



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

*"THE CLASSROOM MANAGEMENT AND ITS INFLUENCE IN THE  
DEVELOPMENT OF THE BASIC ENGLISH SKILLS OF THE STUDENTS AT  
NIGHT SECTION OF NATIONAL "VILCABAMBA" HIGH SCHOOL.  
PERIOD 2009-2010"*

Thesis previous to obtain the Licentiate's Degree in  
Sciences of Education, English Language  
Specialization.

**THESIS DIRECTOR:**

*Dr. Carmen Ojeda*

***AUTHORS:***

*Fabian Alejandro Abad Alverca*

*Diana Maribel Ocampo Carpio*

**Loja - Ecuador**

**2011**

## **CERTIFICATION**

Dr. Carmen Ojeda.

**TEACHER OF NATIONAL UNIVERSITY OF LOJA.**

Certificates:

That the present research work has been directed and reviewed carefully, for that it is authorized to be presented.

.....

Dr. Carmen Ojeda

## **AUTHORSHIP**

It is so important to point out that, all the concepts and data presented in this research work, has been carried out with care and taking into account the different opinions of experimented writers about the theme; clarifying, that, this work is total responsibility of the authors.

.....  
**Mr. Fabian Abad**

.....  
**Miss Diana Ocampo**

## **ACKNOWLEDGMENT**

At the end of our thesis, we want to thank to all people who participated and made possible to carry out this research work.

To the National University of Loja, especially to the Area of Education, Art and Communication for giving us the opportunity to continue our studies; to the authorities of the Area because they helped us with all what we needed, in a special way to Dr. Bertha Ramón and Carmita Ojeda for reviewing our project and guiding us through this road and help us with the thesis.

We also want to say thanks to the authorities, teachers, students and support staff of Night Section of “National Vilcabamba” High School, for helping us, opening their doors for giving us all the information we needed.

## **THE AUTHORS**

## DEDICATION

I want to dedicate the present research work firstly to God to permit me continue studying, illuminating my road and clarifying my mind; to my parents **VÍCTOR OCAMPO** and **FRANCISCA CARPIO** for their uninterested, moral and economical help. To my siblings **EDIM, KELLY,** and **IRENE,** and more relatives for their support; also in a special way, I want to dedicate my work to the soul of my granny **ROSARIO VEGA,** who while was alive encouraged and supported me to achieve my goals. I miss and need my granny too much.

*Diana Ocampo Carpio*

Firstly, I want to dedicate this work to “Virgen del Cisne” for being the spiritual support and illuminating my road, and my mind during all my life, especially with my studies; to my mother **MARÍA BALBINA ALVERCA** for her moral and economical help; and at the same way to my dear aunt **ROSA AMADA SUÁREZ** for her friendship and economical support to end my studies, also to **LUZ DEL CARMEN ALVERCA AND HER FAMILY** for giving me the opportunity to be part of her family; to my siblings, more relatives and friends for all their support.

*Fabian Abad Alverca*

## INDEX

<b>Cover page</b> .....	<b>i</b>
<b>Certification</b> .....	<b>ii</b>
<b>Authorship</b> .....	<b>iii</b>
<b>Acknowledgment</b> .....	<b>iv</b>
<b>Dedication</b> .....	<b>v</b>
<b>Index</b> .....	<b>vi</b>
<b>Theme</b> .....	<b>1</b>
<b>Summary</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>Literature Revision</b> .....	<b>4</b>
<b>Resources and Methods</b> .....	<b>27</b>
<b>Results</b> .....	<b>32</b>
<b>Discussion</b> .....	<b>61</b>
<b>Conclusions</b> .....	<b>64</b>
<b>Recommendations</b> .....	<b>65</b>
<b>Bibliography</b> .....	<b>66</b>
<b>Annexes</b> .....	<b>68</b>

**a. THEME**

**“THE CLASSROOM MANAGEMENT AND ITS INFLUENCE IN THE DEVELOPMENT OF THE BASIC ENGLISH LANGUAGE SKILLS OF STUDENTS AT NIGHT SECTION OF NATIONAL “VILCABAMBA” HIGH SCHOOL DURING THE PERIOD 2009 - 2010”.**

## **b. SUMMARY**

The classroom Management is a very important point in a class development, because all the teaching learning process is based on it, for that reason the research group has thought necessary to carry out a investigation about **“THE CLASSROOM MANAGEMENT AND ITS INFLUENCE IN THE DEVELOPMENT OF THE BASIC ENGLISH LANGUAGE SKILLS OF STUDENTS AT NIGHT SECTION OF NATIONAL “VILCABAMBA” HIGH SCHOOL DURING THE PERIOD 2009 - 2010”**; which has as goal to determine, how classroom management influences in the development of the basic linguistic skills of the English Language in the students of Night Section at “National Vilcabamba” high school. Period 2009-2010. During the analysis of the theme the research group has realized that this theme is too important into the education of teenagers and in the development and training of teachers.

To carry out this research work the group used different methods and technique like: scientific, descriptive, analytic-synthetic methods and the survey technique which helped us to obtain and collect information related to the theme, using this data to note that the teachers have a good classroom management in their lessons, but, they don't use the audiovisual materials that the institution has to get a good learning acquisition of the Basic Linguistic Skills.

## a. INTRODUCTION

Currently the importance of the English Language has covered all the world borders, so that, the learning of it is an essential part of people knowledge, for this reason the teaching of the English Language in the schools must be focused on the correct use of the same in the real life; taking into account the classroom management is one of the main parts of the teaching learning process, besides, it is important to know how are working in their lessons, and how the classroom management can guide to develop the basic linguistic skills; so that, the research group has considered very relevant the study of **“The Classroom Management and its influence in the development of the Basic English Language skills of the students at Night Section of National “Vilcabamba” High School. Period 2009 - 2010”**,

This research work is directed to make easier the job of educational institution’s authorities, teachers, students and all people involved in the Teaching – Learning process, because, it has very helpful themes that are going to give readers a lot of ideas, tips, and knowledge about classroom management to improve their job into the classroom, where the Language acquisition achieves the best results, also is relevant to point out that the specific objectives of our investigation are: To analyze how teachers are controlling the discipline problems in the class, and to explain if the different students’ personalities are affecting the complete development of the English classes. To decide if the lack of classroom management affects de development of the Basic English Language Skills of students at Night Section of National “Vilcabamba” High School. Period 2009 – 2010.

With this research the group wants to demonstrate that the lack of classroom management affects the development of the Basic English language skills of students at Night Section of National “Vilcabamba ” High School. Period 2009 – 2010.

To carry out the present research work, the group used some methods and techniques such as: scientific, descriptive, analytic- synthetic, explicative and descriptive methods, at the same way, the group applied a survey based on a simple questionnaire in order to get real information about the theme.

The research group has taken into account the most suitable contents and topics about the classroom management and all the aspects it involves, so, in the **literature revision**, the group describes some concepts and data related to the theme. Talking about **resources** which helped the group to carry out the investigation we have: human, institutional, and material resources, besides the budget and financing. With the **results** the group shows the knowledge level that people has about the theme. Finally in the **conclusions and recommendations** the group focuses on the most relevant survey results and gives a suggestion for each problem found during the analysis of the survey.

## **b. LITERATURE REVISION**

### **CLASSROOM MANAGEMENT**

Classroom management is a term used to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Dr. Harry Wong says “Classroom management refers to all the things that a teacher does to organize students, space, time and materials, so that instruction in content and students learning can take place. A well-ordered environment leads to an effective classroom”<sup>1</sup>. Classroom management is closely linked to issues of motivation, discipline and respect.

### **TECHNIQUES.**

**Corporal Punishment.**- Until recently, corporal punishment was widely used as a means of controlling disruptive behavior, but it is now no longer fashionable, though it is still advocated in some contexts by people.

**Rote Discipline.** Also known as `lines`, Rote Discipline is a negative sanction used for behavior management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly.

---

<sup>1</sup> “Classroom management ” Workshop

## **CLASSROOM MANAGEMENT BASED ON THE TYPE OF CLASSROOM.**

**Large class.-**The ideal size for a student-centered language class is probably 12, because teacher can divide the group easily and students can easily hear one another in a whole class activity. The difference between a large class and smaller class is the amount of time we have to monitor the groups.

**Small class.-** In a small class students tend to be more teacher-dependent, waiting for praise or encouragement while they talk. It's hard to monitor a conversation and participate in an activity at the same time. It may be better to sit outside the group while students work together, and not be part of the group.

**Mixed-abilities Class.-** Some will be better at different skills: reading, writing, listening or speaking. They bring their own personalities, strengths, weakness and learning style of the class.

We may need to arrange pairs and groups differently for different kinds of activities, sometimes putting weaker and stronger students in the hope the stronger ones will encourage and help the weaker ones, and sometimes giving students different tasks according to their different strengths and weaknesses.

