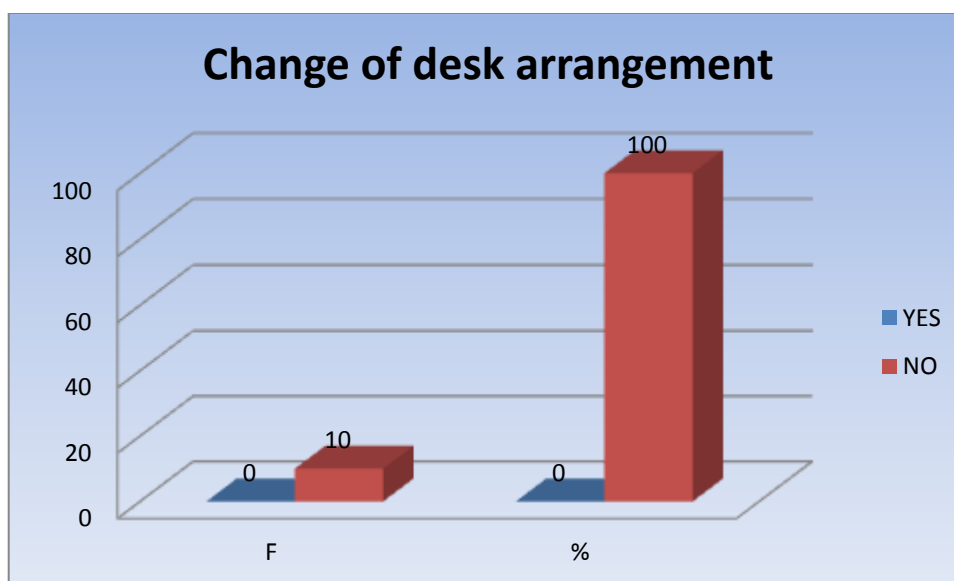
**c) INTERPRETATION**

100% of the time teachers never changed the desk arrangement.

The fact of that teacher never changed the desk arrangement affected negatively the students' behavior, taking into account that the routine became in something stressing, which affected their performance, their participation. It is obvious that teachers did not make use of this important management technique in order to get a better class environment.

**4. What does teacher do when there are discipline problems?**

**a) TABLE Nº 4**

| Problems with students | F | % |
|---|---|---|
| Send them to the Director | 0 | 0 |
| Get them out of class | 1 | 33 |
| Punish them | 0 | 0 |
| Talk to them | 2 | 67 |
| Talk to their parents | 0 | 0 |

| Report them to the Psychology Department | 0 | 0 |
|---|---|---|

**Source: Observation**

**Elaboration: Research group**

**b) GRAPH Nº 4**



Problems with students
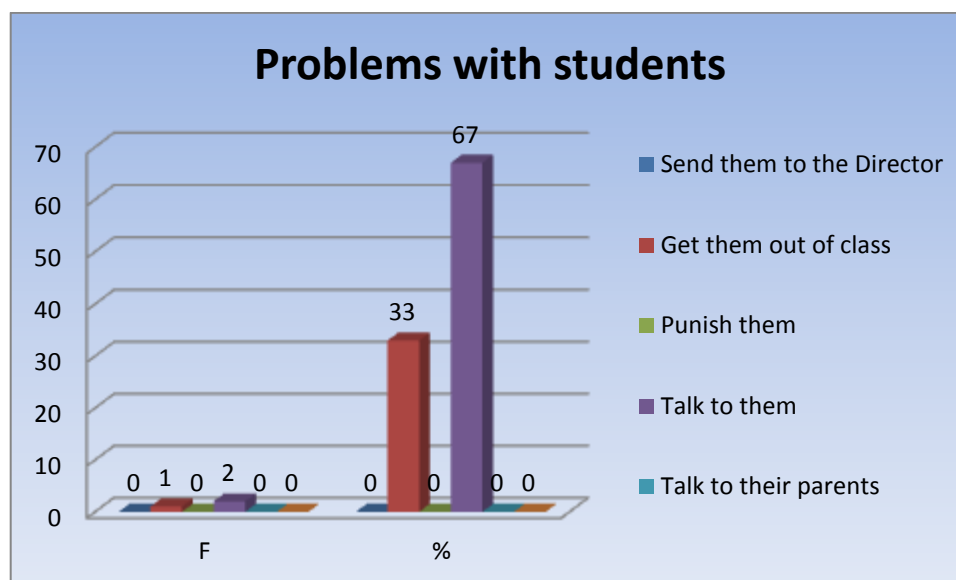
c) **INTERPREATION**

67% of time teachers talked to the students, while 33% teachers sent students out of class.

Here we saw that teachers knew how to solve conflicts, but we also realized that every day there were discipline trouble; this reflects that they were not developing a good work and that they were not making a correct use of the classroom management techniques. So, each class they had disruptive students involved in situations of indiscipline.

**5. Techniques that teacher uses to motivate students in class.**

**a) TABLE Nº 5**

| Techniques to motivate students in class | F | % |
|---|---|---|
| Reward system | 0 | 0 |
| Bonus points | 0 | 0 |
| Gifts | 0 | 0 |
| Praise | 0 | 0 |
| Coercive means | 1 | 100 |
| Punishment | 0 | 0 |

**Source: Observation**

**Elaboration: Research group**

**b) GRAPH Nº 5**
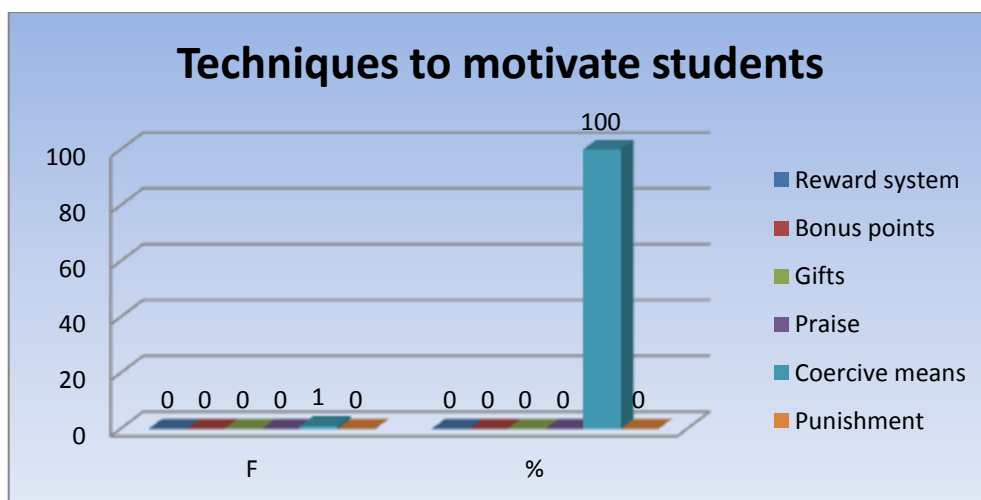


**c) INTERPRETATION**

During the observation, 100% of time teachers used coercive means to manage the class.

To control students' behavior the ideal is the positive reinforcement, but we noticed that teacher made use of coercive means, such as shout students, in order to manage them; this was not correct; because of this way they got fear but not respect. In fact they did not apply or use the ideal classroom management technique, and this later caused more and bigger discipline problems.

**6. Techniques that teacher uses to work in the class.**

**a) TABLE Nº 6**

| Techniques to work in class | F | % |
|---|---|---|
| Focusing | 1 | 25 |
| Monitoring | 0 | 0 |
| Low profile intervention | 0 | 0 |
| Modeling | 0 | 0 |
| Direct Instruction | 3 | 25 |
| TOTAL | 4 | 100 |

**Source: Observation**

**b) GRAPH Nº 6**
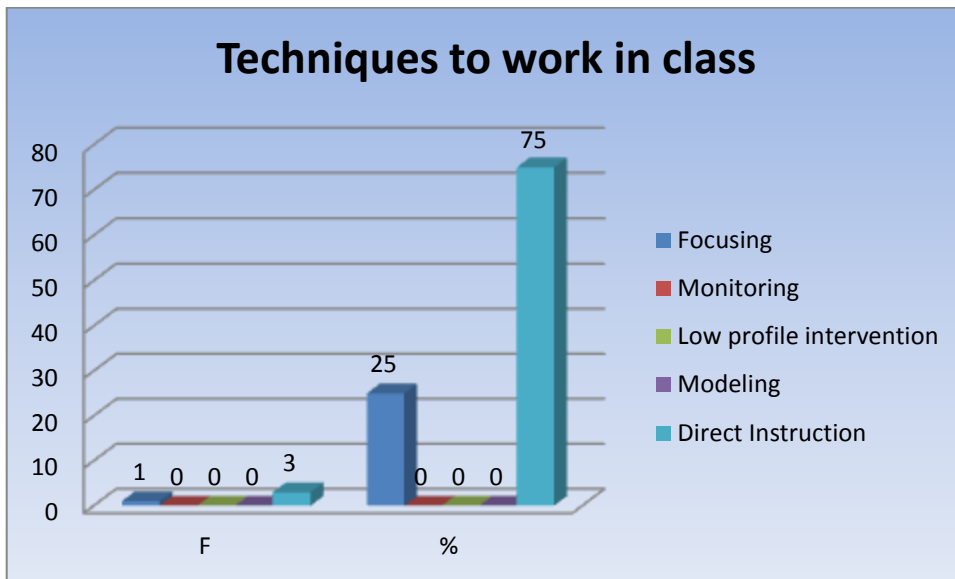


**c) INTERPRETATION**

75% of time teachers used the direct instruction technique, while the 25% of time they used the focusing technique.

Analyzing the graphs the focusing was the most used, but teachers did not use other important techniques like monitoring, modeling, which are equally useful to keep a good environment, because with just one technique is very difficult to assure the total control of the class. It means that teachers did not use enough techniques to control students' behavior.

**7. Factors that affect most the students' learning environment.**

**a) TABLE Nº 7**

| Factors that affect students environment | F | % |
|---|---|---|
| Noise | 9 | 90 |
| Light | 0 | 0 |
| Temperature | 5 | 50 |
| Classroom size | 8 | 80 |
| Number of students | 8 | 80 |

**Source: Observation**

**Elaboration: Research group**

**b) GRAPH Nº 7**
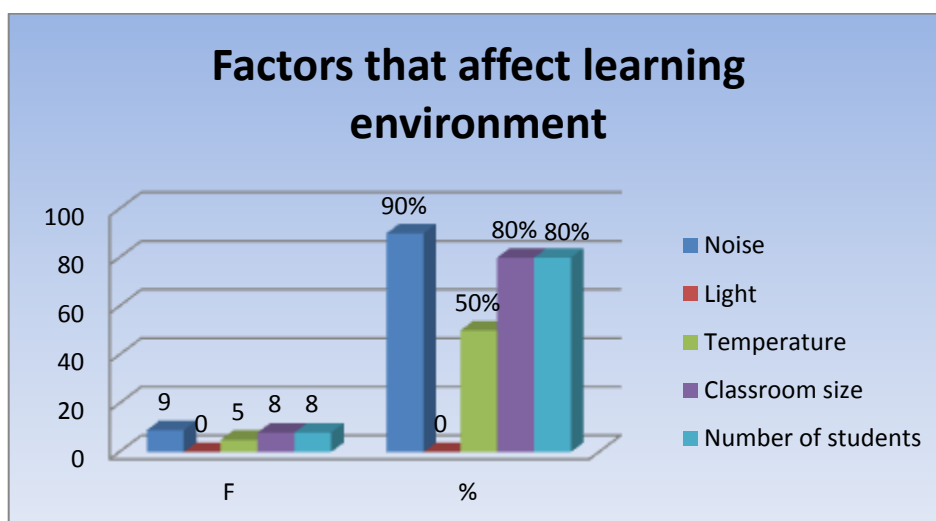


**c) INTERPRETATION**

90% of time the factor that affected most the environment was the noise, 80% the number of students and classroom size and50% the temperature.

We realized clearly that noise was the factor which affected most the learning environment. We also noticed that teachers did not manage the class in the adequate way, because it is difficult to work in a classroom where two or more people are talking at the same time, this of course affected the development of the class. So, teachers did not apply enough management techniques, which avoided them to keep the class in silence.

**8. Teacher kept the control of the class all the time?**

**a) TABLE Nº 8**

| Control of the class | F | % |
|---|---|---|
| YES | 1 | 10 |
| NO | 9 | 90 |
| TOTAL | 10 | 100 |

**Source: Observation**

**Elaboration: Research group**

**b) GRAPH Nº 8**

**Control of the class**
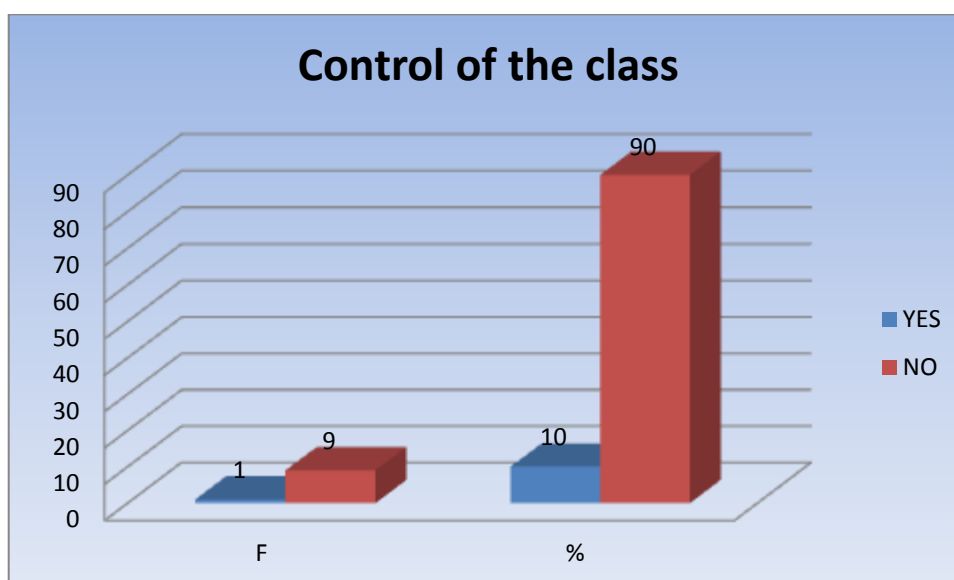
## c) INTERPRETATION

During the observation 90% of time teachers did not keep the control of class all the time, and the 10% of time they did.