**Different Ages.-** Younger, immature students may find working together gives them a chance to misbehave when not supervised. Older students may fear losing face by making mistakes and lack of confidence to express themselves. If we are going to ask them to work together, we need to explain why this is desirable and how they can benefit from this.

**Monolingual Class.-** In a monolingual class, students may be more tempted to speak in their common native language rather than in English when working together, in pairs or in groups. We need to persuade students that they will benefit from speaking English in their English class, which may be their only chance to speak English.

**Noisy Classes.-** A classroom full of students all talking at once can make a lot of noise. It's wonderful that they're all talking in English, we say to ourselves but all this noise may disturb other classes in adjacent rooms, and may even be unpleasant for our own students. The best way to encourage students to talk softly is to make sure they're sitting really close together—and facing each other.

## **CHARACTERISTICS OF A WELL MANAGED CLASS**

The characteristics of a well – managed classroom are:

**A high Level of Students Involvement with work.-** The students are working and engaged in their assigned tasks. Once students have begun to work independently, the teacher is not working; he / she is monitoring the students as they work.

**Clear Expectations.-** Students know what they need to do before the lesson begins. Create activities and assignments with specific objectives using simple language.

## **CLASSROOM DISCIPLINE**

The word **discipline**, according to the Cambridge Advanced Learner's Dictionary of the English Language, refers to “training which produces obedience or self-control produced

by this training”<sup>2</sup>. Jones (1979) says that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption”<sup>3</sup>

**Assertive Discipline.-** Assertive Discipline consists on teaches students to accept the consequences of their actions. Responsibility is exactly what Assertive Discipline is all about. A system of rewards and punishments are devised by the teacher to let students know when they have acted correctly or incorrectly.

**Positive Discipline.-** The positive discipline consists in setting the students and the teacher get together to discuss problems, future lessons, and anything else the class brings up. The most important aspect to this is the friendship the students build with the teacher. Mutual respect among students and their teacher are necessary for classroom management.

**School Discipline.-** School discipline is a form of discipline appropriate to the regulation of children and the maintenance of order in schools. The term refers to students complying with a code of behavior often known as the school rules. For this reason the usage of *school discipline* sometimes means the administration of punishment, rather than behaving within the school rules. The aim of school discipline is, ostensibly, to create a safe and happy learning environment in the classroom.

---

<sup>2</sup> CAMBRIDGE Advanced Learner’s Dictionary, Cambridge University Press, Second Edition 2005.

<sup>3</sup> [http://www.education-world.com/a\\_curr/curr330.shtml](http://www.education-world.com/a_curr/curr330.shtml)

**An Effective Discipline Plan.-** During the first days of school, the most important lessons you will teach are how to behave in school and in your classroom. This time you spend teaching classroom rules and procedures will save you time throughout the school year. “If you don’t have a plan, you are planning to fail”<sup>4</sup>. An effective discipline plan is an essential component of a well-managed classroom.

### **Basic Structure for a Discipline Plan**

**Rules.-** Rules are the expectations of appropriate behavior. Write down the rules, post them in the classroom and give a copy to the students. The rules must be easier for students to remember and follow, they may be general, this kind of rules offers more flexibility but they need to be explained; otherwise students will not know exactly what behaviors are acceptable and not acceptable in the classroom.

**Consequences.-** Consequences can be positive or negative. A positive consequence rewards the desired behavior and a negative one penalizes the undesired behavior. The best consequences are logical and reasonable. A reasonable consequence is one that logically follows from the behavior. Explain the consequences as you introduce the rules they apply to. When a student breaks a rule, you can choose the consequence for that behavior.

---

<sup>4</sup> Classroom Management workshop. Saula Aguilar.

Logical consequence is a strategy that seeks to help children learn from their mistakes. Saula Aguilar says *“children are more apt to learn from mistakes when adults implement consequences with respect and firmness”*<sup>5</sup>

“As soon as you see a rule being broken give out the penalty quietly and continue with the lesson or activity”<sup>6</sup>.

### **“CLASSROOM MANAGEMENT TIPS”**

**Classroom Arrangement.-** While good room arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems. The teacher must be able to observe all students at all times and to monitor work and behavior. Students should be able to see the teacher and presentation area without undue turning or movement.

**Arranging the desks.-** Sometimes you may not be able to change how the desks are arranged in your classroom; but, you may want to arrange the desks in different ways for different lessons, but it is much simpler if you decide in the most suitable arrangement for a lesson and stick to it.

**Managing Tempo and Time.-** You might start these classes with brainteasers or wake up exercises that get students ready to focus on. Some classrooms don't have clocks where faculty can see them, so it might be useful to select a timekeeper whose function it is to notify you when discussion time is up and transition is needed.

---

<sup>5</sup> Classroom Management workshop. Saula Aguilar.

<sup>6</sup> Classroom Management workshop. Saula Aguilar.

## **Tips for grouping students**

**Index Cards with Stickers.-** Take index cards and put various stickers on them to form groups with the students. Make pack of cards with animal stickers that put students in 7 groups of 3. Examples are 3 rhinos, 3 lions, 3 monkeys, etc. Shuffle the cards and walk around the room, allowing the students to pick a card. Let them look at it their cards, but they shouldn't show anyone. Then, give the directions for the activity. After that, the students should get up and without talking find the others in their group.

**Famous Pairs.-** For partner activities, make a set of index cards with famous up to date pairs on them. Pass them out to the students and have them find their match. This allows them to work with someone different for a while.

## **Beginning of the Year Tips**

**Start the day in the right way.-** Greet each student. Talk about basic classroom and school safety, and note on chart paper or board. Send notes on homework, expectations, etc. home with signature required.

**Before school starts.-** Before school starts take time to sit down in your classroom and visually map out the room. More than likely you will change things throughout the year until you find the set-up that suits your needs the best.

## **Practical teaching tips**

**Don't talk with your back to the class.**- Face them and speak clearly and loudly enough. They are already dealing with a foreign language; don't make them struggle to hear you as well.

**Don't expect anything to be intuitive.**- Explain what you want students to do even if they think they know. You've had to explain the concepts of tic-tac-toe, bingo and board games.

**Give instructions before handing out papers.**-The next time you are a member of an audience or class, watch what happens when the speaker or teacher gives out papers. People start reading and stop listening.

**Create a pleasant learning environment.**-People need to learn grammar and vocabulary but you are not going to teach them everything. People don't learn if they feel nervous, bored, or awkward. Be to the point, practice grammar, check homework, but be friendly and personable too.

**Mind maps from lesson plan.**-Mind maps are basically diagrams showing how things are connected in some way or a visual description of how various terms are related. You might use a mind map in class to get students to come up with vocabulary on the topic of, say, the environment.

## **Motivation, Empowerment and Reality**

**High-interest topics.-** If students are introduced to topics that interest them, they're more likely to be motivated. But of course not everybody is equally interested in the same topics. Topics like: vacations, food, entertainment, and relationships tend to interest most students, by topics like arts, literature, sports, and cars may not interest some students. We can't interest all students all the time, but with each topic we need to engage as many as possible.

**Personalization.-** Students have a chance to talk about personal feelings and private experiences they'd be unlikely to share in other lessons-or even in their everyday lives. English lessons give students chance to step back, reflect, find put about other people, and even share their secrets this can be quite exciting.

Sharing is a two-ways process: explaining to others and listening to them, and reacting to them. Students need to be armed with suitable ways of reacting to one another in English. "But they also need to know expressions like these: *Great idea! Well done! Wow, that's really funny! That's amazing!*"<sup>7</sup>

**Developing Confidence.-**Students who have never worked together before may need a lot of support and encouragement to begin with, through preparation, even over-preparation is called for. Students may need to rehearse conversations, and learning model dialogues may help them to feel more confident.

---

<sup>7</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

All students need to feel ready before they can work together with confidence, and this confidence will grow little by little as students successfully share ideas and experiences when they do work together.

**Making Progress.**-If success increases motivation lack of success reduces it. Sometimes students who started out very enthusiastic about learning English become less enthusiastic if they suspect that they are not making any progress. They may feel they are just chatting to each other using what they already know, and not learning anything new. “They may need to encourage and challenge one other while working together, and again, some useful expressions can help students do this: *just a moment, let me think. Is there another way of saying that? Is there a better word for that? Another way of saying that is....*”<sup>8</sup>

Everyone should be encouraged to ask “During Q&A, we can responds to students’ needs and problems, rather than anticipating them as we might usually do”<sup>9</sup>. We may need to encourage students to pause from time to time to evaluate what they have been saying and consider how it could be improved by using more “advanced” vocabulary or less “elementary” grammatical structures.