The fact of that teachers did not have the control all the time, reflects clearly that there was not enough use of classroom management techniques by their part. If the students were not under control, it obviously affected the correct development of the classes, because discipline problems happened during the moment where the class was not controlled.

## Teacher and Students' roles

## 9. Roles that the teachers develop.

## a) TABLE Nº 9

| Teacher's roles | F | % |
|---|---|---|
| Planner | 10 | 100 |
| Model Role | 0 | 0 |

| | | |
|---|---|---|
| **Facilitator** | **0** | **0** |
| **Researcher** | **0** | **0** |
| **Information provider** | **2** | **20** |

**Source: Observation**

**Elaboration: Research group**

**b) GRAPH Nº 9**
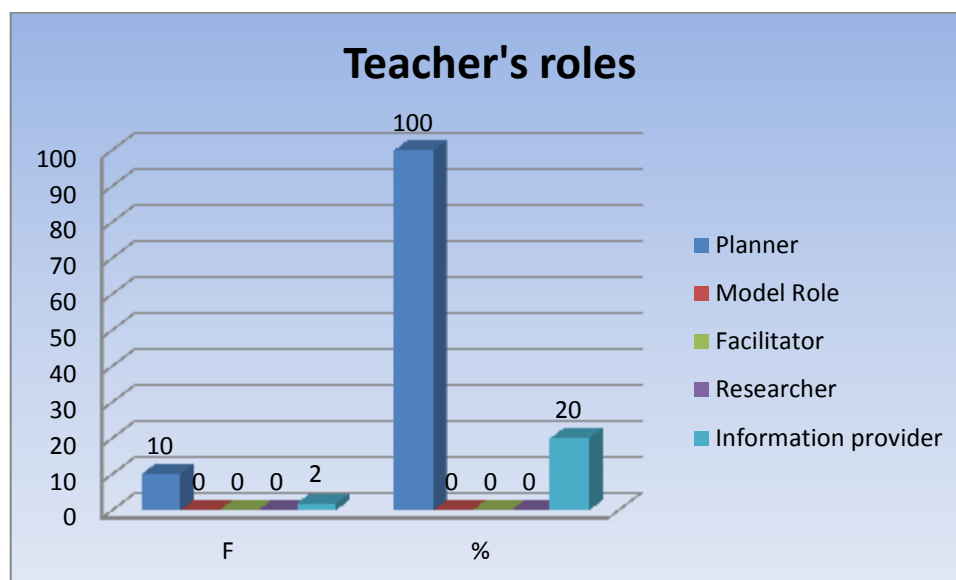


**c) INTERPRETATION**

100% of time teachers developed the planer role, and 20% they played the information provider.

According to the results, we noticed that just with the exception of planner, the rest of roles were developed very little or they were not fulfilled as it is required, this without any doubt affected the development of the English language teaching learning process. It means that if teachers do not play their roles in a more percentage, the results will not be the best.

**10. Characteristics that teacher has.**

**a) TABLE Nº 10**

| Teacher's characteristics | F | % |
|---|---|---|
| Patient | 1 | 10 |
| Open minded | 0 | 0 |
| Bad tempered | 1 | 10 |
| Strict | 1 | 10 |
| Adaptable | 0 | 0 |
| Good mooded | 7 | 70 |
| TOTAL | 10 | 100 |

**Source: Observation**

**Elaboration: Research group**

**b) GRAPH Nº 10**
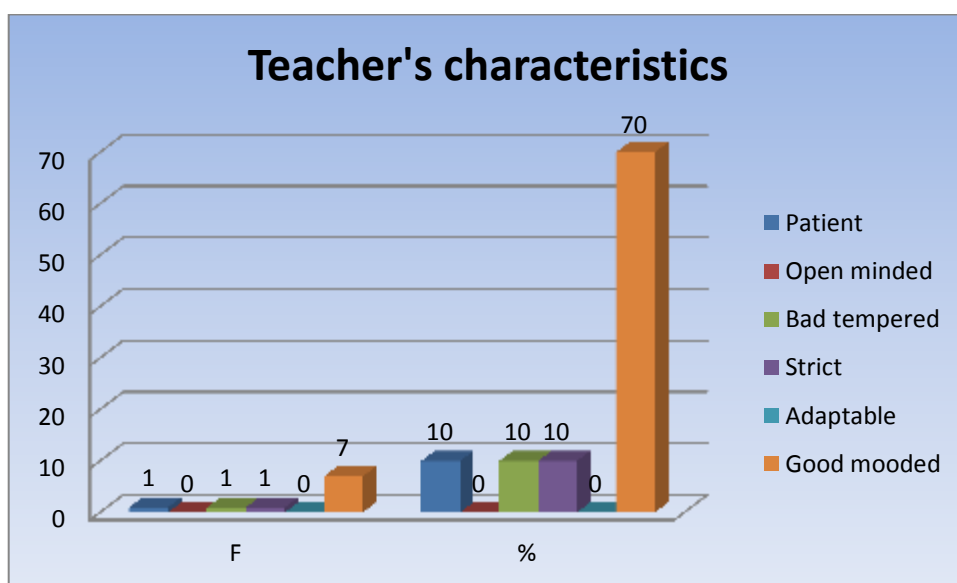
**c) INTERPRETATION**

70% of time teachers were good mooded, and 10% they were patient, strict and bad tempered.

As we see, during our observation the teachers were good mooded most of time; but precisely this aspect contributes to create discipline trouble in the class, because students did not see teachers like the person that establish the rules, that is on charge of managing every thing in the classroom. So students did not participate, did not pay attention, and this aspect did not let progress so much in the development of English language learning process.

**11. Do students participate spontaneously in class?**

**a) TABLE Nº 11**

| Students' participation | F | % |
|---|---|---|
| YES | 1 | 10 |
| NO | 9 | 90 |
| TOTAL | 10 | 100 |

**Source: Observation**

**Elaboration: Research group**

**b) GRAPH Nº 11**



**Do students participate in class?**
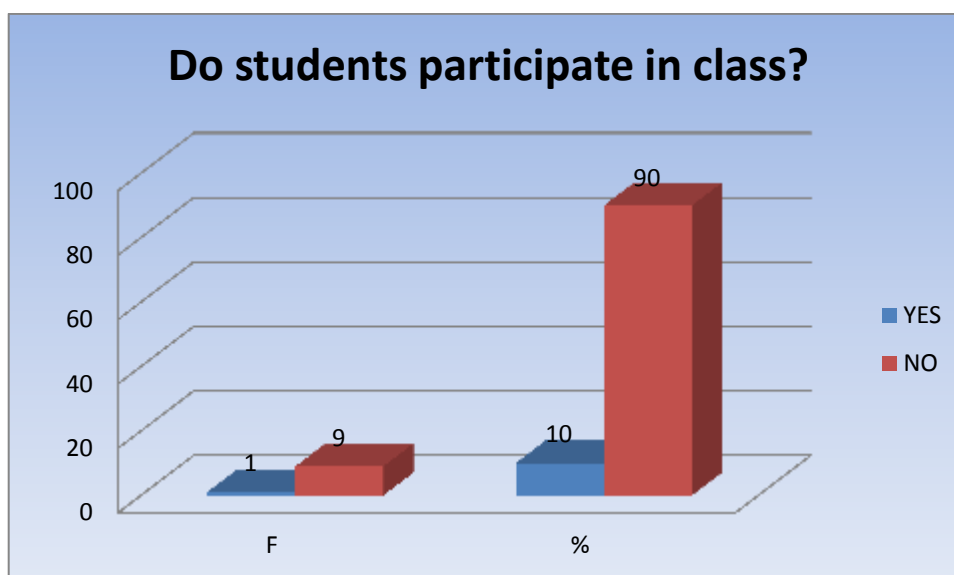
**c) INTERPRETATION**

During the observation, 90% of time students did not participate spontaneously, and 10% they participated.

We noticed that students did not participate actively in class, and that on the classroom they just listened or talked to other partners, while teacher explained the theme. So, without their participation was impossible to develop correctly the learning process, taking into account that if they contribute to the class, it can become an active environment, if not it is just a traditional classroom.

**12. Roles of the students in the English class.**

## a) TABLE Nº 12

| Students' roles | F | % |
|---|---|---|
| Reflexive | 0 | 0 |
| Creative | 0 | 0 |
| Receptor | 9 | 90 |
| Researcher | 0 | 0 |
| Critical | 0 | 0 |
| Passive | 9 | 90 |
| Active | 1 | 10 |

**Source: Observation**

**Elaboration: Research group**

## b) GRAPH Nº 12
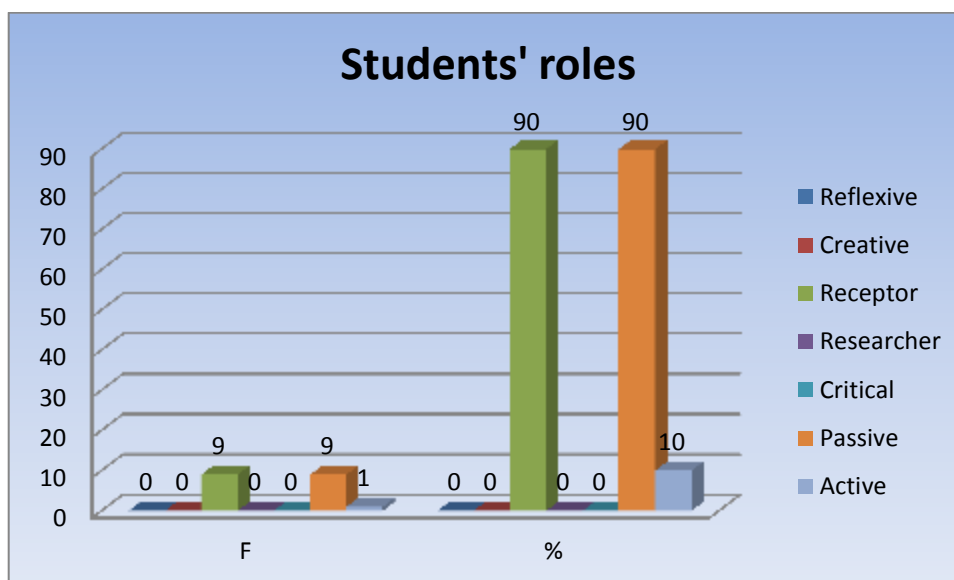
**c) INTERPRETATION**

90% of time students were passive and receptor, and 10% of time they were active.

Through our observation we realized that most of students were not active, but passive and receptor, roles where they just were limited to assimilate information, and they did not ask questions, did not give advices in order to improve the class. Definitely, they did not play the required or ideal roles, and this affected the English learning process.

**13. Students' grades.**

**a) TABLE Nº 13**

| STUDENTS GRADES | F | % |
|---|---|---|
| 20 – 19 | 46 | 14 |
| 18 – 17 | 69 | 21 |
| 16 – 15 | 85 | 26 |

| 14 – 13 | 104 | 32 |
| 12 – 1 | 24 | 7 |

## b) GRAPH Nº 13
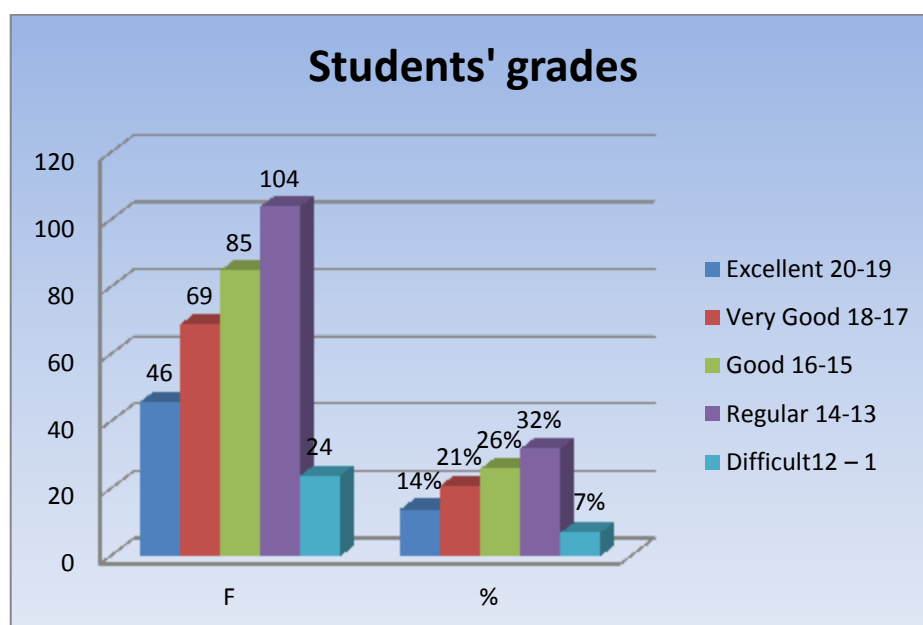


## c) INTERPRETATION

32% of students showed a regular learning, 26% of them had very good scores, 21% a good learning, 14% regular learning and 7% of them had a difficult learning.

According to this, most of students had grades comprehended between 14 and 13, this of course was an effect of that both, teachers and students did not play all their roles into the class, and that they did not give the best of them. In fact these

grades reflect that there was not a good work, giving as a consequence a lot of students with a regular learning.

## 7. DISCUSSION

### 7.1 HYPOTHESIS ONE

To contrast and verify the stated hypotheses at the beginning of the research, we analyzed the collected data from the teachers and the students of ¨Manuel Jose Rodriguez¨ High School; this data have let us prove if the hypothesis are verified or denied, then we have been able to establish the conclusions and suggestions to

improve the classroom management and consequently get meaningful results in the English Language Teaching Learning Process.

**a) Statement**

There is little application of the classroom management techniques by the teachers which affects the students' behavior in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010

**b) Demonstration**

The first hypothesis has two variables the first one is little application of classroom management techniques, and the second one is the students' behavior in the classroom at "Manuel José Rodriguez" High School. Malacatos parish. Academic Period 2009 - 2010.

To prove it we analyzed the following questions:

The question number **ONE** where 100% of teachers said that classroom management is a focus on the control of students' achievement and behavior, while 48% of students said that it is a focus on grouping students in class. So we can establish that the teachers do not manage the classroom in the adequate way, which causes that the students can not identify correctly its concept.