---

<sup>8</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

<sup>9</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

## **Fluency and Accuracy**

### **What is fluency? Why is it important?**

Fluency doesn't mean speaking really fast without hesitating. It means hesitating in such a way that others keep listening and wait for you to continue, rather than finishing your sentences for you. The opposite of fluency is being tongue-tied and embarrassed when speaking in English or not speaking at all.

Fluency means using simple words to express meaning, even though longer words might be more descriptive. Fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence and on not worrying about losing face by making mistakes. "It also involves using hesitation expressions like *uh*, *um*, *well*, or *you know* to gain thinking time, and students may need to learn to use them"<sup>10</sup>. Pronunciation practice is an essential way of helping students to become more fluent.

### **Fluency versus Accuracy**

Accuracy means not making too many mistakes. We certainly want our students to become more fluent, but we also want them to become more accurate. Sometimes during a lesson we will do work, such as a grammar explanation and exercises, to help students to speak more accurately. We'll correct mistakes they make, and we will encourage them to correct themselves.

---

<sup>10</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

## **Errors and correction**

When students are working together and trying to communicate with one another, their minds are focused on the content of what they are saying, not on the language system and, they are out of our earshot most of the time. If we interrupt and correct students in mid – conversation while they are trying to express complex ideas or personal information, they may feel resentful or belittled, and this may discourage students from speaking for fear of being corrected. If we ignore the mistakes we hear students making, they may start to believe that mistakes do not matter at all develop a style of speaking in incorrect English that is very difficult to improve.

## **BASIC ENGLISH SKILLS**

### **Listening Skill.**

Listening is one of the most important skills you can have. We listen to obtain information, to understand, for enjoyment, and we listen to learn. Listening is following and understanding the sound. It is hearing with a purpose. Listening leads to the understanding of facts and ideas. It requires concentration, which is the focusing of your thoughts upon one particular problem.

**Good listeners listen with their faces.-** You can be a better listener when you look at the other person. By looking at the speaker, your eyes will also complete the eye contact that speakers are trying to make, and help to complete the communication circuit that must be established between speaker and listener. Finally, move your mind to concentrate on what the speaker is saying.

**Active listening.-** This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, to try and understand the total message being sent. In order to do this you must pay attention to the other person very carefully.

**Becoming an active listener.-** There are five key elements of active listening.

1. **Pay attention.** Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.
2. **Show that you are listening.** Use your own body language and gestures to convey your attention.
3. **Provide feedback.** As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.
4. **Defer judgment.** Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
5. **Respond Appropriately.** Active listening is a model for respect and understanding. You add nothing by attacking the speaker or otherwise putting him or her down.

**Effective listening.-** One of the best ways to begin to improve your listening skills is to have a better understanding of some of the most common behaviors you and others demonstrate when not listening effectively. Like the development of any skill, the first step to improvement is to have a good understanding of what you can do or stop doing in order to get better. The second step is often the most difficult, and that is the requirement that you practice the skill over and over. Listening effectively to others can be the most fundamental and powerful communication tool of all.

## **Speaking skill**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

**Interactive Speaking.-** Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

**Micro-skills.-**The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

**Strategies for developing speaking skills.-** Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it.

**Using language to talk about language.-** Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

### **Reading skill**

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

**Pre-reading strategy.-** It consists of a brief pre-reading exercise and question about the controlled nonfiction reading selection on the chapter theme; scan for subheads in the selection of the main topic.

**Skimming.-** The purpose of skimming is simply to see what the text is about. The reader skims in order to satisfy a very general curiosity about the text, and to find the answers to particular questions. It differs from general rapid reading in that the reader goes through the text extremely quickly.

One of the reasons for practicing skimming is that it can be very useful as a study technique. It also helps to the learner to organize the students' thoughts and specify what information they can get from a book, so that their reading is more efficient.

**Scanning.-** It means through the text rapidly to search for a specific piece of information like a name or a date, or get an initial impression of whether the text is suitable for a given purpose.

**Reading a story from a book..-** Create a routine for story reading, is a great method to elicit students to read. Do not choose a big book and try to look for a story that is interesting for all students. Let students ask questions if they want to, but not so much that it interrupts the flow of the story; when you finish reading encourage the students to talk about the story.

**Reading texts based on the student's language.-** This type of reading is often based on a picture, but can be about something which has happened, or just about how the pupil is feeling today. "The same technique can be use for making up group/class reading books. This technique of writing down what your pupil says or the stories they tell you".<sup>11</sup>

### **Kinds of reading**

**Reading aloud.-** Reading aloud is not the same as reading silently. It's a separate skill and not one which most people have that much use for outside the classroom.

---

<sup>11</sup> PLANNING, EXECUTION AND EVALUATION OF THE LEARNING TECHING PROCESS IN THE ELEMENTARY LEVEL INSTITUTIONS, Module 4, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.

Traditionally reading aloud is thought of as reading round the class one by one, and also many students seem to enjoy it.

**Silent reading.-** Silent reading is what remains with most people for the rest of their lives. Nobody can guarantee that all your pupils will love books, but a positive attitude to books and reading from the beginning will help.

**Comprehensive reading.-** Due to the fact that the scientific text contains information often very complex, the student must read solely and carefully, in order to extract information and to understand the material. A combination of several sorts of knowledge and techniques must be acquired for the comprehensive reading of scientific texts.

**Vocabulary recognition.-** When students read English material, commonly faces a crucial problem: they are unable to determine the meaning of a word, therefore, to solve this situation, three useful alternatives are outlined:

- a. It is simpler to review the meaning of the word in the dictionary, this is, in a certain manner, the better alternative, since provides the exact meaning of the word.
- b. The second alternative is to interpret the meaning through the “words analysis”. It is taught to the student to analyze the words beginning of their constitutive elements: root, prefix and suffix.
- c. The last alternative is to suppose the meaning of the word from the context of the sentence, using the clues of general context of the material of reading.

**Sentence Comprehension.-** “Frequently occur that when a student reads a book, an article, or other material in English, though he knows each word of the sentence, he cannot understand yet its entire meaning, especially when the sentence is long and complex”.<sup>12</sup> To help students to understand such sentence there are four techniques:

A. Sentence analysis.- When a student does not understand a sentence, he must analyze in its parts.

B. Recognition of punctuation.- The punctuation, as the words, helps to communicate the writer’s ideas. Therefore, students must recognize the meaning and use of the punctuation signs.

C. Recognition of reference terms.- A reference term is a word use to replace other word, in such a way the writer does not have to repeat the same word sometimes.

D. Recognition of sing words.- A sing word is a word or phrase that operates as a connector in a sentence, among sentences or paragraphs.

## **Writing Skill**

Writing is a productive skill. It demands knowledge of grammatical structures and understanding or orthographic symbols in order to produce writing and not only interpret it; writing result easier if students have writing practice in their native language. Teachers must encourage students to learn English spelling patterns because sometimes students

---

<sup>12</sup> PLANNING, EXECUTION AND EVALUATION OF THE LEARNING TEACHING PROCESS IN THE ELEMENTARY LEVEL INSTITUTIONS, Module 4, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.

write as they pronounce; this activity involves controlling syntax and vocabulary because it is primordial for introducing ideas in writing.

**Descriptive writing.**- It is to describe something to a friend. Is very important to give to know the reader the look or feel of what you are describing. To do a descriptive writing you have to take into account the following steps:

- Observe with a careful eye the person or item you want to describe; and keep it in your mind.
- Ask yourself questions like: what do you notice? What is special or unique about this person? What makes this place interesting? Etc.
- Decide on the features you want your audience to really sense. Concentrate on describing those things.

**Narrative writing.**- A narrator is used in writing to describe the actions. Narrative writing does the same thing; it tells what is happening in the story. For this type of writing you have to follow two steps: Sequence. It is the key and Map it out. A map will help you to structure your writing.

**Informative writing.**- Informative writing gives you information about the facts and events in an interesting way, for this writing you have to consider some steps:

- Provide unusual details about usual things.
- Tie your topic to your readers
- Compare one topic to another.

- Use informative, colorful, descriptive and narrative language.

## **GRAMMAR**

### **What is Grammar?**

Each of us started learning grammar bit by bit. It is from this tendency that we get our prescriptive grammars, which tell us how we should speak (and write), as opposed to descriptive grammars, which simply describe how we speak without attaching value to it.

**Teaching Grammar.-** Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Language teachers teach grammar by explaining the forms and rules and then drilling students on them; this results bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

### **Goals and Techniques for Teaching Grammar**

*Overt Grammar Instruction.-* Instructors can by providing explanations that give students a descriptive understanding (declarative knowledge) of each point of grammar.

- Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.

- Present grammar points in written and oral ways to address the needs of students with different learning styles.

An important part of grammar instruction is providing examples.

Relevance of Grammar Instruction .- The purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.

Error Correction,- At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts. Teachers need to let students know when they are making errors so that they can work on improving.