In the question number **TWO,** were 100% of teachers said that they always apply the techniques, but 40% of students informed, and we could notice through our observation that the teachers sometimes apply them, which affects in the students' behavior, because teachers can not assure the control of the students, which can cause some discipline troubles.

In the question number **THREE**, 100% of teachers and 40% of students indicated that rules are set up at the beginning of the school year. However if teachers do not remind the rules more often, they will face a lot of discipline problems; and they will not be able to manage the students' behavior.

The question number **FOUR**, 100% of teachers answered that the technique used to motivate students was bonus points, while 45% of the students agreed with this answer. We realized through our observation that certainly teachers do not use other techniques such as praise, reward system, which can be so useful to avoid problems in the classroom. This means that teachers do not use enough management techniques in the class.

In the question number **FIVE** 67% of teachers said that they sometimes arrange the seats, but 39% of students informed us that their teachers never do this, which is really bad for the students, due to sometimes some students feel tired to be in the same place the most of the time, and moreover it can become in a routine. In other words teachers do not use this useful management technique to prevent that classes be stressful.

In the question number **SIX,** all teachers and 53% of students say that when they do not pay attention, make noise or interrupt the class the first thing that teachers do is to talk to them. However if they used the management techniques they could avoid have students involved in discipline problems.

The question number **SEVEN**, where 67% of teachers said that the techniques used to control the class are monitoring and direct instruction, while the 57% of students said that the technique most used is focusing. During our observation we realized that teachers used the direct instruction technique. However they do not

use other important techniques like modeling, focusing; and this aspect avoids that teachers keep the control of the class all the time.

In the question number **EIGHT,** 100% of teachers said that factors which affect most in the learning environment are the classroom size and temperature, while the 50% of students answered that noise, and we realized during our observation that certainly noise is the main factor that affects the environment. So we can say that students do not feel comfortable and can not concentrate, due to teachers do not get have the class in silence, this means that they do not apply techniques to manage students' behavior.

The question number **NINE**, 100% of teachers said that the most important aspect to control the class is the knowledge of management techniques, but 51% of the students answered that to be a strict teacher . It means that teachers do not use management techniques so often, which causes that students undermine the importance of these techniques co control the class.

**c) Discussion and Conclusion**

The researching group based on the obtained results through field work and then the demonstration using the same questions of the applied surveys, **accepts the first hypothesis** because we have proved through teachers and students' answers that there is little application of the classroom management techniques by the teachers which affects the students' behavior in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010.

**7.2 HYPOTHESIS TWO**

**a) Statement**

The English language learning depends on the teacher and students' roles in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish? Academic Period 2009-2010.

**b) Demonstration**

The second hypothesis has two variables the first one is teacher and students' role, and the second one is learning of the English language teaching learning process at "Manuel José Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010

To prove this hypothesis we have considered the following questions:

The question number **TEN,** here 100% of teachers and 49% of students said that the teacher is planner; and through our observation we verify this. This of course indicates that the rest of roles are developed very little, and considering that English language learning depends on these roles, it is obvious that this affects negatively the students' performance in the class.

In the question number **ELEVEN,** about the characteristics that a teacher has, 100% of teachers and 47% of students said that the teacher is good mooded, and certainly during the observation we realized of this. But the fact of that teacher not be a strict teacher, causes that students do not participate so much in the class; because they feel that into the classroom there is not an authority. This aspect obviously avoids that the learning process can be developed successfully.

The question number **TWELVE,** where 100% of teachers said that students always participate spontaneously in class, but most of students with a 65% said

that they sometimes participate; during the observation we noticed that students never participate spontaneously. Based on these results we consider that students do not participate actively, giving as a result a traditional class where teacher talks and students do not say anything.

The question number **THIRTEEN**, where 67% of teachers said that students are active, but 35% of the students said that they are receptor; while during the observation we realized that students are passive. It means that students are limited to assimilate information, because they do not contribute as much as they must. In other words students do not fulfill other important roles like critical, creative, etc. which affects the correct development of the English learning process.

The question number **FOURTEEN** about the learning of the English Language, 100% of teachers said that it was very good; and 39% of students said that good. However as we had access to the grades, we realized that most of students with a percentage of 32% have a regular learning. Taking into account this we establish that teachers and students do not fulfill all their required roles to get a better learning with all the students, which causes that the academic results be not the best.

**c) Discussion and Conclusion**

With the results which we obtained in the field work, after the respective demonstration of the questions applied to the teachers and students, the group **accepts the second hypothesis** of this researching work, taking into account that we have proved that The English language learning depends on the teacher and

students' roles in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010.

# 8. CONCLUSIONS

After we have finished our researching work about "Classroom Management and its impact on the English Language Teaching Learning Process with the students of "Manuel José Rodriguez" High School. Malacatos parish. Academic period 2009-2010" we have established the following conclusions:

- There is a little application of classroom management techniques by the teachers, which causes that they can not control the students' behavior in the adequate way, and consequently there are many discipline trouble in the class.

- Teachers mostly use just the direct instruction technique to work in the class, but they do not make use of other techniques such as: modeling monitoring, etc; which are very important also and useful to assure that students keep a good behavior in the classroom.

- There are some factors such as classroom size, noise, number of students, which affect in a negative way the learning environment of the students and their concentration, giving as a consequence that the English Language Teaching Learning Process cannot be developed as well as possible.

- Teachers do not develop all the roles in an equal percentage, because the planner is the most developed, while the assessor and role model, which

are necessary also, are not so used by the teachers; which causes that the English learning process can not be developed successfully.

- Students do not fulfill important roles like creative, active, critical, etc; because most of them are receptor and passive, and of this way they do not contribute with their knowledge and participation to get good results in the English language learning.

## 9. RECOMMENDATIONS

Once we stated the conclusions, we established the respective recommendations:

- Teacher should research about the different classroom management techniques, and apply more often these techniques; because these will help them in their purpose of controlling better the students' behavior, so that they can work without any discipline trouble in the classroom.

- The teachers should try to select and use as many techniques as possible, and not just the technique of direct instruction to work in the class, because techniques such as monitoring, modeling, focusing, low profile intervention, are useful too, and combined can help the teacher to manage adequately the students' behavior.

- The authorities should establish or set up a number of students by parallel according to the classroom size, because it is very hard to work with a lot of students in small classrooms, so, just if the number of students is not so

big the teachers can assure that the English Language Teaching Learning Process be developed as well as possible.

- The teachers should try to develop all the roles: the planner, facilitator, researcher, assessor, information provider and role model in the same percentage, due to these are interconnected and closely related one to another; so, if teachers are competent in all roles, capacities, abilities, knowledge, researches, etc, they will contribute much more to the improvement of the English Language Teaching Learning Process.

- Authorities and teachers should give a training about the importance of students' role, which includes slides, charts and other visual materials that help to catch students' attention, for that they realize how they can contribute in an effective way to make the English classes better, becoming the classroom in a space of interchange of knowledge.

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# 11.

# ANNEXES

# 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 "MANUEL JOSÉ RODRIGUEZ" HIGH SCHOOL. MOLACATOS PARISH. ACADEMIC PERIOD 2009-2010"**

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MG SC: MARCIA CRIOLLO

LOJA – ECUADOR
2009

Classroom Management and its impact on the English Language Teaching Learning Process with the students of "Manuel José Rodriguez" High School. Malacatos parish. Academic period 2009-2010"

# 2. PROBLEM STATEMENT

## 2.1 BACKGROUND

We are going to develop our thesis project at "Manuel José Rodríguez" High School, in Malacatos parish. This was created through Ministerial Decree number 514, on June 22nd-1972, but published in the official register Nro 91 on June 29th-1972[18]. It is located in the "Trinidad" neighborhood, on the south-west of Malacatos parish, Canton and Province of Loja, to 35 Km from Loja city and to 1560 meters above sea level, with an average temperature of 22°C.

This High School has three buildings, the first is used as an office block for the Secretary, the Principal office, Inspection and High School Curriculum section, in the second building there is the Deputy-Principal's office, on the west part of this building they have the Biology Laboratory and on the south, a stadium. The last building is used as an elementary school, its name is "Mons Jorge Guillermo Armijos" and it is located next to the High School.

This Educative Center started in 1972, with just 50 students, due to there were not enough teachers and classrooms, because there were only 6 teachers. Nowadays this High School has 350 students, 20 teachers and the

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[18] Folder, "Manuel José Rodríguez" high school and its history

specialty in Basic Science which involves Math, Chemistry, Biology and Social Science.

The High School general objective is to respond to the necessity of offering education in our country, through a new curricular organization, which propitiate a high integral formation for the students and the Educative Community through this Catholic Institution that improves the social projection and the judgment of the south-west region.

This High School has important specific objectives such as: to improve the teachers training in our institution, to foment the practice of values and to improve the reading and writing skills.

Towards the mission, it offers an integral, humanistic and catholic education directed to the teenagers of this parish and its borders, in order to enable them to face the real situation, to change our society through the updated pedagogy, that's to say participative and preventive.

Last but not least, this Fisco - Missionary Educative has as vision to improve the level of integral education, training to the teachers in formation and a better lifestyle for the person; where the family, teachers and students are stars of their own development.

## 2.2 CURRENT SITUATION OF THE RESEARCHED OBJECT

The English language has taken great importance in all over the world, due to it is the official language of the most powerful countries, so it is obvious that the knowledge of this language is essential and necessary in all the countries, it does not matter what their mother tongue is. In fact, the teaching of the English language has been implemented in our country, considering that the learning of this language is nowadays very necessary to establish communication with people from different countries, especially in the business and tourism areas.

So taking into account this aspect, authorities and teachers of the "Manuel José Rodriguez" High School have tried to form new professionals, who have a great level of this language, and that they be able to communicate freely into it. For that reason the educative staff decided to work with the CRADLE project, as a pedagogical reform to improve the learning and the teaching of the English Language, and it is well known, the book used by the teachers into the classroom is the Our World Through English, that has been used by all the high schools to work in the English classes.

Now, learning the foreign language is fun for some students, because through it they know interesting things, and they can have the opportunity to participate and form part of curricular structure, so nowadays if we look around us, we can see

that this aspect is obvious when the teacher works with a small group of students, due to the English learning process can be developed better if the number of students does not exceed of twenty, so the teacher can help and monitor to everybody.

But we can observe that at the researched institution, the number of students constitutes a big trouble. Because there are classes that have from 20 to 40 students by parallel, which does not help to carry out the English learning process in the best way, so that, the teacher can not monitor if everybody works, moreover the teacher can not develop the class as well as possible, due to when the teacher is helping to one student, more classmates ask for his/her help too, and the teacher does not have enough time to answer all their questions and doubts.

Another important aspect in the classroom is the arrangement, so sometimes the teachers may want to arrange the desks in different ways for different lessons, but it is much simpler if the teachers decide on the most suitable arrangement for a lesson and stick to it, moving desks during a lesson is a very noisy and time-consuming business. If the students are sitting in groups of four, most of the time, teacher will find that although they are working as four individuals, they often develop a group identity. This type of arrangement makes it easier to see when students are ready to cooperate with other pupils, so that it is very important that teachers try to divide their classroom, according to their judgment in order to get a good environment and monitor students in their activities.

But some teachers never worry about arranging the classroom in a more suitable way, because they consider that the classroom is small and there is not enough time to do it, and it gives as a result that students just work in an individually way and almost never work one with another and they can not exchange their ideas, opinions and knowledge.

As important as the classroom arrangement are the classroom management techniques that help the teachers to keep the right behavior of the students in the classroom, because if the teachers know and apply them, the English teaching learning process could be developed successfully, due to those techniques are so useful to avoid students' misbehavior, taking into account that teenagers are spontaneous and do and say whatever comes into their heads.

However at "Manuel José Rodriguez" High School we could verify that there are some discipline problems, such as: the students do not pay attention, they make noise into the classroom and therefore interrupt sometimes to other one classmate who are really interested in the class; that is to say there is indiscipline and the teachers are not able to keep the discipline, maybe they are just worried to finish their class or they do not know what classroom management techniques are.

Then, there is a very important item which allows a good work in the class, this is "the teacher role", and it means that during a lesson the teacher needs to manage the activities and the learners in the classroom in different ways, so they need to behave in different ways depending of the different stages of the lesson, activities, lesson aims and the level and age of the learners, and as a result the teacher can become a planner, informer, manager, monitor, involver, parent or friend, diagnostician, resource developer, etc.

Despite of this fact, at the Educative Center we realized that the English teachers almost never organize the space, which means that they does not assure that everything in the classroom go well, moreover the teachers do not monitor the student´s work due to they do not walk around the classroom during the student´s activities, they just stay in front of the board.

Other problem is that the teachers do not recognize the cause of learners´ difficulties, because some students have problems in their learning process, but the teachers do not seem to worry about that.

Towards the students, we must say that there is a problem with them, if we consider that actually the learners should be the main factor in the teaching learning process, but on the contrary they do not develop their role as they should, they do not

participate spontaneous and actively in the class; they are not reflexive, critical, researcher, creative, etc. In other words the students' role at the High School is a passive way, when it must be an active one.

So, taking into account the different problems that we found at "Manuel José Rodriguez" High School we have considered pertinent to research about the problem:

## 2.3 PROBLEM

"How does classroom management impact in the English Language teaching learning process with the students at "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009-2010"

## 2.4 DELIMITATION OF THE RESEARCH

2.4.1 SPATIAL. - Our research work will be developed at the "Manuel José Rodriguez" High School.

2.4.2 TEMPORAL. - This research will be carried out during the years 2009 and 2010.

2.4.3 OBSERVATION UNITS. - These are all the people who will collaborate with us to carry out our research work, they are:

-   Students from "Manuel José Rodriguez" High School

-   English teachers from "Manuel José Rodriguez" High School

-   Secretary from "Manuel José Rodriguez" High School

-   Principal from "Manuel José Rodriguez" High School


SUB-PROBLEMS

What classroom management techniques are applied by the teachers to control the students' behavior at "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009-2010.


Which are the teacher and students roles inside the learning of the English Language at "Manuel José Rodriguez" High School Malacatos Parish. Academic period 2009-2010.