**Developing Grammar Activities.-** Many courses and textbooks, especially those designed for lower proficiency levels, use a specified sequence of grammatical topics as their organizing principle. When this is the case, classroom activities need to reflect the grammar point that is being introduced or reviewed.

**Using Textbook Grammar Activities.-** Textbooks usually provide one or more of the following three types of grammar exercises.

- Mechanical drills: Each prompt has only one correct response, and students can complete the exercise without attending to meaning.

- Meaningful drills: Each prompt has only one correct response, and students must attend to meaning to complete the exercise.
- Communicative drills, described in Strategies for Learning Grammar

## VOCABULARY

**Ways to make vocabulary learning interesting.**- Since students need to be motivated to learn vocabulary constantly, it is important that vocabulary review is as interesting as possible. Teachers can vary the types of exercises, strategies and activities. The visual element is equally important. Here are some of the activities:

Stage 1: Noticing the word: the visual element (we can use flash cards and pictures).

Stage 2: Recognition .-Teachers must do (True/false, categorize the words, matching, multiple choice, drawing the words, bingo games, circle the word you hear).

Stage 3: Production.- Activities like: dictation, answering questions, guessing games, picture description, miming,

Final Words: Points to consider.- Teacher should:

- Try to have as many success oriented activities that are geared to the age groups you teach.
- Gradually progress from one stage to another but vary the activities within each stage.
- Consider appealing to the various multiple intelligences.

### c. RESOURCES AND METHODS

#### ➤ RESOURCES

##### ✓ **Human**

**Investigative group:** It is formed by:

- Ocampo Carpio Diana Maribel.
  
- Abad Alverca Fabian Alejandro

**Authorities:** Those are the following ones:

- Teacher Patricio Aldeán. Ex- Principal, and Eng. Manuel Guamán Principal of the high school.
- Teachers: Gloria Quezada and Esperanza Ordóñez, English teachers of the institution.
- Students of night section of the institution.
- Administrative and services people.

##### ✓ **Materials.**

The material resources that we used are: office material, books, let books, thesis, photocopies, computer, printer, Internet, and others.

##### ✓ **Institutional:**

- National “Vilcabamba” high school.
- National University of Loja.

✓ **BUDGET**

Project	450,00
Printing	200,00
Copies	100,00

**OFFICE**

**MATERIAL**

Paper	80,00
Notebooks and Folders	40,00
Internet	180,00
Transport and Feeding	350,00
<b>TOTAL</b>	<u>1400,00</u>

✓ **FINANCING**

It is important to point out, that the financing of all the expenses generated in the present investigation work, have been covered in whole by the research group.

➤ **DESIGN OF THE RESEARCH**

It is important to point out according to the nature of the theme the present research is descriptive, for this reason the research group did not manipulate the variables or investigation actors, who participated in this investigation work.

So if we say the investigation is Descriptive we worked basing the same on the existent theory but we also to carried out a direct observation for can realize how the research problem is but without attempt against or manipulate the phenomenon.

## ✓ **Methods**

We used the **scientific method** which helped us to support the present work with the variables. So this method had a big importance during the development of the research project in the search of the theoretical references; also it helped during the redaction of the conclusions and stated the recommendations.

Another method that the research group used is the **descriptive method** which helped us to demonstrate the meaning of the investigation, describe the problematic that the group found during the development of the same. The method helped us for supporting the conclusions, and to describe the techniques used by teachers to develop in a good way the English classes.

The **analytic-synthetic method** was also used to analyze the different teaching techniques that teachers use in their classes, and we analyzed the obtained data in the field work.

We used the **explicative method** in the explanations of the questions results to reinforce the theoretical reference about the theme.

The **descriptive statistics** helped us to describe the data in tables, squares and graphs to obtain a best comprehension about the obtained information in all the research.

## ✓ **Techniques and Instruments**

To obtain data to support our research, we applied the following instruments and techniques.

A **survey** applied to obtain information about our theme, and how teachers manage their classes to develop the Basic English language skills. It was applied to English teachers and students with a pre-made questionnaire, which contained open and closed questions about the topic that we researched.

## ✓ **PROCEDURES**

Once applied the investigation tools to obtain the information, we processed the data through the **tabulation** and we contrasted the information of teachers and students which let us to get the true data.

After we **organized** the empiric information taking as theory references the specific hypothesis of the researching work. Then we analyzed and interpreted the empiric information according to the theoretical reference of the project; finally the research group presented the conclusions and recommendations using good criteria and taking into account the stated objectives which helped and guided the investigation process.

## ✓ POPULATION

Taking into account that the population of the institution in which we did the research is few, the research group worked with all students.

Also at night section of the high school just two teachers work, the surveys were applied to both of them.

<b>Variable</b>	<b>Population</b>
8 <sup>th</sup> year of basic education	22
9 <sup>th</sup> year of basic education	34
10 <sup>th</sup> year of basic education	16
1 <sup>st</sup> year of Bachelor's Degree	20
2 <sup>nd</sup> year of Bachelor's Degree	18
3 <sup>rd</sup> year of Bachelor's Degree	10
<b>Total Students</b>	<b>120</b>
<b>Teachers</b>	<b>2</b>

#### d. RESULTS

##### ➤ SURVEY APPLIED TO THE TEACHERS

##### HYPOTHESIS N° 1.

There is low control of students' discipline, which influence in the development of basic language skills of students at Night Section of National "Vilcabamba" High School. Period 2009 -2010.

##### QUESTION N° 1. What is classroom management for you?

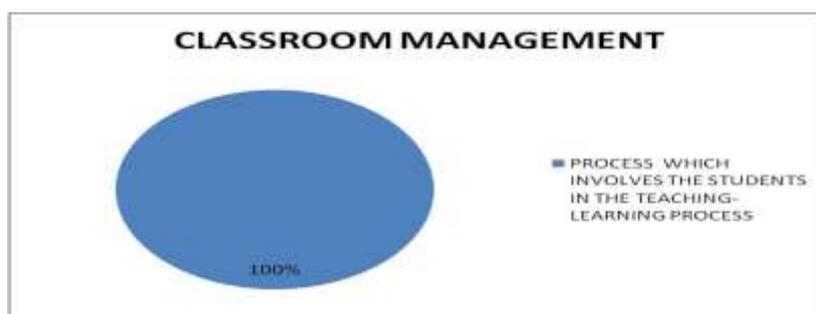
##### a) Statistic chart.

CLASSROOM MANAGEMENT	FREQUENCY	%
PROCESS WHICH INVOLVES THE STUDENTS IN THE TEACHING-LEARNING PROCESS	2	100
<b>TOTAL</b>	<b>2</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

##### b) Graphic representation.



##### c) Interpretation.

According to these results we can realize that 2 teachers who represent 100% of the population think the Classroom Management is a process which involves the students in

the Teaching Learning Process. That is right but we can say that the teachers do not have a clear idea about it because according to the theoretical reference: Classroom management refers to all the things that a teacher does to organize students, space, time and materials, so that instruction in content and students learning can take place.

**QUESTION N° 2. Do you think that classroom management influences in the development of the basic linguistic English skills?**

a) **Statistic chart.**

<b>THE CLASSROOM MANAGEMENT INFLUENCES IN THE DEVELOPMENT OF THE BASIC LINGUISTIC ENGLISH SKILLS</b>	<b>FREQUENCY</b>	<b>%</b>
YES	2	100
NO	0	0
<b>TOTAL</b>	<b>2</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

b) **Graphic representation.**



c) **Interpretation.**

According to these results we can realize that 2 teachers who represent 100% of the population think that the Classroom Management influences in the development of the basic linguistic English Skills; the research group is in agreement with that position, because it is necessary to have a good mastery about classroom management to achieve a good development of the basic language skills; although, according to the “Classroom management” theory is closely linked to issues of motivation, discipline and respect; a large part of traditional classroom management involves behavior modification, many teachers establish rules and procedures at the beginning of the school year.

**QUESTION N° 3. Mark the aspects you consider classroom management involves.**

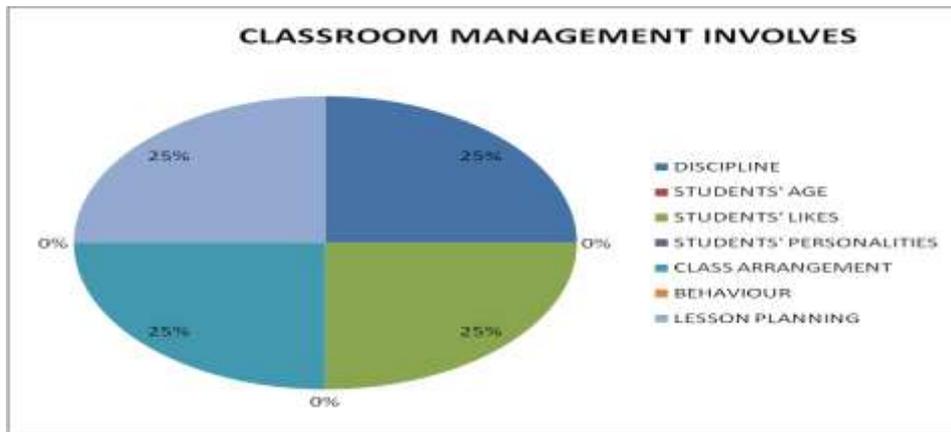
a) **Statistic chart.**

<b>THE ASPECTS THAT CLASSROOM MANAGEMENT INVOLVES.</b>	<b>FREQUENCY</b>	<b>%</b>
DISCIPLINE	2	25
STUDENTS' AGE	0	0
STUDENTS' LIKES	2	25
STUDENTS' PERSONALITIES	0	0
CLASS ARRANGEMENT	2	25
BEHAVIOR	0	0
LESSON PLANNING	2	25
<b>TOTAL</b>	<b>8</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation**



**c) Interpretation.**

The 2 surveyed teachers coincide in the same aspects that Classroom Management Involves, however according to the theoretical frame that we have the aspects of it are: discipline, class arrangement, monitoring work, the physical surrounding, the type of class, the students' ages, the managing of time, the clear rules, the lesson planning, among others, so we can say, they have a good knowledge about the theme.

**QUESTION N° 4. What are the aspects you consider to define students' personalities?**

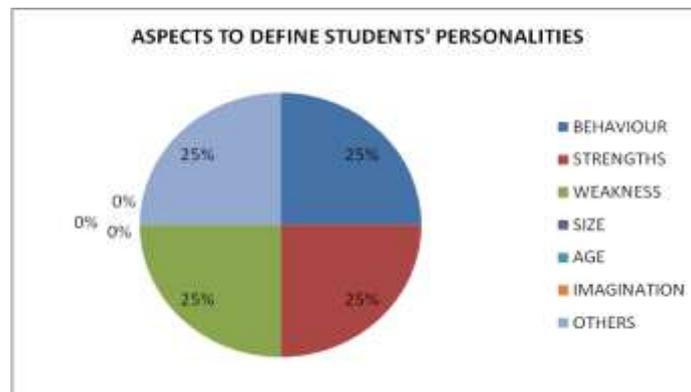
**a) Statistic chart.**

<b>ASPECTS THAT DEFINE STUDENTS' PERSONALITIES.</b>	<b>FREQUENCY</b>	<b>%</b>
BEHAVIOR	2	25
STRENGTHS	2	25
WEAKNESS	2	25
SIZE	0	0
AGE	0	0
IMAGINATION	0	0
OTHERS	2	25
<b>TOTAL</b>	<b>8</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation**



**c) Interpretation.**

The 2 teachers that correspond to 100% of the population consider that the aspects which define the student's personalities are: behavior, strengths and weakness, also they have considered that the family relationship has a role into the students' personalities.

The research group after contrasting with the data can say teachers have a clear idea about the theme but they need a little more information because there are some other aspects that determine the students' personalities, like: friends, relatives, environment, personal problems, attitude, etc. and the group consider to work well in a class is very important to know all these aspects.

**QUESTION N° 5. Tick the aspects that determine a good classroom management.**

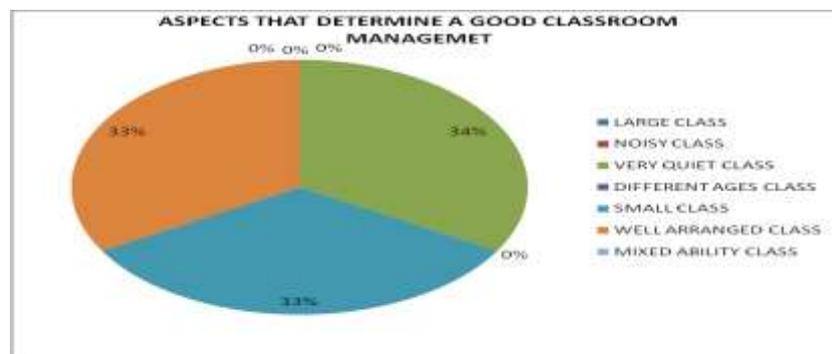
**a) Statistic chart.**

ASPECTS THAT DETERMINE A GOOD CLASSROOM MANAGEMENT.	FREQUENCY	%
LARGE CLASS	0	0
NOISY CLASS	0	0
VERY QUIET CLASS	2	34
DIFFERENT AGES CLASS	0	0
SMALL CLASS	2	33
WELL ARRANGED CLASS	2	33
MIXED ABILITY CLASS	0	0
<b>TOTAL</b>	<b>6</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

Two teachers that correspond to 100% of the population have manifested that the aspects which determine a good classroom management are very quiet class, small class and well-arranged class; here we can say, teachers have a good idea about how achieve a well classroom management, because according to the theoretical reference we know that the ideal size for a student-centered language class is probably 12 (the number 12 can be divide into 6 pairs, or 4 groups of 3, or 3 groups of 4. or 2 groups of 6. 12 students can easily hear one another in a whole class activity).

**QUESTION N° 6. How do you control the discipline problems in your classroom?**

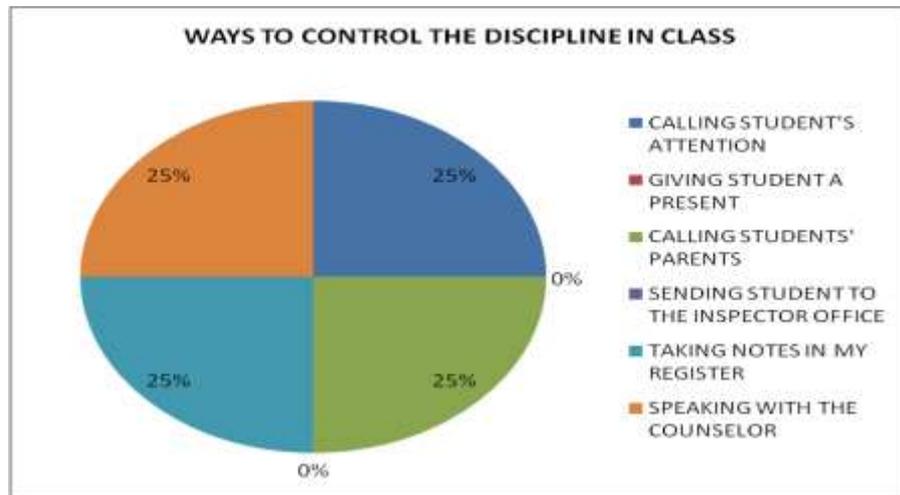
**a) Statistic chart.**

<b>WAYS TO CONTROL THE DISCIPLINE PROBLEMS IN THE CLASSROOM.</b>	<b>FREQUENCY</b>	<b>%</b>
CALLING STUDENT'S ATTENTION	2	25
GIVING STUDENT A PRESENT	0	0
CALLING STUDENTS' PARENTS	2	25
SENDING STUDENT TO THE INSPECTOR OFFICE	0	0
TAKING NOTES IN MY REGISTER	2	25
SPEAKING WITH THE COUNSELOR	2	25
<b>TOTAL</b>	<b>8</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

100% of the population thinks the best ways to control the discipline of their students are: calling students' attention, taking notes their registers, calling students' parents or speaking with the counselor of the institution.

Taking into account this information we can conclude that they have established an institutional discipline plan, but it is necessary to point out that according to the theoretical reference the best and effective discipline plan to be an essential component of a well-managed classroom needs rules, consequences, and rewards and you need to introduce and explain the discipline plan to your students on your first day of school.

**QUESTION N° 7. Do you consider the discipline affects the development of the classroom management?**

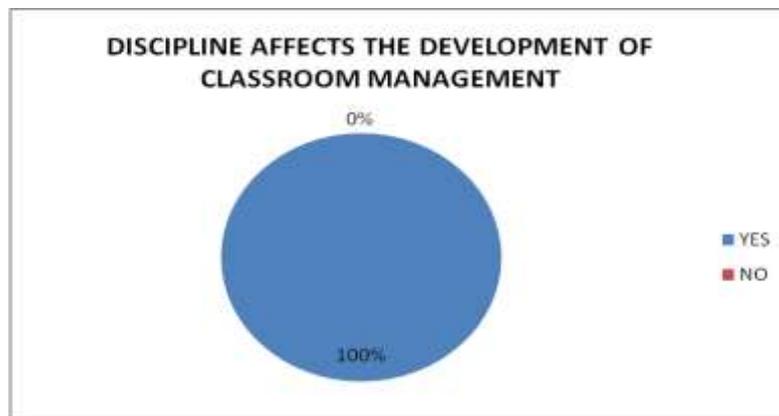
a) **Statistic chart.**

<b>DISCIPLINE AFFECTS THE DEVELOPMENT OF THE CLASSROOM MANAGEMENT.</b>	<b>FREQUENCY</b>	<b>%</b>
YES	2	100
NO	0	0
<b>TOTAL</b>	<b>2</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

b) **Graphic representation.**



c) **Interpretation.**

The two teachers that are the 100% consider that discipline affects the classroom management; so they say it affects when the students talk in class, when they do not collaborate, it is impossible they can learn English. Considering their responses the

research group has the same opinion because without students collaboration is impossible to obtain good results in the teaching learning process, also considering the theoretical reference the aim of school discipline is, to create a safe and happy learning environment in the classroom. In a classroom where a teacher is unable to maintain order and discipline, students may become unmotivated and distressed, and the climate for learning is diminished, leading to underachievement.