## 3. JUSTIFICATION

The present researching work is justified if we take into account that there are some difficulties in the classroom management with most of the students and it represents a big trouble for the teachers, because they have to deal with them, in their daily work. Moreover this factor has a negative influence in their job, because this limits the correct development of the English learning process.

It is so important to research about the classroom management techniques due to these are a very helpful tool for all teachers, because they allow them to manage in a good way the students' discipline, even when there are a lot of learners in each classroom, so, those techniques help the teacher to get a good environment, which is so necessary to develop the English teaching learning process keeping the right behavior of the students in class.

We consider that our research work about classroom management is pertinent because it had never been researched before, so it is a new theme, and when we finish it; they can consider as a referent or support for other classmates who want to know more about classroom management, and all the topics that it involves: Discipline, classroom management, techniques, indiscipline, teacher and students' roles and so on.

This researching work will also contribute to improve the education, because the classroom management is a very important factor into the education, so when we

develop our research work, all the recommendation that we could give can be used to improve the classroom management. It would be so useful not just for the researched High School, but for all the educative institutions which have some problems at managing the students' behavior.

Also this work is justified if we consider this project as a requirement of the English Career undergraduates, to get the Licentiate's degree, and if we take into account that the group counts with the enough resources to obtain the better results, then we can offer some alternatives to improve the English learning process in the "Manuel José Rodriguez" High School.

Finally the research work is justified because we count with the economic resources, the necessary time, facilities to access to the information in the mentioned High School, the knowledge and the support of the project assessor who will help us to carry out the present research according to the stated timetable.

## 4. OBJECTIVES

GENERAL:

- To determine the impact of the classroom management in the English Language teaching learning process with the students of "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009-2010.

SPECIFICS:

-To identify the classroom management techniques that are applied by the teachers to control the students' behavior at "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009-2010.

- To determine the teacher and students' roles into the English language learning with students of "Manuel José Rodriguez" High School Malacatos parish. Academic period 2009-2010.

5. TEORETICAL FRAME

CHAPTER 1:

 Classroom Management

 Discipline

CHAPTER 2:

English Language Teaching Learning Process.

CHAPTER 3: Teachers' Role.

        Students' Role.

## 1. CLASSROOM MANAGEMENT

First of all it is necessary start saying that "The classroom management refers to a process that teachers guarantee the classroom instruction, the order, the effectiveness, deal with some matters, and arrange the time and space, and some other factors."

Other concept says "Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve".[19]

As we can realize, this topic is so important for a good development of the class, but unfortunately "surveys of graduates of education schools and colleges indicate that the #1 area of concern of new teachers is their feelings of inadequacy in managing classrooms"[20], and despite clinical experiences, student teaching, and other observations in classroom settings, this problem has persisted for decades. There is no a magic answer that will confer skill in this area of professional responsibility.

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,

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[19] http://www.ehow.com/about_5438989_classroom-management-definition.html
[20] http://www.adprima.com/managing.ht

effective teaching requires considerable skill in managing the different kind 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 fairness, 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 willingness to learn from mistakes. Sadly, this is often easier said than done, because a part of this problem is that there is no practical way for education students to "practice" their nascent skills outside of actually going into a classroom setting, it means that the learning curve is steep, indeed.

As previously mentioned, personal experience and research indicate that many beginning teachers have difficulty effectively managing their classrooms. While there is no one best solution for every problem or classroom setting, the following principles, drawn from a number of sources, might help. Classroom teachers with many years of experience have contributed to an understanding of what works and what doesn't work in managing classrooms and the behaviour of students. The following information represents some of the things that good classroom teachers do to maintain an atmosphere that enhances learning. It is written in straightforward, non-preachy language, and will not drive teachers to distraction with its length. These are:

1. Know what you want and what you don't want.

2. Show and tell your students what you want.

3. When you get what you want, acknowledge (not praise) it.

4. When you get something else, act quickly and appropriately.

Among the most important aspects into classroom management, we have:

## 1.1 SETTING EXPECTATIONS FOR BEHAVIOR

* "Teachers should identify expectations for student behaviour and communicate those expectations to students periodically"[21].

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

* **Do not** develop classroom rules you are unwilling to enforce.

* School-Wide Regulations...particularly safety procedures...should be explained carefully.

Taking into account that desirable student behaviour may vary depending on the activity, explicit expectations for the following procedures are helpful in creating a smoothly functioning classroom:

- Beginning and ending the period, including attendance procedures and what students may or may not do during these times.

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[21] http://www.adprima.com/managing.ht

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

- Teacher-Led Instruction

- Seatwork

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

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

1.2 FOCUSING

Teachers must be sure that they have the attention of everyone in their classroom before they start the lesson, so they shouldn'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 children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that the teachers are willing to compete with them, that teachers don't mind talking while they talk, or that teachers are willing to speak louder so that they can finish their conversation even after teachers have started the lesson. They get the idea that teachers accept their inattention and that it is permissible to talk while they are presenting a lesson.

The focusing technique means that teacher will demand their attention before the class starts, so he/she 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.

## 1.3 DIRECT INSTRUCTION

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

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

The teacher is ready 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.

## 1.4 MONITORING

The key to this principle is to circulate. Teacher must get up and get around the room. While the students are working, he/she should make the rounds, and of this way to check progress on the activities that they are working in.

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

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

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

## 1.5 MODELLING

There is 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 behaviour. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehaviour.

If the teacher wants students to use quiet voices in your classroom while they work, he/she too will use a quiet voice as he/she move through the room helping youngsters.

## 1.6 ENVIRONMENTAL CONTROL

A classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centres with pictures and colour invite enthusiasm for the subject. Young people like to know about teachers and their interests, so they should include personal items in their classroom, like a family picture or a few items from a hobby or collection on the desk will start personal conversations with the students. As they get to know teacher better, he/she will see fewer problems with discipline and of course it is so important.

If the teachers want to enrich their classroom, there are times when they may want to impoverish it as well. They may need a quiet corner with few distractions. Some students will get caught up in visual exploration. For them, the splash and the colour is a siren that pulls them off task, so the teachers must have a quiet place where they can steer these youngsters, also he/she must let

them get their work done first and then come back to explore and enjoy the rest of the room.

## 1.7 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 misbehaviour by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way, so that the rest of the class doesn't seem to notice.

## 1.8 TIME MANAGEMENT

All the teachers must be aware of the students, because it is common that they waste a very important resource. What resource do students waste in the classroom? They waste time; in fact they spend it as though it has no value. Dawdling is an art form. Students waste a sizeable portion of your instructional time during each class period by simply "going slow" at every

opportunity. Why do students dawdle? Because, if they were to hustle and save time, they would get more work. They dawdle because they want less work. If teachers want students to hustle, they must construct an incentive system that gives them a very good reason to hustle.

For avoiding this the teachers should teaching time management, taking into account that is important to know that in order to learn money management, the first thing teenagers must have is money. They cannot learn money management if they have no money to manage. So, what is the first thing students must have in order to learn time management? They must have time, of course.

Teachers must, however, teach time management to the entire class. Any one student can waste time for the group. It is hard to get started, for example, until everyone is seated. So, it is necessary to devise a group management system. Furthermore, that system must have sophisticated fail-safe mechanisms to keep one contrary student from ruining it for the rest of the group.

Moreover in order for the class to have some time to manage, the teacher must begin by giving the class an "allowance" of time. As with money management, the purpose of the allowance is to provide teachers with an opportunity to teach a lesson. If they structure the incentive system properly, they will be able to teach time management to the entire class, quickly and efficiently.

The time teachers give the class must, however, be desired or "preferred" by the students. The only type of reinforce that fills time is an activity of some sort. The allowance of time that teachers give the class will, therefore, be referred to as Preferred Activity Time or PAT.

Every teacher has to teach his/her students that cooperation is a gift, so in order to learn habits of cooperation, children must be taught to give. They are learning to give cooperation to the teacher. But teacher can teach giving only through giving.

This giving by students usually takes the form of being considerate of others. When students waste time, they not only make the teacher's job more difficult, they also take time from their classmates, most of whom are just sitting and waiting for activities to begin.

To say that children tend to be self-absorbed is something of an understatement. For children to consider the needs of others, they must be taught to consider the needs of others. Maturity does not come from the simple passage of time.

As teachers, some of the most important lessons we teach are lessons about life. If we understand how to design incentive systems, "those lessons about life can be learned reasonably quickly and with a sense of joy"[22].

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[22] http://www.educationworld.com/a_curr/columnists/jones/jones015.shtml

## 1.9 POSITIVE REINFORCEMENT

Positive reinforcement is anything that occurs after a behavior that increases the likelihood that the behavior will reoccur. Many teachers do not believe in positive reinforcement because they do not want to reward students for just doing what is expected. This attitude is unfortunate. Positive reinforcement naturally occurs in everyone's daily lives from infants to the oldest adult. All the rewards increase the chance that people will continue to choose these positive behaviors. That is positive reinforcement, and the teachers can show this of the following ways:

1. Praise students for even the smallest success or achievement. This is most important for less competent students if they are to build that all-important positive self-concept which inspires the desire to learn.

2. Do not subtract points that have already been awarded because this is damaging to a student's self concept. Also, do not use the traditional policy of determining a maximum possible achievement score and then taking away from it the number of incorrect items or points because this is also injurious to students' progress and academic confidence. This applies to all school .It shows positively what is being learned, or has been learned.

3. Be generous with the awarding of points. It is simply not true that a steady flow of points causes students "to sit back and take it easy." On the contrary the pleasure of success by students which is acknowledged by the teacher through praise and points causes a glow of self-esteem which makes him or her strive again and again for its satisfaction. This is true of all human endeavor--millionaires cannot wait to make their second million! Workers cannot wait to receive their next pay-check, and a bonus is

always welcome! Winners in any race strive to win the next race and the next!

4. Give praise and award all points as soon as possible after the activities are completed. It is a well-known principle that immediate reinforcement of work is far more powerful in its effect than is delayed reinforcement. A teacher's busy full schedule makes this difficult but it may be possible for an aide to supervise the next lesson while you correct the completed activity and then award points to each student in his presence. Or the aide, with training, can assess and award the points. If you do not have an aide perhaps the students can participate in a quiet "self-employed" activity or variety of activities. If you have a free or open period during the morning (while the students are at physical education perhaps) schedule the reading, writing, spelling and language activities before it, so that the marking can take place during your open time. However, always award the points to all the students personally when the class reassembles as it is this knowing about the points that is so powerful. Do not just hand out the books or papers silently, but rather make it a little ceremony of praise. At the worst never delay reinforcements for more than 24 hours.

5. Always award the requisite number of points to every student. The basic principle is to reward, not to punish or withhold rewards.

# 2. CLASSROOM ARRANGEMENT

It actually constitutes an important variable because if the teacher has well organized the students in their seats, it can grantee that every pupil will be working in a silent way, without making noise and approaching the most of time; and even when good room arrangement is not a guarantee good behaviour, poor planning in this area can create conditions that lead to problems.

The teacher must be able to observe all students at all times and to monitor work and behaviour. The teacher should also be able to see the door from his or her desk. Frequently used areas of the room and traffic lanes should be unobstructed and easily accessible.

Students should be able to see the teacher and presentation area without undue turning or movement.

Commonly used classroom materials, e.g., books, attendance pads, absence permits, and student reference materials should be readily available, and last but not least, some degree of decoration will help add to the attractiveness of the room.

## 2.1 The Teacher's Desk

The teacher should arrange the furniture to make working the crowd as easy as possible. Carefully analyze space, distance, and movement.

First, he/se should get the desk away from its traditional location in the front of the classroom. Why? Because it costs you almost eight feet of proximity with every student in the classroom. Next, bring the students forward so you can write on the board and then turn to talk comfortably to the front row. If the teachers want they can shove the desk into the corner so they can conveniently lay things on it, or can place it in the back of the room.

## 2.2 The Students' Desks

The teacher must arrange the students' desks in a way which allows all them to feel comfortable, so that the learning can take place. The teachers have to arrange the classroom in a way that is best for them.

The most important feature of room arrangement is not where the furniture goes, but, rather, where the furniture does not go. The objective of room arrangement is to create walkways; and the teachers want to be able to get from any student to any other student with the fewest steps possible.

## 3. STUDENTS' BEHAVIOUR

Working with students is not always something easy, because they are not exactly ready to cooperate and this increases the teacher' task, so, the students' behaviour is a very important aspect in the teaching learning process.

In fact, the teachers worry because the disciplinary problems affect enough the learning of the students, frequently they feel uncomfortable to have to nag or to punish but they don't find another way to solve the problem. The teachers want

on one hand there to be good behaviour in the class living room and for another that there is a good work atmosphere where the students are respected and appreciated by the professor and for the partners.[23]

Now, for doing that, there is a main aspect which teacher must take into account, this is discipline, which is defined as "the practice of training people to obey rules and orders and punishing them if they do not, or the controlled behaviour or situation that results from this training"[24]; then, discipline is one of the most essential and at the same time most difficult aspect that teachers must deal with on their daily work.

So, it is necessary that teachers know how to control and how to avoid discipline problems in the classroom, because of this will depend the good development of the class, for doing that the teacher must know some rules which are helpful for this effect, such as:

## 3.1 Creating Classroom Rules

Posting classroom rules is the basis of setting teacher' expectations for their classroom, so, they should be selective and choose between four and eight rules for each classroom, otherwise they get too hard to enforce and lose their meaning. Rules should be stated as clearly as possible so that students can understand what behavior teachers expect of them. They should go over these rules at the beginning of the year and remind students of them every time

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[23] Curwin Richard L. y Allen N. Mendler. Disciplina con Dignidad editorial ITESO, 1995.
[24] OXFORD, University Press. Oxford Advanced Learners Dictionary. 6th Edition. Pag. 356

someone breaks one of the rules. Finally, teachers need to choose appropriate rules, according to the teaching situation and the student population.

## 3.2 An Effective Discipline Plan

Posting classroom rules is not enough. In order to maintain discipline in the classroom, teachers should follow a consistent discipline plan. This type of plan can guide them so that they can remain fair, even when teacher is not in the classroom, and what is more important, teachers avoid to punish students; but detentions and referrals should be reserved for major or multiple offenses. Teachers might want to consider posting their discipline plan so that students know what will happen when they do something wrong. This works especially well for earlier grades. As teacher creates their discipline plan, they might want to consider the importance of using both positive and negative reinforcement. While positive reinforcement is providing students with praise and rewards for good behavior, negative reinforcement is when good behavior on the part of students helps them avoid something negative. In other words, negative reinforcement is not punishment.