**QUESTION N° 8. Do you apply any discipline plan in your class?**

a) **Statistic chart.**

<b>EXISTENCE OF A DISCIPLINE PLAN IN THE CLASS.</b>	<b>FREQUENCY</b>	<b>%</b>
YES	2	100
NO	0	0
<b>TOTAL</b>	<b>2</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

b) **Graphic representation.**



c) **Interpretation.**

2 teachers that represent 100% of the population coincide that they apply a discipline plan; however we can note they do not know what a discipline plan consist in, because they talk

about the use of English to communicate ideas into the class or the materials that they use in class, but according to the theoretical reference an effective discipline plan is an essential component of a well-managed classroom. Teachers need to introduce and explain the discipline plan to your students on their first day of school.

**QUESTION N° 9. Which discipline punishments do you apply in your classes?**

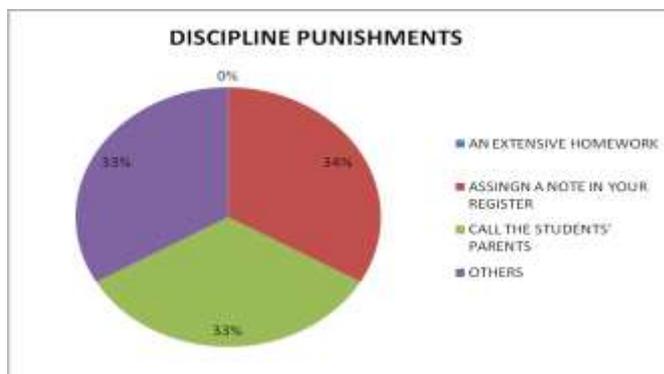
**a) Statistic chart.**

<b>DISCIPLINE PUNISHMENTS APPLIED IN THE CLASS.</b>	<b>FREQUENCY</b>	<b>%</b>
AN EXTENSIVE HOMEWORK	0	0
ASSIGN A NOTE IN YOUR REGISTER	2	34
CALL THE STUDENTS' PARENTS	2	33
OTHERS	2	33
<b>TOTAL</b>	<b>6</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section%

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

The two teachers corresponding to 100% of the population manifested that the ways to punish the discipline problems are: call the students' parents, assign a note in their registers or talking with the inspector and other authorities. We agree with the information of teachers have given us because these are ways to call the students' attention and so that achieve they make conscience about their behavior in the class.

**QUESTION N° 10. Mark what English skills are developed during the class?**

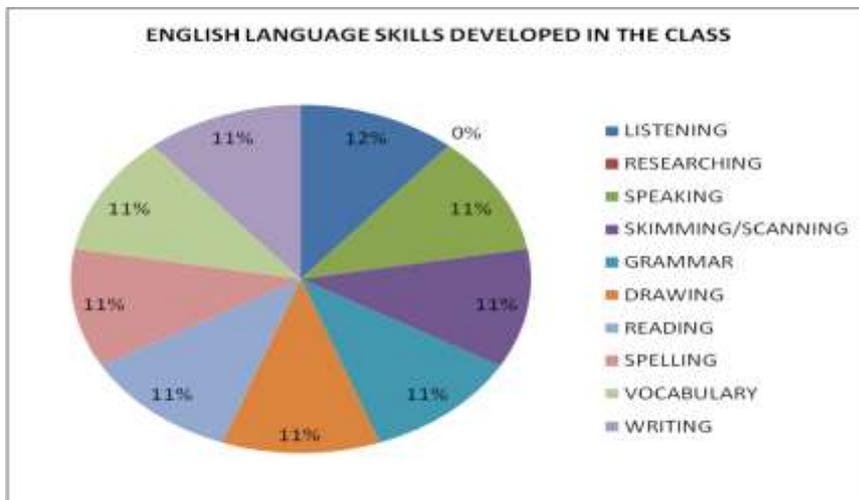
**a) Statistic chart.**

<b>ENGLISH SKILLS ARE DEVELOPED DURING THE CLASS.</b>	<b>FREQUENCY</b>	<b>%</b>
LISTENING	2	12
RESEARCHING	0	0
SPEAKING	2	11
SKIMMING/SCANNING	2	11
GRAMMAR	2	11
DRAWING	2	11
READING	2	11
SPELLING	2	11
VOCABULARY	2	11
WRITING	2	11
<b>TOTAL</b>	<b>18</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

Two teachers that correspond to 100% of the population develop the following English skills during their classes: listening, reading, writing, speaking, grammar, vocabulary, skimming/scanning, drawing and spelling, taking into account the opinion of the students when we carried out the surveys they are very happy with the teachers because they developed all these areas; and having as reference the theoretical frame it is necessary to point out that teachers are well oriented to their work because the learning of the Basic English skills are going to help students to communicate with their teachers and classmates, therefore is too important that during the class being practice all these skills.

**QUESTION N° 11. Does the institution have audiovisual material to practice Basic English Skills?**

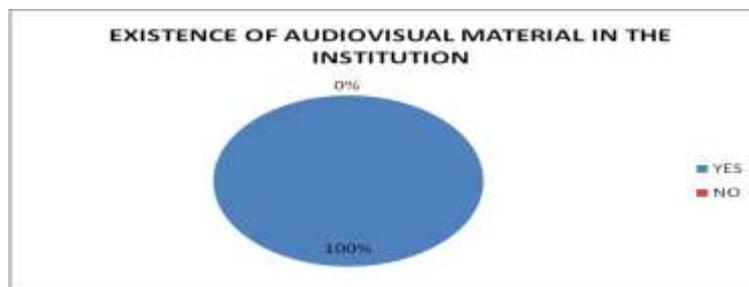
**a) Statistic chart.**

<b>EXISTENCE OF AUDIOVISUAL MATERIAL TO PRACTICE THE BASIC ENGLISH SKILLS.</b>	<b>FREQUENCY</b>	<b>%</b>
YES	2	100
NO	0	0
<b>TOTAL</b>	<b>2</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

Both teachers said us the high school counts with the following audiovisual material to practice the basic English Skills such as: Tape recorder, CDs, TV Set; but the students said us the institution has the material but the teachers do not use it. We think it is a lack of responsibility of teachers, because having the materials they do not make use of them.

➤ **SURVEY APPLIED TO THE STUDENTS**

**HYPOTHESIS N° 2.**

The different students' personalities are affecting the classroom management of students at Night Section of National "Vilcabamba" High School. Period 2009 - 2010.

**QUESTION N° 1. How is your teacher's classroom management?**

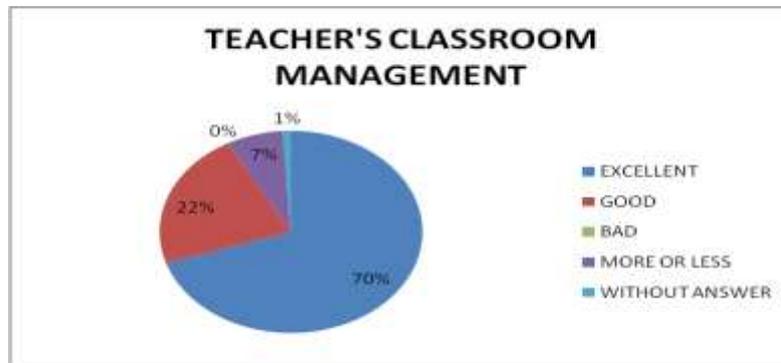
**a) Statistic Chart**

<b>TEACHER'S CLASSROOM MANAGEMENT.</b>	<b>FREQUENCY</b>	<b>%</b>
EXCELLENT	70	70
GOOD	22	22
BAD	0	0
MORE OR LESS	7	7
WITHOUT ANSWER	1	1
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

70 students that correspond to 70% of the population manifested that their teachers classroom management is excellent, 20 students that represent 20% say that the classroom management is good, 7 students corresponding to 7% of the population think classroom management is more or less and 1 student representing 1% did not answer the question.