## 3.3 Teacher Actions and Attitude

Much of maintaining control in the classroom begins with the teacher's actions and attitude. This is not to say that students won't misbehave on their own, but there is a reason why the same student will behave in one class and then misbehave in another. A lot of has to do with consistency in enforcing rules along with treating each student in a fair manner. Teachers, who are inconsistent, just

like parents who are inconsistent, will find themselves in an increasingly chaotic classroom.

## 3.4 Positive Discipline

Teachers must use classroom rules that describe the behaviours they want instead of listing things the students cannot do. Instead of "no-running in the room," they could use "move through the building in an orderly manner." Instead of "no fighting, "settle conflicts appropriately." Instead of "no gum chewing," may use "leave gum at home."The teachers have to let their students know this is how they expect them to behave in the classroom.

"Make ample use of praise. When teachers see good behaviour, they should 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 behaviour"[25].

All these things which refer to discipline are so useful, but moreover there are some guides that can undermine the troubles into the classroom, such as:

Calm is Strength, Upset is Weakness: The most stressful misbehavior in a classroom is not the big disruption or the altercation that earns a trip to the office but the little disruption, because big disruptions happen only occasionally, and little disruptions happen constantly, for dealing with this, teachers must learn to respond minute-by-minute to the little disruptions that occur on the school, without wearing themselves out, for this they have to be calm, so they

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[25] http://www.honorlevel.com/x47.xml

can think. Teachers can use all their intelligence and experience and all their social skills to deal with a situation. When they are upset, they react. Instead of thinking, they have a fight-flight reflex, but when they have time to think, they can manage a situation, because classroom management requires calm. Teachers never will be able to manage another person's behaviour until they can manage their own.

Learning to relax: Calm is the opposite of fight-flight; it is the antidote. To reduce stress, teachers must train themselves to relax in response to the cues that normally trigger fight-flight. Calm in response to provocation can be learned. "Because upset happens quickly, however, teachers will have to learn to relax immediately and automatically when confronted. That takes practice"[26].

But, as everybody knows there are sometimes when some student interrupts the work of their partners, for this the teacher could follow some of the next tips:

Walk: Take a relaxing breath, omit silly talk, and walk to the edge of the desk of the student most likely to be the instigator (assuming typical kids rather than abused kids whose personal space is large and who become anxious when that personal space is invaded). Pseudo-compliance by the student will look like a partial turn toward his or her work rather than a full turn. Teacher has just been raised.

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[26] http://www.educationworld.com/a_curr/columnists/jones/jones009.shtml

Visual Prompt: Teacher can bend over slightly; put one palm flat on the table, and with the other motion for the student to bring his or her chair all of the way around. Teachers start with a visual prompt, however, because it runs a lower risk of generating backtalk than would a verbal prompt. Pseudo-compliance by the student would be another partial turn, perhaps three-quarters of the way around. Teacher has been raised again.

Verbal Prompt: Teacher could with an accompanying hand gesture, asks the student to bring his or her chair all of the way around. The specificity of teacher's prompt leaves very little room for the student to "play dumb." To stay in the game with one more raise, the student must engage in either blatant noncompliance or backtalk.

Monitor with Praise: Teacher could stay down and watch the student work until teacher get a stable pattern of work. If the student looks up briefly, his or her body is saying, "Oh, are you still here?" Teacher could take another relaxing breath, and stay down a little longer. After observing the student working, thank them warmly and stay down.

Follow Through: "Teacher observe the students as take a relaxing breath. If one of them looks up, he/she can take a second relaxing breath before slowly moving away. So, teacher tracks the students carefully as they work the crowd"[27]; but remember, body language is not a technique that must be repeated in the same

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[27] http://www.educationworld.com/a_curr/columnists/jones/jones011.shtml

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way every time, because it is a form of communication that must be adequate to the needs of the specific situation.

3.5 MANAGING INAPPROPRIATE BEHAVIOUR

When there is a trouble with the students in the class, the teacher must know what to do at that occasion, and some of these items can be helpful:

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

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

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

- More serious, disruptive behaviours such as fighting, continuous interruption of lessons, possession of drugs and stealing require direct action according to school board rule.

1. <u>THE TEACHING LEARNING PROCESS</u>

The teaching learning process is a very common term used to refer to the interaction into the classroom, among teacher who is the editor and students who act as a receptor and the subsequently interchange of ideas, knowledge, values, etc.

First of all is necessary to start establishing what teaching and learning process is, so we can say that: "teaching-learning is a process of engaging with others in coming to know. The teaching-learning process as a lived experience of engaging with others in coming to know involves the multidimensional processes of expanding imaginable margins, naming the new, going with content-process shifts, abiding with paradox, giving meaning, inviting dialogue, noticing the now, and growing story. [28]

Another concept says that: "Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences."[29]

So, for that this process can be developed successfully is necessary the participation of both: the teacher who is the person in charge of transmitting certain knowledge's, scientific majorly, and on the other hand the students who are the people supposed to acquire or internalize the things that teacher explain, shows, teaches.

However this process isn't just related to teacher and students. During the process, it is also important to consider a number of other factors — cognitive style, learning style, the multiple natures of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.

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[28] http://nsq.sagepub.com/cgi/content/abstract/12/3/227
[29] http://www.sloan-c.org/effective/pillarreport1.pdf

"Consideration of these factors and the ways in which they interact provide an organic view of the teaching-learning process that is often called a "systems approach". This approach also provides a way of looking at ourselves, the environments in which we teach, and the environments around us. Using this perspective, we can better examine the process and better design the process itself".[30]

Now it is important to give an overview about the different theories that tries to explain in a very particular way the learning process, so that we can have a better understanding of this topic.

## 1.2 TYPES OF LEARNING

Learning is the "process by means of which a person acquires skills or practice, abilities, incorporates informative contents or adopts new knowledge strategies and/or action".[31]

There are lots of learning types but whatever they are these, they coincide that learning is mainly a systematic process that permits students to assimilate new knowledge, fortify the assimilated learning and to take apart the oldest learning; so that when student comprehend the last received information beginning with their last knowledge, their interests and their cognitive abilities, they are able to analyze, organize and transform the information given for producing knowledge.

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[30] http://www.uwex.edu/ics/design/teach.htm

[31] http:// aled.galeon.com/glosglos.htm

In this way, we have among the most known learning types the following:

-<u>Learning by Discovery</u>: This type of learning is when the students acquire knowledge, principles or contents through an active search method. In this type of learning, teacher presents a series of data starting from which students, with an inductive method, develop investigation skills and after problems solution.

-<u>Learning by Essay and Mistake</u>: This learning refers to new situations which students have to confront due to they should look for a speedy, particular and correct answer, student starts for emitting lots of these kind of answers. Until casually, they find out the most appropriate after which receive a positive reinforcement.

- <u>Learning by Imitation</u>: It is obtained by means of a model behavior, consequences and processes observation. It bases in imitative complex processes which students integrate in cognitive and affective dimensions.

-<u>Meaningful Learning</u>: Student learns meaningfully when he's able to relate new ideas with any essential aspect of his cognitive structure. Persistence of what he learns and the utilization of contents in other contexts and situations are two of the meaningful learning characteristics.

## 1.3 LEARNING STYLES

The phases or steps of the learning process are necessaries for obtaining a learning of quality, the case looks like be in which must be the started point and if it's possible to combine to phases at the same time. These phases are the development of the met cognitive skills and learning strategies.

The development of the met cognitive skills and learning strategies carries us to the knowledge of learning styles. A learning style is "any behavior pattern that a person adopt for approaching a particular type of task,"[32] since each person has his/her own learning style and this learning style makes reference to people's personalities. Likewise, it refers to the consistent and stable feature of the manner on how a person attends, comprehends and thinks.

We would say that the learning style is a feature which can be cognitive, affective or physiologist that serves as really stable indicator    how    students comprehend,  interact  and  develop  in learning ambiences.

In other words, learning styles are the learning rhythm that each person adopts in the teaching-learning process because everybody and each one of students have found and also they identify with their own style of memorization, interpretation, argumentation, creation, etc. of knowledge; that is, style is the student's habitual and general form for processing Information.

Learning styles are cognitive styles that students apply to the learning. It's necessary to mention that styles and strategies are intimately related, what they distinguish between them it's while style is a latent feature, and strategy is an observable behavior; that is, styles are centered in a person and strategies in the task. About this topic, David Kolb indicates that it depending on how and in what

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[32] OCEANO, Grupo Editorial. Enciclopedia General de la Comunicación. Vol. 2 Barcelona-España. Pág.456

order it combines these aspects, it produces four styles or preferences of learning, and they are:

1. <u>Convergent Style</u>: For learning, it combines the ideas formation and the abstraction with the active experimentation. People who have this style take decisions, solve problems and apply practical ideas, concepts and theories.

2. <u>Divergent Style</u>: It produces when people combine concrete experiences with reflexive observation. People who have this style are good people for finding different alternatives of the same idea, they are creative people, they like group discussion and they pursue big interests..

3. <u>Assimilator Style</u>: It produces when people combine abstractions and ideas formation with reflexive observation. People who have this style are good people for producing theoretical patterns, they prefer logic, they like precision and exactness, they prefer concepts and abstract ideas.

4. <u>Adaptable Style</u>: It produces when people combine concrete experiences with active experimentation. People who have this style are active people, they learn by experience, they like to work more with people than the ideas, they are intuitive people and they solve problems by means of essay and mistake.

And finally, with the aim of promoting each one of these styles it's important that each person has the opportunity to learn according to his own difference. But, independently of the style that each one of us has, it's recommendable to pass for the four phases of the learning cycle if we want to get a learning of quality.

## 1.4 FACTORS THAT AFFECT LEARNING

Among the factors that they can affect the study, according to the learning styles, it's necessary to mention: Immediate Ambience (noise, light, temperature and design), Emotional Elements (motivation, persistency, responsibility and structure), Sociological Elements and Physical Elements (perception, nutrition, time and mobilization).

1. Immediate Ambience:

1 a. Noise: There are some people who can work with noise but most of people consider that it's really impossible to work in a noise place; they need a peaceful place without noise because they concentrate only when there isn't any kind of noise so that they develop better and receive more knowledge.

1 b. Light: Just like noise, this aspect has same importance. It's really necessary to have a well-illuminated place. An inappropriate illumination causes bad behavior in students and consequently bad results. It's impossible to get a good production if we don't have a place with an excellent illumination.

1 c. Temperature: Each one of students reacts individually to the temperature; some of them can concentrate better when the atmosphere is cool but for other students it's impossible to work well so that they feel sleepiness when the temperature isn't appropriate for them and consequently it reduces their productivity.

1 d. Design: The place where students are going to study is chosen by them, they know what place is better than other one. Therefore they and only they are the appropriate people who recognize which place offers a good concentration.

2. Emotional Elements:

2.a. Motivation: We consider that this aspect is the most important for obtaining positive learning results therefore without motivation it's impossible to get meaningful learning. No doubt about it, that without motivation student might not produce anything there up on it's so important that teachers encourage them all the time for getting excellent results.

2.b. Persistency: It refers to students have to be persistent in all tasks that teacher gives them. They must not be happy and say "I can do it" or "It's so difficult". Many students when they find their first obstacle they surrender and they don't try to get it but in the same situation there are other students who they consider their first obstacle like a challenge and this is the motive for continuing with their work too.

2.c.Responsibility: A responsible student is always looking for some techniques that he can adapt to him. He never has objections when teacher gives him some tasks on the contrary, student gives to teacher suggestions that he consider useful for getting a productive work.

But an irresponsible student's behavior is different in relation to a responsible student. An irresponsible student always finds difficulties when he is going to do task moreover he shows very apathy when teachers gives task.

2. d. Structure: It's according to each student's learning style. Structures vary according to learning styles characteristics of each one of students because student's creativeness, persistence and responsibility require organization and supervision to conclude a work.

## 2. <u>TEACHING PROCESS</u>

As everybody knows the teaching process is not always an easy task, because it depends of a lot of factors, but we will start saying that teaching is "the activity of educating or instructing and can be conceived also as activities that impart knowledge or skill"[33].

It can also be defined as the activity of showing someone how to do something so that they will be able to do it themselves; but definitely we could just say that teaching is the activity of facilitating learning, with the interaction among the teacher and students.

Now, a teacher who wants to be successful in this work has to know or apply methods which can be so useful in the teaching of a foreign language, and some of the most know methods are the following:

1) Grammar-Translation Approach

2) Direct Approach

3) Reading Approach

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[33] http://www.wordreference.com/definition/Teaching

**4)** Audio lingual Method

**5)** Community Language Learning

**6)** The Silent Way

**7)** Communicative Approach--Functional-Notional

**8)** Total Physical Response.

2.1 Grammar-Translation Approach: Here classes are taught in the students' mother tongue, with little active use of the target language. Its features are: "vocabulary is taught in the form of isolated word lists, elaborate explanations of grammar are always provided, grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words, reading of difficult texts is begun early in the course of study, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis, often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa, finally little or no attention is given to pronunciation"[34].

 2.2 Direct Approach: This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction, its features are: the lessons begin with a dialogue using a modern conversational style in the target language, material is first presented orally with actions or pictures, the mother tongue is never used, there is no translation, the preferred type of exercise is a series of questions in the target

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[34] http://coe.sdsu.edu/people/jmora/almmethods.htm

language based on the dialogue or an anecdotal narrative, questions are answered in the target language, grammar is taught inductively--rules are generalized from the practice and experience with the target language, verbs are used first and systematically conjugated only much later after some oral mastery of the target language, advanced students read literature for comprehension and pleasure, literary texts are not analyzed grammatically and the culture associated with the target language is also taught inductively because culture is considered an important aspect of learning the language.

2.3 Reading Approach: This approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language, so the priority in studying the target language is first, reading ability and second, current or historical knowledge of the country where the target language is spoken. Moreover only the grammar necessary for reading comprehension and fluency is taught and minimal attention is paid to pronunciation or gaining conversational skills in the target language, but a great amount of reading is done in foreign language, both in and out of class. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important that grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

2.4 The Audio lingual Method: This method is based on the principles of behavior psychology and adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. Through this method the new material is presented in the form of a

dialogue, so the structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills but little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced, listening, speaking, reading and writing are developed in order, while vocabulary is strictly limited and learned in context. There is abundant use of language laboratories, tapes and visual aids, also great importance is given to precise native-like pronunciation, the use of the mother tongue by the teacher is permitted, but discouraged among and by the students and finally there is a tendency to focus on manipulation of the target language and to disregard content and meaning.

2.5 Community Language Learning: This methodology is not based on the usual methods by which languages are taught; rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client and the native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors. "The language-counseling relationship begins with the client's linguistic confusion and conflict and the aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and

to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy"[35].

2.6 The Silent Way: This method begins by using a set of colored rods and verbal commands in order to: to avoid the use of the vernacular; to create simple linguistic situations that remain under the complete control of the teacher to pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed, to let the teacher concentrate on what the students say and how they are saying it, to permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it to reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds, to provide the support of perception and action to the intellectual guess of what the noises mean, and "to provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start"[36].

2.7 Functional-notional Approach: This method of language teaching is categorized along with others under the rubric of a communicative approach; it stresses a means of organizing a language syllabus and takes into account the

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[35] Curran, Charles A. Counseling-Learning in Second Languages. Apple River, Illinois: Apple River Press, 1976.

[36] Caleb Gattegno, Teaching Foreign Languages in Schools: The Silent Way. New York City: Educational Solutions, 1972.

situations where the speakers interact and embraces the functional categories of language, which are: personal, interpersonal, directive, referential, and imaginative.

Personal = Clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, etc.

Interpersonal = Enabling us to establish and maintain desirable social and working relationships, like greetings and leave takings, introducing people to others, identifying oneself to others, etc.

Directive = Attempting to influence the actions of others; accepting or refusing direction, such as giving and responding to instructions, asking for directions or instructions, making requests; making suggestions, etc.

Referential = Talking or reporting about things, actions, events, or people in the environment in the past or in the future, talking about language. For instance: "identifying items or people in the classroom, the school the home, the community, asking for a description of someone or something, comparing or contrasting things"[37], etc.

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[37] Finocchiaro, M. & Brumfit, C. The Functional-Notional Approach. New York, NY: Oxford University Press.1983.

Imaginative = Discussions involving elements of creativity and artistic expression; such as discussing a poem, a story, a piece of music; creating rhymes, poetry, stories or plays, suggesting original beginnings or endings to dialogs or stories, etc.

**2.8 Total Physical Response:** It is defined as a method that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate and as a result, this success leads to a high degree of motivation. Moreover the student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances. Its main features are: "to understand the spoken language before developing the skills of speaking and imperatives are the main structures to transfer or communicate information"[38].

## THE TEACHER'S ROLE

Schools are one of the first places where kid's behavior and future educational success is shape. Teachers are carriers of either positive or negative behavior toward students, and the reason why the first years of school are so critical is because kids learn the base of their educational life.

Now, some people believe that teachers must love their career in order for them to pass enthusiasm, to assists, and to provide a warm environment to the students, while others think that teachers are the second mothers for the

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[38] James J. Asher, Learning Another Language Through Actions. San Jose, California: AccuPrint, 1979

students because students spend a lot of time with their teachers. At the same time a real teacher becomes through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their kids expand they become experts on the field.

We know that mothers look the best for their kids and one of their goals is to raise their kids so they can become professionals and pioneers for the society. Some of the mother's role toward kids is to give them care, love, respect, lead, instruct and to try to form a safe and pleasant environment at their homes. Are these attitudes of the mothers toward their kids related to what the role of the teacher should be with the students in the classroom? If not, what should be the role of the teachers then?

It is believed that a teacher is someone who becomes through many years of training and experiences in the field. However it is so difficult to find a teacher who is an expert the first day of their profession, taking into account this is obvious that is urgent for everyone who is a teacher or is planning to become one to get prepare in the field the best they can. All teachers who get prepare will know how to set up rules in the classroom. Those kind of teachers will probably have less problems in their classroom because they will be able to control the classroom.

There are all types of teachers; some are better prepared than others, so there are some teachers who just came into the class and stared teaching, they did not get involve with the students, and they rarely talked to them, those teachers did

not showed any concern about what the students were feeling. One way for a teacher to get students involve in the classroom is to ask them questions. For example there are some students at the class that are shy who do not have the chance to get involved in the class or to participate. Therefore, it is a fact that the way students act depends on the teacher's attitude. That is why all teachers should invite the student to participate in the class. It is very important that teachers encourage students because students will benefit from it.

"A teacher carries a big responsibility in her classroom. One reason is that all students depend on her/him. Everything the teacher says will have an impact on the students. If the teacher feels joy of feels anger, it will be spread among children because the attitudes of the teacher gets contagious"[39]. If the teacher laughs, students also laugh, why? Because teachers are responsible for the social behavior in the classroom. If something goes wrong the only responsible is the teacher even if it was not their foul.

The teacher must create a warm and protective environment but at the same time professional. If students feel secure in the classroom the result will be shown in the academic progress. A good star could be a mutual trust with each student. Teaches have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class

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[39] http://www.csun.edu/~meq75037/paper1.html

to break the ice. The first days most of the students are afraid of the teacher because they do not know how the teacher's personality is.

A teacher should also be someone who guides student rather than someone who is a totalitarian in the classroom, because the teacher needs to show respect toward the students so the students also respect the teacher. Teacher must not forget that she/he teaches to different students who bring different traditions and customs because the students come from different backgrounds.

Sometimes, the teacher's caring attitudes could have a long positive or negative influence on students. Student's self-esteem could be lift up because it could create ambitions in their minds for future academic success, that's why the educator must be an open mind person that must respect the students' diversity and give love and caring attitudes toward students, but also to make students believe in themselves. Psychologically, students could be affected if they have problems with their teachers and one of the results could be that students will avoid going to school, and this is something that none wants in their classroom.

Now, often the behaviour of students demonstrates that something is not going right. Therefore, teachers must pay attention to any suspicious sings that could bother the student. "The students prefer to talk to their friends about their problems and sometimes teachers are the last person to find out about the problem. Sometimes is the teacher's foul that students do not seek his/her help because sometimes the teachers do not form a bound of communication. The teachers must let students know how she feels when students do not trust her

maybe it would help students to change their minds about telling the teacher his/her problem"[40].

Teachers need to think about what are the students feeling. As teachers, one good way to do this is to look back in their school years and remembered what they went through when they were students; of this way they will realize that most of the kids have problems with their teachers. Therefore, teacher's priority should only be the benefit of the student's feelings.

Teachers are respect by society because they are view as knowledgeable about different subjects of school. Teachers have the qualities to be or become role models for students. Because most teachers respect, love, care, instruct, and guide their students to become a successful person.

All teachers have the key to provide a good environment for the students. The benefits of having a pleasant environment are for the teacher and students. But before that happens a teacher needs to be well prepared in order that the students receive the best treat. It's never late to start a bound of a relationship between teacher and students. As humans, sometimes teachers do things that are not correct however they always have another chance to do it better, but is obvious that "teachers need to show respect, caring, become role models, make a pleasant environment, treat students right, instructs them but not be

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[40] http://www.csun.edu/~meq75037/paper1.html

totalitarian, and guides them through the road of success. The only who gets the benefits are the students and sometimes it could be a negative or positive"[41].

So, it is essential that the teacher be a very creative, friendly, responsible person, because this will assure that all students get involved in the class activities. Furthermore some expertises say that there are 6 main six roles, which can be subdivided into two roles, making a total of twelve roles, which teachers should try to develop in order to gain a better performance, these are:

1. Assessor: - Curriculum Evaluator

    - Student assessor

2. Facilitator: - Mentor

    - Learning facilitator

3. Role Model: - On- the – job role model

    - Teaching role model

4. Information Provider: - Lecturer

    - Practical Teacher

5. Resource Developer: - Resource Material Creator

    - Study Guide Producer

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[41] http://www.csun.edu/~meq75037/paper1.html

6. Planer: - Curriculum planer

- Course Organiser

These roles have surged because integrated teaching, problem-based learning, community-based learning, and more systematic curriculum planning have been advocated, because even when the increasing emphasis on student autonomy in education has moved the centre of gravity away from the teacher and closer to the student, the teacher continues to have a key role in student learning. A good teacher can be defined as a teacher who helps the student to learn. He or she contributes to this in a number of ways.

## Here a description of each one of these 6 roles:

1.1 The assessor

The student assessor: The assessment of the student's competence is one of the most important tasks facing the teacher. Most teachers have something to contribute to the assessment process. Examining does represent a distinct and potentially separate role for the teacher. Thus it is possible for someone to be an expert teacher but not an expert examiner. All institutions now need on their staff some teachers with a special knowledge and understanding of assessment issues.

The curriculum assessor: "The teacher has a responsibility not only to plan and implement educational programmes and to assess the students' learning, but

also to assess the course and curriculum delivered"[42]. Monitoring and evaluating the effectiveness of the teaching of courses and curricula is now recognised as an integral part of the educational process. Evaluation can also be interpreted as an integral part of the professional role of teachers, recognising teachers' own responsibility for monitoring their own performance.

## 1.2 The facilitator

The learning facilitator: The move to a more student-centred view of learning has required a fundamental shift in the role of the teacher. No longer is the teacher seen predominantly as a dispenser of information or walking tape recorder, but rather as a facilitator or manager of the students' learning. The introduction of problem-based learning with a consequent fundamental change in the student-teacher relationship has highlighted this change in the role of the teacher from one of information provider to one of facilitator.

The mentor: The role of mentor is a further role for the teacher. The mentor is usually not the member of staff who is responsible for the teaching or assessment of the student and is therefore *off-line* in terms of relationship with the student. Mentorship is less about reviewing the students' performance in a subject or an examination and more about a wider view of issues relating to the student.

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[42] http://www.csun.edu/~meq75037/paper1.html

## 1.3 The role model

The on-the-job role model: The importance of the teacher as a role model is well documented. The teacher is a model and should always model or exemplify what should be learned. Students learn not just from what their teachers say but from what they do in their practice and the knowledge, skills and attitudes they exhibit.

The role model as a teacher: Teachers serve as role models when they full fill their role as teachers in the classroom, whether it is in the lecture theatre or the small discussion or tutorial group. The good teacher is who can capture the students' interest, because the teacher has the enough opportunities to share some of the magic of the subject with the students.

## 1.4 The information provider

The lecturer: A traditional responsibility of the teacher is to pass on to students the information, knowledge and understanding in a topic appropriate at the stage of their studies. This leads to the traditional role of the teacher as one of provider of information in the lecture context. The lecture remains as one of the most widely used instructional methods. It can be a cost-effective method of providing new information not found in standard texts, of relating the information to the local curriculum and providing the lecturer's personal overview or structure of the field of knowledge for the student.

The practical teacher: The practice setting, whether in a school or in a high school, is a powerful context for the transmission, by the teacher, of information directly relevant to the practice of the taught subject.

## 1.5The resource developer

The resource material creator: An increased need for learning resource materials is implicit in many of the developments in education. The new technologies have greatly expanded the formats of learning materials to which the student may have access and make it much easier for the student to take more responsibility for their own education. The role of the teacher as resource creator offers exciting possibilities. At least some teachers possess the array of skills necessary to select, adapt or produce materials for use within the institution.

The study guide producer: The production of study guides is a further role for the medical teacher. Study guides suitably prepared in electronic or print form can be seen as the students' personal tutor available 24 hours a day and designed to assist the students with their learning. Study guides tell the student what they should learn, it means the expected learning outcomes for the course, how they might acquire all the competences necessary  or the learning opportunities available, and whether they have learned it.

## 1.6 The planner

<u>The curriculum planner</u>: Curriculum planning is an important role for the teacher. Most institutions have education committees charged with the responsibility for planning and implementing the curriculum within their institution. Teachers employed by the school and members of the postgraduate institution may be expected to make a contribution to curriculum planning. Curriculum planning presents a significant challenge for the teacher and both time and expertise is required if the job is to be undertaken properly.

<u>The course planner</u>: The best curriculum in the world will be ineffective if the courses which it comprises have little or no relationship to the curriculum that is in place. Once the principles which underpin the curriculum of the institution have been agreed, detailed planning is then required at the level of the individual course or phase of the curriculum.

These 6 roles are not as a fixed rule that all teachers have to develop, but it is a kind of guide that can be helpful for them. And it is necessary to say that even when the twelve roles has been described separately, in reality they are often interconnected and closely related one to another, that's to say a teacher may take on simultaneously several roles; however, a good teacher need not be competent in all six roles. It would be unusual to find, and unreasonable to expect, one individual to have all the required competencies. Human resource planning should involve matching teachers with the roles for which they have the greatest aptitude.

This has implications for the appointment of staff and for staff training, and if the teachers develop these roles the quality of education will increase, and moreover it will be easier to execute with some items like the following: "the assessment of the needs for staff to implement a curriculum, the appointment and promotion of teachers to meet educational needs within the institution, the organisation of staff development activities, the allocation of teaching responsibilities to staff, teacher evaluation by staff and students, a self assessment by teachers of their optimum role and last but not least the construction by a teacher of a *teaching* portfolio"[43].

## 1. THE STUDENT ROLE

As is well known for that the teaching learning process could be developed successfully it is necessary the participation of teachers and students. A lot of years ago it was believed that the students' mission was just to sit and hear what the teacher said, but in fact, the student should not concentrate on only doing that.

Actually, this concept has changed and the student role is so different, because now they are expected to develop a more participative role, where they can contribute as much as the teacher, so a student is supposed to do more things. In fact the student must also change his role and to look for an active role in the construction of his own learning process. The student that is limited to assimilate

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[43] http://www.medev.ac.uk/resources/features/AMEE_summaries/guide20_summary

information, no longer serves but rather it must be critical, researcher, reflexive, participative, etc.[44]

Participative: The students can not think in just hear all what the teacher says and do not do anything more in the classroom. In fact, the student have to participate actively in the class, so that they can questions, they have to  pass in front and make sentences, or do what the teacher says, without worrying if the answers are all right, because making mistakes is one of the steps of learning. Moreover with the students' participation, the learning process is a little easier because "the knowledge is organized in conceptual structures that are restructured starting from the interaction of the knowledge that the student already possesses and the new information. The learning is significant because the student relates, in an opportune and substantial way, the new knowledge with what already knows".[45]

This means that the students' role in the class must be an active one, because their role in constructing knowledge about contesting and constructing knowledge is important and they have to contribute to the discussions, sharing their own insights with the teachers and having an active participation in their own learning.