It is important to point out that teachers know how manage his / her class, achieving a good comprehension in the students, and for this reason they are very happy with teachers because they use different ways and methods to share their knowledge with the pupils taking into account the classroom arrangement, discipline control, and planning, which are basic aspects of classroom management.

**QUESTION N° 2. Chose the aspects that your teacher takes into account during the class.**

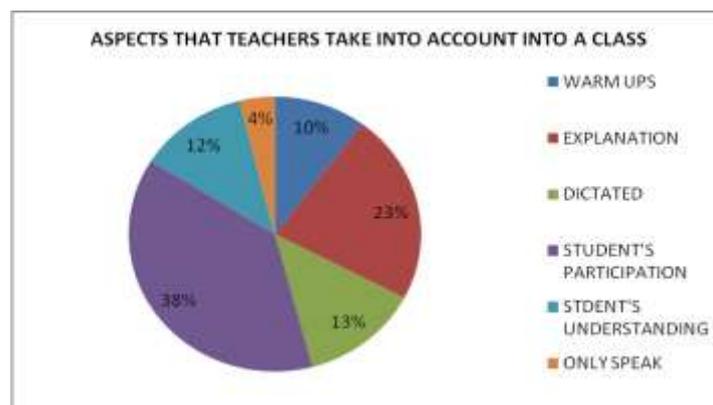
**a) Statistic Chart**

<b>ASPECTS THAT TEACHERS TAKE INTO ACCOUNT DURING THE CLASS.</b>	<b>FREQUENCY</b>	<b>%</b>
WARM UPS	21	10
EXPLANATION	46	23
DICTATED	27	13
STUDENT'S PARTICIPATION	78	38
STUDENT'S UNDERSTANDING	25	12
ONLY SPEAK	8	4
<b>TOTAL</b>	<b>205</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

Here we can see, 21 students corresponding to 10 % of the population say that their teachers use warm ups during the class, 46 students that represents 23% of the population manifest that during the class the teachers explain well the tasks, 27 students corresponding to 13% of the total population write in the survey that the teachers carried out dictated into the class, 78 students representing 38% of the population say that teacher considers their participation in class, 25 students more who represent 12% of the population manifest the teachers take into account their understanding; finally 8 students corresponding to 4 % of the total population say that their teachers only speak during the class.

According to this information we can say that teachers are directing the Teaching - Learning Process in a good way, because the majority of students speak about explanation, participation and understanding during the English language class.

**QUESTION N° 3. Mark the aspects you consider classroom management involves.**

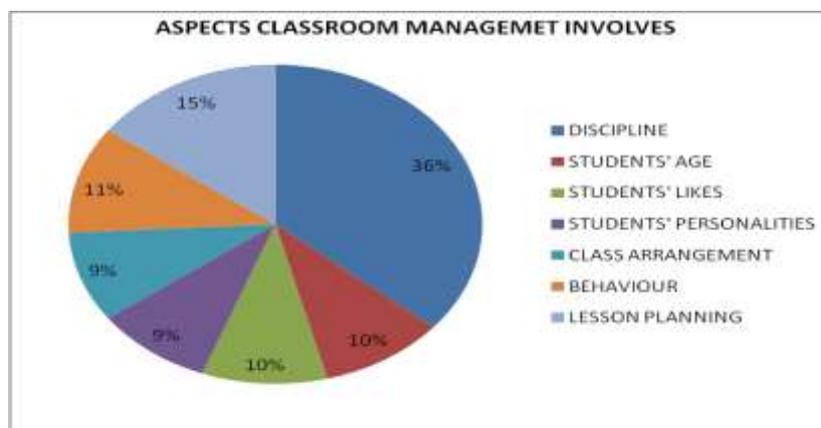
**a) Statistic Chart**

<b>ASPECTS THAT CLASSROOM MANAGEMENT INVOLVES.</b>	<b>FREQUENCY</b>	<b>%</b>
DISCIPLINE	63	36
STUDENTS' AGE	17	10
STUDENTS' LIKES	17	10
STUDENTS' PERSONALITIES	16	9
CLASS ARRANGEMENT	16	9
BEHAVIOR	19	11
LESSON PLANNING	26	15
<b>TOTAL</b>	<b>174</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

According to the graphic 63 students who correspond 36 % of the population say that discipline is an important aspect of classroom management, 17 students that determine 10% of the total population manifested, students' age is an aspect which classroom management involves, 17 students corresponding to 10 % of the population says that another aspect that classroom management involve is the students' likes, at the same way 16 students that represent 9% of the population manifested that one of the most important aspect of classroom management is the students' personality, and the equal percentage of them considered the class arrangement is one important aspect, 19 students who are 11% of the population think the students' behavior influence in the classroom management, finally the last 15% of the surveyed students chose the lesson planning as an important aspect of classroom management. The research group based on the obtained information can realize that the population does not have a good reference about what classroom management involves, because they point out the discipline as the most important aspect and if we contrast with the data the lesson planning is the main aspect which classroom management involves.

**QUESTION N°4. Does your teacher apply warm ups or games before starting classes?**

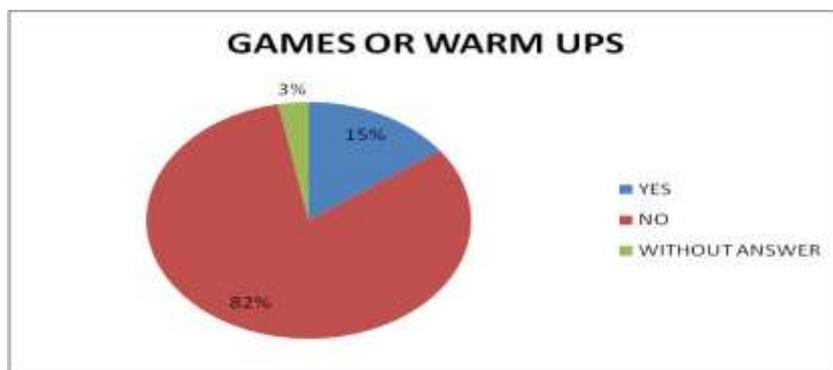
**a) Statistic Chart**

<b>TEACHERS APPLY WARM UPS R GAMES.</b>	<b>FREQUENCY</b>	<b>%</b>
YES	15	15
NO	82	82
WITHOUT ANSWER	3	3
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

15 students that represent 15% of the population say that their teachers apply warm ups and games before starting class, 82% of students affirm teachers do not apply games and warm ups before starting class, other 3% of students did not answer the question.

We can say that the teachers at the moment to make their lesson planning do not take into account the ways to call the students' attention before starting class.

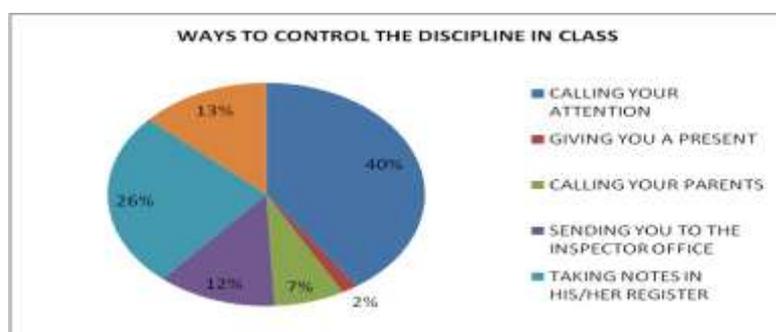
**QUESTION N° 5. How does your teacher control the discipline problems in the classroom?**

**a) Statistic Chart**

<b>WAYS TO CONTROL THE DISCIPLINE IN THE CLASSROOM.</b>	<b>FREQUENCY</b>	<b>%</b>
CALLING YOUR ATTENTION	73	40
GIVING YOU A PRESENT	3	2
CALLING YOUR PARENTS	13	7
SENDING YOU TO THE INSPECTOR OFFICE	22	12
TAKING NOTES IN HIS/HER REGISTER	46	26
SPEAKING WITH THE COUNSELOR	24	13
<b>TOTAL</b>	<b>181</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section  
**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

40% of the students' population say that their teachers control the discipline calling the students' attention, 2 % of them manifested the teachers give them a present to control the discipline, 7 % of the population affirm teachers call the students' parents when there are discipline problems, 12 % of students say teachers send them to the inspector office, 26 % of the surveyed population manifested teachers control the discipline taking notes in their registers, finally 13 % of students affirmed teachers speak with the counselor about discipline problems. The researchers taking into account the students opinion can say that we disagree with the teachers procedure, because according to the theoretical reference, teachers have to establish rules to maintain the discipline, if these are broken several times they should carry out apply any of the punishments mentioned in the question.