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[44] Prendes Espinoza, María Paz; Martínez Sánchez, Francisco. La innovación tecnológica en el sistema escolar y el rol del profesor como elemento clave del cambio. Universidad de Murcia, España

[45] Ausubel, D. P.; Novak, J. D. y Hanesian, H. 1983. Psicología Educativa. México: Editorial Trillas.

Critical: Students can never feel inferior to the teacher, just for the fact of being studying. They must be concerned that they can also contribute to the development of the class, because they are the reason for that the teacher be in the classroom. These critical students do not doubt in making corrections to the teacher, and are ready to collaborate with advices in order to do the class more interactive, dynamic and of this way to get a better environment for everybody.

In other words, critical students in the learning process means that they can say whatever they like, but students need to be able to substantiate what they say, because the class requires this interaction, but there is necessary to respect other people's rights to speak and to have opinions that differ to their own. That doesn't mean students can't challenge their teacher and partners to support their ideas with evidence, but they should prepared to be challenged themselves. Students must be open to change, but don't enforce change on others.

Researcher: Students must be always ready to increase their knowledge, not just through their teacher, and their books, but moreover trying to get more information about the studied topic, in order to assure that they really understood everything. That's to say the students don't seem to be satisfied with all the learned in the classroom, they know that they can get more information and reinforce their knowledge; for instance if they are studying the past simple they can research and find more examples, or some kinds of exercises, which they could even share with their partners and teacher.

**Reflexive:** The students must be conscious that the teacher' job is not an easy task, and that they are the people who can help, paying attention, participating, etc. Moreover the students have to analyze if their attitudes and actions allows them to learn, or if they are just wasting the time. If they really learn it is all right, but in the contrary they must realize that they are the own developers of their knowledge and that it is time of participate actively, putting all their efforts. Those students can be considered as a human being able to contribute to the class as much as the professors; as a reflexive human being of their reality and of different environments, and as an active and skilled individual, who can be conscious of the importance of the learning and pay attention an participate actively.

The student's role, of this way allows them:

a) To plan their own program and it assumes the responsibility of that they make in the living room of classes.

b) To monitor and evaluate their own progress.

c) To be members of a group and they learn to interact with other.

d) To advise their partners.

e) To learn of the teacher, of the other students and of other teaching sources.[46]

So, the students are social and reflexive people that interacting with others and contributing his own knowledge, are able to surpass and transform, through their constructive work, what offers them their environment.[47]

The teachers have to realize that current students is characterized to be interactive, spontaneous, restless, resolved, critical, skilled in the use of technologies and avid of experiences and new sensations; consequently, their roles in the classroom is no longer that of a simple spectator neither that of a simple "buyer" of a "product" sold by the professor, but on the contrary, the current students generates their own knowledge, only with the professor's help, joining and relating the information that possess, productively getting this in pro of her personal benefit, that is to say, creating a significant learning for their life and for their social environment; in other words, students are who produce their learning and who directs, in definitive, the teaching process - learning.

According to this, we can say that the time change and as a result the education, basis of every civilization, changes too and the roles in the classroom are not the same now that in the past, form just receptors students have become originators or creators of their own learning, in a friendly environment, with the direction and help of the teachers.

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[46] Jonson, F., and Paulston, C.B. 1976. Individualizing in the Language Classroom. Cambridge, Mass.: Jacaranda.
[47] Díaz Barriga Arceo, Frida y Hernández Rojas, Gerardo. 1998. Estrategias docentes para un aprendizaje significativo. México: McGraw Hill.

Definitely as Slattery said: "The postmodern education should reconnect students and teachers, to the space and the time, the sense and the context, knowing and that known, the humanities and the sciences and, especially, the past, the present and the future"[48]

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[48] http://tecnologiaedu.us.es/nweb/htm/pdf/paz1.pdf

**6. HYPOTHESES**

General

The classroom management impacts the English Language teaching learning process in the students of "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009-2010.

Specifics

There is little application of the classroom management techniques by the teachers which affect the students' behavior in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009-2010.

The English language learning depends on the teacher and students roles in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish. Academic period 2009-2010.

# 7. METHODOLOGY

## 7.1 TYPE OF STUDY

To develop our thesis work we will use some pedagogical process among them we have the most important: study of the bibliographic material, summary, etc, which will be so useful to develop our theme. So that it is a non-experimental research because it will be developed in a descriptive way, that's to say that the researchers will not have the chance to manipulate the variables. They just will describe the phenomena in a descriptive way.

## 7.2 METHODS

To choose the most appropriate method we must be aware about what are the steps that we will have to follow into our research process, so if we know that a method is a necessary procedure into the science to research the true and teach it, we can say that through the different methods we can develop step by step our research work, and as well at the end we will assure that the results are valid and reliable, it's worth reiterating that to obtain good results we will use the following methods:

### 7.2.1 SCIENTIFIC METHOD:

This method will be used to obtain and analyze theoretical referents which will let to explain from a scientific point of view the researched phenomena.

### 7.2.2 DESCRIPTIVE METHOD:

This method will be used to describe the current situation of the researched object. It will allow us to know the reality of the researched institution, it will also let us explain the techniques of classroom management that the teachers apply and to set up the obtained results contrasted with the theoretical frame referents.

### 7.2.3 DEDUCTIVE METHOD:

It will be useful to formulate hypothesis to develop the research work. Moreover, we will use it to apply the instruments, tabulating, interpreting and analyzing the collected data; this important method will be used at time of proving or disproving the hypothesis, by analyzing the obtained results.

### 7.2.4 ANALYTICAL METHOD:

This method we will use after we have done the respective tabulating of collected data, to interpret the graphic representation, interpreting what the graphics shows into words, that's to say to set up the real situation in the researched institution.

### 7.2.5 CONTRASTIVE METHOD:

This method will allow us to contrast the collected data with the information that we have in the theoretical frame, in order to verify what the theory says and

what is the real situation of the High School, then it will be easier to edit or write

the conclusions and on basis of them we will be able to write the respective

recommendations.

## 7.2.6 STATISTICAL DESCRIPTIVE METHOD:

This method will be so useful because with this, we will show the collected data in a

graphic way using for this the frequency and the sample percentage charts. In other

words this method will be used to do the graphic and numerical representation.

## 7.3 TECHNIQUES

## 7.3.1 OBSERVATION

It will be the most suitable technique to get information about our theme at

"Manuel José Rodriguez" High School because through it we will have a direct

contact with the object of study. It is a structured observation, and it will be

applied to students, as well as teachers who will be observed. The group will

observe 10 periods of English classes, 4 with the 8$^{th}$ year of Basic Education, 3 with

the students of the 9$^{th\ year}$ of Basic Education, and finally 3 periods with the 3$^{rd}$ year

of High School Curriculum, to observe the rules that the teachers set up and to see

the class organization, and to do it, we will elaborate the instrument which is our

observation guide.

## 7.3.2 SURVEY

It is other technique that we will use to collect data which will give the students the opportunity to express their own ideas and points of view about how their teachers develop their classes, it is worth reiterating that we will apply the survey to three English teachers, and to the students' sample that we have selected from the population.

## 7.4 PROCEDURES

Once we have applied our instruments to collect reliable data in order to get the better results we will follow the following steps:

### TABULATING:

As its name indicates we will have to tabulate the recollected data, counting how many positive or yes answers are and how many negative or no answers we got according to the results of our survey and observation.

### ORGANIZATION:

This procedure will be very helpful to organize the obtained results according to our problem, objectives and hypothesis.

GRAPHIC REPRSENTATION:

Here we will show all the obtained results in a graphic way, which will facilitate the understanding and analysis. Moreover, here we will use the frequency and percentage chart.

ANALYSIS AND INTERPRETATION:

Once we have the graphic representation we will just have to interpret what the graphs show, writing the number of students and teachers that have the same or similar answer and its corresponding percentage, after we will analyze the percentages to determine how valid the hypothesis is.

VERIFICATION OF HYPOTHESES:

After we have analyzed the results in a very detailed way we will be able to say if the hypotheses that we formulated at the beginning of the research work are accepted or denied, that's to say we will prove or disprove them.

ELABORATION OF CONCLUSIONS:

Here taking into account the before procedures, the collected data, the information from the theoretical frame we will elaborate or edit some conclusions, so knowing what is the real situation of the researched High School, we will elaborate some

conclusions that establish some general concepts and that says what the main

problems are in this institution into the context of our theme.

ELABORATION OF RECOMMENDATIONS:

After we have the conclusions we will give some advice in order to

overcome the problems found.

ELABORATION OF THE FINAL REPORT:

Then when we have done all the procedures described before, we will be able to

elaborate a final report that is basically the last step in the process to present the

research                                                                                      work.

7.5 POPULATION AND SAMPLE

The "Manuel José Rodriguez" High School has a population of 350 students from

eighth year of Basic Education to third year of High School Curriculum; the number

of students in this institution is detailed in the following way:

| CLASS | PARELLEL | NUMBER OF STUDENTS |
|---|---|---|
| Eighth year of basic education | A | 44 |
| Eighth year of basic education | B | 44 |
| Ninth year of basic education | A | 31 |
| Ninth year of basic education | B | 31 |
| Tenth year of basic education | A | 31 |
| Tenth year of basic education | B | 31 |
| First year of high school degree | A | 30 |
| First year of high school degree | B | 29 |
| Second year of high school degree | A | 22 |
| Second year of high school degree | B | 24 |
| Third year of high school degree | A | 16 |
| Third year of high school degree | B | 17 |
| TOTAL | | 350 |

SAMPLE

Taking into account that the number of students is so big to apply the instruments, we

have decided to take a sample which will be established using the next formula:

$$n = \frac{PQ * N}{E2}$$

$$(N - 1) = \frac{E2}{K2 - PQ}$$

Now to get the sample by course we use the formula:

$PQ = First\ quartile$

$N = Population$

$n = Sample$

$K = Proportionality\ Constant$

$E = Sample\ Error$

$$n = \frac{\dfrac{0,25*350}{(349)(0,1)2-0,25}}{(2)2}$$

$$n = \frac{\dfrac{87,5}{3,24}}{4}$$

$$n = \frac{87,5}{0,81}$$

$$n = 108$$

| YEARS | POPULATION | SAMPLE |
|---|---|---|
| Eight of Basic Education | 88 | 20 |
| Ninth of Basic Education | 62 | 14 |
| Tenth of Basic Education | 62 | 14 |
| First of high school curriculum | 59 | 13 |
| Second of high school curriculum | 46 | 10 |
| Third of high school curriculum | 33 | 7 |
| TOTAL | 350 | 78 |

So that, according to this formula we will apply the survey to 108 students.

Regards to the teachers population, taking into account that it is small, consisting of just 3 people, the survey will be applied to all of them

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1 RESOURCES

8.1.1   HUMAN RESOURCES.

- Research group: Juan Carlos Armijos

                           Ivan Ramón

-      English teachers of the "Manuel José Rodriguez" High School.

-      Students of the "Manuel José Rodriguez" High School.

8.1.2   MATERIAL RESOURCES:

- Paper

- Folders

- Copies

- Printings

8.1.3   TECHNICAL RESOURCES:

- Computer

-Printer

-Cds

- Flash memory

- Interne

8.1.4 INSTITUTIONAL RESOURCES:

- National University of Loja

- Education, Art and Communication Area.

- "Manuel José Rodríguez" high school

8.2 BUDGET AND FINANCING OF THE RESEARCH

| | |
|---|---|
| - Office material | $ 300,oo |
| - Transportation | $ 60,oo |
| - Internet | $ 150,oo |
| - Copies | $ 50 ,oo |
| - Printing of the project | $ 75,oo |
| - Printing of the thesis | $ 150,oo |
| - Binding | $ 70, oo |
| TOTAL | 855, oo |

All the expenses generated by the research work will be supported by our own resources, due to there isn't any institutional support.

9. TIMETABLE

| YEAR | 2009 | | | | 2010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MONTHS | December | | | | January | | | | February | | | | March | | | | April | | | | May | | | | June | | | | July | | | | August | | | |
| ACTIVITIES | 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 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Presentation of the Project | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Write the recommendations to the project | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| Checking and redesign of the research instruments | | | | | | | | | | | | | | | | | | | X | X | | | | | | | | | | | | | | | | |
| Application of the research instruments | | | | | | | | | . | | | | | | | | | | | | X | | | | | | | | | | | | | | | |
| Processing of the research | | | | | | | | | | | | | | | | | | | | | | | X | X | | | | | | | | | | | | |
| Drawing conclusions | | | | | | | | | | | | | | | | | | | | | | | | | X | X | | | | | | | | | | |

165

| Task | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elaboration of the report | | | | | | | | | | | | | | | | | | | | | | X | | | | | |
| Private qualifications of the thesis | | | | | | | | | | | | | | | | | | | | | | | | X | | | |
| Write the recommendations | | | | | | | | | | | | | | | | | | | | | | | | | X | X | |
| Public sustentation and graduation | | | | | | | | | | | | | | | | | | | | | | | | | | | X |

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# ANNEXES

# CONSISTENCY MATRIX

THEME: "CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS WITH THE STUDENTS    OF "MANUEL JOSÉ RODRIGUEZ" HIGH SCHOOL. MALACATOS PARISH. ACADEMIC PERIOD 2009-2010"

| PROBLEM | OBJECTIVES | HYPOTHESES | VARIABLES | INDICATORS |
|---|---|---|---|---|
| GENERAL<br><br>How does classroom management impact in the English Language teaching learning process with the students at "Manuel José Rodriguez" High School. Malacatos Parish? Academic Period 2009-2010. | GENERAL<br><br>To determine the impact of the classroom management in the English Language teaching leaming process with the students of "ManuelJosé Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010. | GENERAL<br><br>The classroom management impacts the English Language teaching learning process in the students of "Manuel José Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010 | | |

| SUB - PROBLEMS | SPECIFICS | SPECIFICS | INDEPENDENT | Focusing |
|---|---|---|---|---|
| | | | Classroom Management Techniques | Monitoring |
| | | | | Modeling |
| | | | | Low Profile Intervention |
| What classroom management techniques are applied by the teachers to control the students' behavior at "Manuel José Rodriguez" High School. Malacatos Parish? Academic Period 2009-2010. | To identify the classroom management techniques that are applied by the teachers to control the students' behavior at "Manuel José Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010. | There is little application of the classroom management techniques by the teachers which affects the students' behavior in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish. Academic Period 2009-2010 | DEPENDENT Students 'behavior | Time Management Positive Reinforcement An Effective Discipline Plan Teacher Actions and Attitude Positive Discipline Managing Inappropriate Behavior |
| | | | DEPENDENT English Language Teaching Learning Process | Grammar Translation Approach Direct Approach Audio Lingual Method Types of Learning Learning Styles The Factors that affect Learning |
| What are the teacher and student roles inside the learning of the English Language at "Manuel José Rodriguez" High School. Malacatos Parish? Academic Period 2009-2010. | To determine the teacher and student roles into the English language learning with students at "Manuel José Rodriguez" High School. Malacatos Parish? Academic Period 2009-2010. | The English language learning depends on the teacher and students roles in the classroom at "Manuel José Rodriguez" High School. Malacatos Parish? Academic Period 2009-2010. | INDEPENDENT Teacher' roles | The Assessor The Facilitator The Role Model The Information Provider The Resource Developer The Planner |
| | | | Student's role | The Participative The Critical The Researcher The Reflexive |

NATIONAL UNIVERSITY OF LOJA

EDUCATION ART AND COMUNICATION AREA

ENGLISH LANGUAGE CAREER

SURVEY TO ENGLISH TEACHERS

The present survey that will be so useful for our research work has been designed in order to collect enough information about Classroom Management and its impact in the teaching learning process, which is our theme, and we as Undergraduate have to execute with this as a previous requirement to get our Licentiate's Degree in Sciences of Education English Language Teaching. So please help us answering the following questions, which refer about the mentioned theme:

CLASSROOM MANAGEMENT

1. Could you tick 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. Do you apply specific techniques to manage the students in class?

        Yes    (   )                    No    (   )

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

3. Could you say how often do you set up the rules with your students?

- Every class                              (   )
- Every month                            (   )
- Every term                              (   )
- At the beginning of the school year      (   )

4. From the following techniques please choose which do you use to control the students' behavior in class?

- Reward system ( )
- Punishment ( )
- Bonus points ( )
- Praise ( )
- Others ( )

5. How much importance does the desks arrangement have to develop the class?

- Much importance ( )
- Little importance ( )
- It doesn't have matter ( )

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

6. What of the following options is the ideal way to deal with problematic students?

- Send them to the Director. ( )
- Get them out of class. ( )
- Punish them. ( )
- Talk to them. ( )
- Talk to their parents. ( )

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

7. Which of the following techniques do you consider better to work in the class?

FOCUSING ( ) LOW PROFILE INTERVENTION ( )

MONITORING ( ) DIRECT INSTRUCTION ( )

MODELLING ( )

8. Which factors affect most the learning process?

Noise          ( )          Temperature          ( )

Light          ( )          Design          ( )

9. Which aspect is most important to control the class?

To be a strictly teacher.                          ( )

The experience of the teacher.                          ( )

The knowledge of management techniques.          ( )

## TEACHER AND STUDENT ROLES

10. Which of the following roles do you believe is the most important that a teacher must develop?

Planner                    ( )          Facilitator                ( )

Role Model                ( )          Assessor                    ( )

Information provider   ( )          Resource Developer     ( )

Why?…………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………

11. When is the students' performance better?

When you are a totalitarian teacher.          ( )

When you are a kind of guider.                    ( )

Why?…………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………

12. How often do the students participate spontaneously in the class?

Always ( )          Sometimes ( )          Never ( )

13. Which of the following characteristics are necessary to be a good student?

Interactive       ( )         Creative     ( )

Critical           ( )         Reflexive    ( )

Investigator      ( )

Why?

…………………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………..

14. Do the students try to build up their own knowledge:

Always ( )       Never ( )       Sometimes ( )

How?………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………..

NATIONAL UNIVERSITY OF LOJA

EDUCATION ART AND COMUNICATION AREA

ENGLISH LANGUAGE CAREER

SURVEY TO STUDENTS

The present survey that will be so useful for our research work has been designed in order to collect enough information about Classroom Management and its impact in the teaching learning process, which is our theme, and we as Undergraduates have to execute with this as a previous requirement to get our Licentiate's Degree in Sciences of Education English Language Teaching. So please help us answering the following questions, which refer about the mentioned theme:

CLASSROOM MANAGEMENT

1. Does your teacher establish a set of rules in the classroom?

   YES (   )          NO (   )

   Why?………………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………………

2. Could you say how often does your teacher set up the rules?

   - Every class                              (   )
   - Every month                            (   )
   - Every term                              (   )
   - At the beginning of the school year       (   )

3. What does your teacher do if you or some partners don't follow the rules set?

   Punish you.                    (   )

   Send you to the Principal.      (   )

   Talk to your parents.          (   )

4. Do you believe that the teacher's attitude influence in your behavior?

   YES ( )　　　　NO ( )　　SOMETIMES ( )

   Why?…………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

5. Does your teacher try to create a good environment into the classroom?

   YES ( )　　　　NO ( )　　SOMETIMES ( )

   How?…………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

6. According to your opinion your teacher is a person:

   a. Indifferent　　　　( )

   b. Friendly　　　　　( )

   c. So angry　　　　　( )

   d. Strictly　　　　　( )

7. Do you learn better working:

   a. In groups　　　　　　　( )

   b. Individually　　　　　　( )

   c. In pairs　　　　　　　　( )

   Why?…………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

TEACHER AND STUDENT ROLES

8. When is your performance better?

When the teacher doesn't give the opportunity to participate.　　　　( )

When the teacher gives you the opportunity to participate.　　　　( )

Why?……………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

9. Does your teacher plans his/her classes?

Always (  )          Sometimes (  )          Never (  )

Why?……………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………..

10. Which of the following characteristics are necessary to be a good student?

Interactive          (  )          Creative        (  )

Critical              (  )          Reflexive       (  )

Investigator         (  )

11. Do you contribute as much as the teacher to develop the class?

Yes (  )          No (  )          Sometimes (  )

How?……………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

12. Do you try to build up your own knowledge?

Always (  )          Never (  )          Sometimes (  )

13.  How can you develop your role in the classroom?

- Being sitting in your desk all the time.                    (  )
- Not paying attention.                                        (  )
- Participating actively in the class.                         (  )

Why?……………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

OBSERVATION GUIDE

The present observation guide will be useful to determine some aspects with our own eyes. The items of the present guide are referred about classroom management, teaching learning process, discipline, and teacher and students role.

To do it we will use the present range:

1 = ALWAYS          2 = SOMETIMES          3 = NEVER

BEGINNING

(   )    Teacher was punctual.

(   )    Students were punctual.

(   )    Teacher greeted kindly to the students.

(   )    Students greeted to their teacher and partners.

(   )    Teacher called the roll.

(   )    Teacher introduced the new class in an interesting way.

PRESENTATION AND PRACTICE

(   )    Teacher prepared enough material for the lesson.

(   )    Teacher used extra material to catch the students 'attention.

(   )    Students brought their English books.

(   )    Teacher focused students' attention just in the book.

MANAGEMENT AND TEACHER PROCEDURE

(   )    Students paid attention during the entire lesson.

(   )    Teacher maintained the control of the class all the time.

(   )    Teacher explained the activities in an understandable way.

(   )    Teacher arranged the students' desks in the suitable way.

( )  Teacher walked around the entire classroom.

( )  Students didn't required teacher supervision to develop the task.

( )  Teacher helped to all students, not just one.

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( )  Teacher was well attired, not scruffy.

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## GLOBAL VIEW

(    )    The lesson was well planned by the teacher.

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(    )    Teacher and students were satisfied at the end of the class.

OBSERVATIONS………………………………………………………………………………………………………
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NATIONAL UNIVERSITY OF LOJA

EDUCATION ART AND COMUNICATION AREA

ENGLISH LANGUAGE CAREER

SURVEY TO ENGLISH TEACHERS

The present survey that will be so useful for our research work has been designed in order to collect enough information about Classroom Management and its impact in the teaching learning process, which is our theme, and we as Undergraduate have to execute with this as a previous requirement to get our Licentiate's Degree in Sciences of Education English Language Teaching. So please help us answering the following questions, which refer about the mentioned theme:

CLASSROOM MANAGEMENT

**7.** Could you tick 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.                     (   )

**8.** Do you apply specific techniques to manage the students in class?

        Yes    (   )                    No    (   )

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

**9.** Could you say how often do you set up the rules with your students?

- Every class                          (   )
- Every month                          (   )

- Every term                                    (   )
- At the beginning of the school year        (   )

**10.** From the following techniques please choose which do you use to control the students' behavior in class?

- Reward system              (   )
- Punishment                 (   )
- Bonus points               (   )
- Praise                     (   )
- Others                     (   )

**11.** How much importance does the desks arrangement have to develop the class?

- Much importance            (   )
- Little importance          (   )
- It doesn't have matter     (   )

Why?………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

**12.** What of the following options is the ideal way to deal with problematic students?

- Send them to the Director.       (   )
- Get them out of class.           (   )
- Punish them.                     (   )
- Talk to them.                    (   )
- Talk to their parents.           (   )

Why?……………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

7. Which of the following techniques do you consider better to work in the class?

FOCUSING                    ( )    LOW PROFILE INTERVENTION      ( )

MONITORING                  ( )    DIRECT INSTRUCTION            ( )

MODELLING                   ( )

8. Which factors affect most the learning process?

Noise        ( )      Temperature        ( )

Light        ( )      Design             ( )

9. Which aspect is most important to control the class?

To be a strictly teacher.                    ( )

The experience of the teacher.               ( )

The knowledge of management techniques.      ( )

TEACHER AND STUDENT ROLES

10. Which of the following roles do you believe is the most important that a teacher must develop?

Planner              ( )          Facilitator      ( )

Role Model           ( )          Assessor         ( )

Information provider ( )          Resource Developer ( )


Why?…………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

11. When is the students' performance better?

When you are a totalitarian teacher.      ( )

When you are a kind of guider.            ( )

Why?……………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………

12. How often do the students participate spontaneously in the class?

Always (   )        Sometimes  (   )        Never (   )

13. Which of the following characteristics are necessary to be a good student?

Interactive            (   )            Creative        (   )

Critical               (   )            Reflexive       (   )

Investigator           (   )

Why?

……………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………

14. Do the students try to build up their own knowledge:

Always  (   )        Never  (   )        Sometimes (   )

How?………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………….

The present survey that will be so useful for our research work has been designed in order to collect enough information about Classroom Management and its impact in the teaching learning process, which is our theme, and we as Undergraduates have to execute with this as a previous requirement to get our Licentiate's Degree in Sciences of Education English Language Teaching. So please help us answering the following questions, which refer about the mentioned theme:

CLASSROOM MANAGEMENT

**8.** Does your teacher establish a set of rules in the classroom?

YES (   )          NO (   )

Why?…………………………………………………………………………………………………………

………………………………………………………………………………………………………………

**9.** Could you say how often does your teacher set up the rules?

- Every class                              (   )
- Every month                          (   )
- Every term                             (   )
- At the beginning of the school year          (   )

**10.** What does your teacher do if you or some partners don't follow the rules set?

Punish you.                         (   )

Send you to the Principal.        (   )

Talk to your parents.                    (  )

**11.** Do you believe that the teacher's attitude influence in your behavior?

YES (  )              NO (  )       SOMETIMES (  )

Why?…………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

**12.** Does your teacher try to create a good environment into the classroom?

YES (  )              NO (  )         SOMETIMES (  )

How?…………………………………………………………………………………………………………

………………………………………………………………………………………………………………

**13.** According to your opinion your teacher is a person:

a. Indifferent           (  )

b. Friendly              (  )

c. So angry              (  )

d. Strictly              (  )

**14.**   Do you learn better working:

a. In groups                     (   )

b. Individually                  (   )

c. In pairs                      (   )

Why?…………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

TEACHER AND STUDENT ROLES

8. When is your performance better?

When the teacher doesn't give the opportunity to participate.            (  )

When the teacher gives you the opportunity to participate.            ( )


Why?………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

9. Does your teacher plans his/her classes?

Always ( )            Sometimes ( )            Never ( )

Why?………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

10. Which of the following characteristics are necessary to be a good student?

Interactive            ( )            Creative        ( )

Critical               ( )            Reflexive      ( )

Investigator           ( )


11. Do you contribute as much as the teacher to develop the class?

Yes ( )            No ( )            Sometimes ( )

How?………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

12. Do you try to build up your own knowledge?

Always ( )            Never ( )            Sometimes ( )

13. How can you develop your role in the classroom?

- Being sitting in your desk all the time.            ( )
- Not paying attention.                               ( )
- Participating actively in the class.                ( )

Why?……………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………

OBSERVATION GUIDE

The present observation guide will be useful to determine some aspects with our own eyes. The items of the present guide are referred about classroom management, teaching learning process, discipline, and teacher and students role.

To do it we will use the present range:

1 = ALWAYS          2 = SOMETIMES          3 = NEVER

BEGINNING

(   )   Teacher was punctual.

(   )   Students were punctual.

(   )   Teacher greeted kindly to the students.

(   )   Students greeted to their teacher and partners.

(   )   Teacher called the roll.

(   )   Teacher introduced the new class in an interesting way.

PRESENTATION AND PRACTICE

(   )   Teacher prepared enough material for the lesson.

(   )   Teacher used extra material to catch the students 'attention.

(   )   Students brought their English books.

(   )   Teacher focused students' attention just in the book.

## MANAGEMENT AND TEACHER PROCEDURE

( )    Students paid attention during the entire lesson.

( )    Teacher maintained the control of the class all the time.

( )    Teacher explained the activities in an understandable way.

( )    Teacher arranged the students' desks in the suitable way.

( )    Teacher walked around the entire classroom.

( )    Students didn't required teacher supervision to develop the task.

( )    Teacher helped to all students, not just one.

( )    Students participated actively during the class.

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## ATMOSPHERE

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