**QUESTION N° 6. Tick the aspects that determine a good classroom management.**

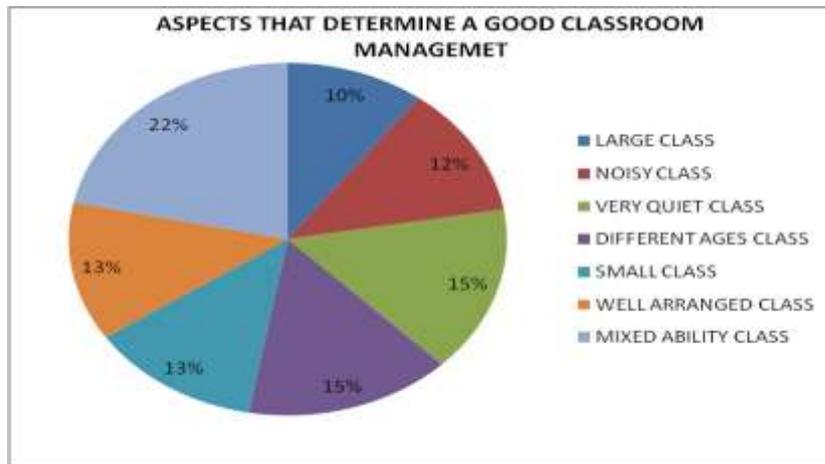
**a) Statistic Chart**

<b>ASPECTS THAT DETERMINE A GOOD CLASSROOM MANAGEMENT.</b>	<b>FREQUENCY</b>	<b>%</b>
LARGE CLASS	16	10
NOISY CLASS	19	12
VERY QUIET CLASS	24	15
DIFFERENT AGES CLASS	24	15
SMALL CLASS	20	13
WELL ARRANGED CLASS	20	13
MIXED ABILITY CLASS	34	22
<b>TOTAL</b>	<b>157</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

10 % of the total students' population manifested one of the aspect to determine a good classroom management is large classes, 12 % say that noisy class is an aspect that determine a good classroom management, in the same way 15 % of students affirmed that very quiet class help to obtain a good classroom management, an equal percentage of students said that different ages class determines a good classroom management too, 13% of the population think that another aspect which determine a good classroom management is working with small classes, the same quantity of students manifested that a well arranged class determines a good classroom management, finally 22 %of students thought mixed ability class is a good way to achieve a good classroom management. Here we can say the students have a good knowledge about what the best places are to get a well classroom management.

**QUESTION N° 7. Does the institution have audiovisual material to practice Basic English Skills?**

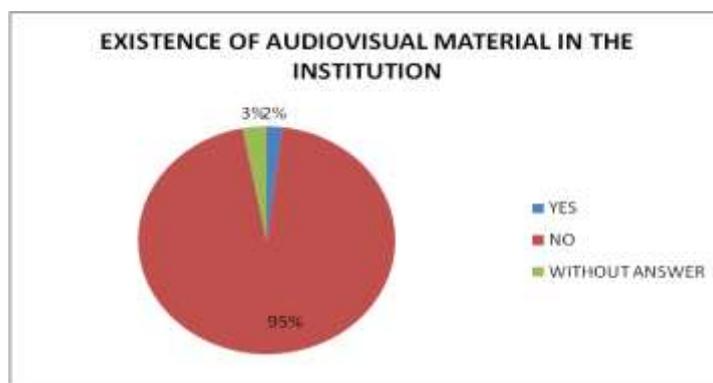
**a) Statistic Chart**

<b>EXISTENCE OF AUDIOVISUAL MATERIAL TO PRACTICE BASIC ENGLISH SKILLS?</b>	<b>FREQUENCY</b>	<b>%</b>
YES	2	2
NO	95	95
WITHOUT ANSWER	3	3
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

According to the chart two students corresponding to 2% of population said us that the institution has audiovisual material, 95 students who represents 95% of the total population manifested the high school does not have this kind of material and the last 3% percent of the students did not answer the question.

According to the theoretical reference and based on the students' opinion we can say that the institution has the audio visual material, it is not used for practicing the English Basic skills.

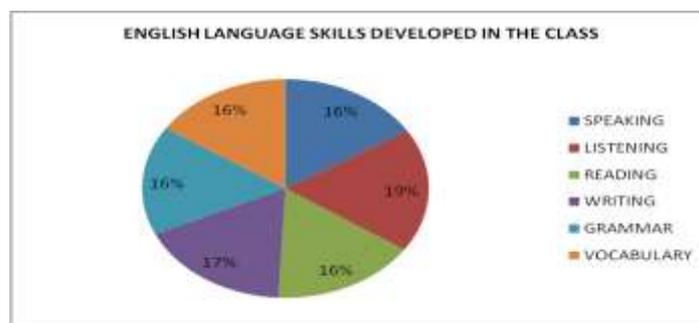
**QUESTION N° 8. What are the English language skills that your teacher practices with you in the same class?**

**a) Statistic Chart**

<b>THE ENGLISH LANGUAGE SKILLS PRACTICED BY TEACHERS.</b>	<b>FREQUENCY</b>	<b>%</b>
SPEAKING	80	16
LISTENING	91	19
READING	81	16
WRITING	86	17
GRAMMAR	80	16
VOCABULARY	78	16
<b>TOTAL</b>	<b>496</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section  
**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

According to the data 16% of the whole population manifested that teachers develop speaking skill in the class, another 19% of the students said that teachers practice with them listening skill; 16% more of population told us that the teacher practice reading in the class, 17% of students manifested they practice grammar in the class and the last 16% affirm they practice vocabulary, so, according to these data the research group can realize that teachers have a good planning for each class, and in fact the students can practice the six basic linguistic skills.

**QUESTION N°9. How is the relationship with your teacher and your classmates?**

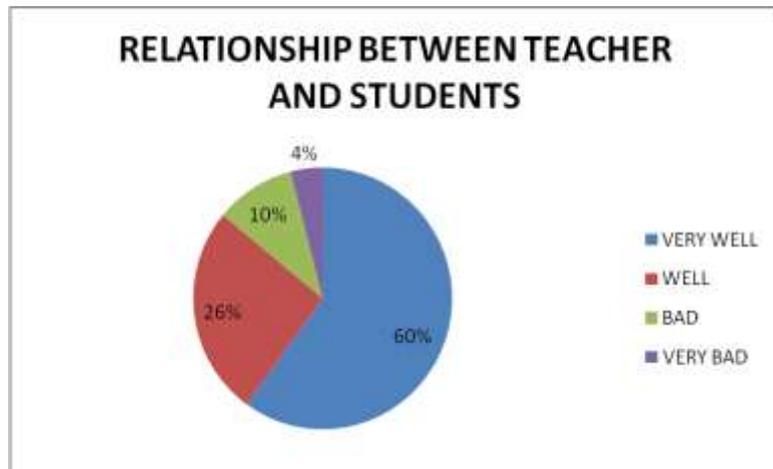
**a) Statistic Chart**

<b>THE RELATIONSHIP BETWEEN TEACHERS-STUDENTS AND STUDENTS-STUDENTS.</b>	<b>FREQUENCY</b>	<b>%</b>
VERY WELL	60	60
WELL	26	26
BAD	10	10
VERY BAD	4	4
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**Source:** National Vilcabamba High School. Night Section

**Authors:** Diana Ocampo and Fabian Abad

**b) Graphic representation.**



**c) Interpretation.**

Taking into account the graphic representation, we can see that 60% of the population manifested that their relationship with the teacher and classmates is very well, 26% of surveyed students think that the relationship is good, 10% of student said the relationship they maintain with the teacher and classmates is bad, and just 4% of population think it is very bad; analyzing these data we can say the relationship into the class is very good and we can realize the confidence is given by teachers to the students and helps it to them to have a good relationship.

## e. DISCUSSION

### ✓ HYPOTHESIS N° 1

#### a. Statement

There is low control of students' discipline, which influence in the development of basic language skills of students at Night Section of National "Vilcabamba" High School. Period 2009 -2010.

#### b. Demonstration

To demonstrate the first hypothesis, which counts with an *independent variable* **low control of students' discipline** and with a *dependent variable* **basic language skills**, we used different questions in the surveys like in the teachers' survey the questions: number 6 which is, how do you control the discipline problems in your classroom ? it helped us to verify the hypothesis because teacher explained the way to control the discipline problems, and in contrast with the question number 7. Do you consider the discipline affect the development of the classroom management? They applied these methods of calling attention because they are conscious the discipline problems affects the development of a good classroom management, question number 8. Do you apply any discipline plan in your class? This question helped us, because we can note that they have a discipline plan established to apply in their classes. And question number 5 in students' survey, how does your teacher control the discipline problems in the classroom? The students' answers have

relationship with the teachers' answers, so, through this information provided of these questions the research group can realize that in the high school there is a discipline plan that the teachers manage very good, so, here there is a good control of the discipline problems.

### **c. Decision**

According to the demonstration and taking into account the data analysis we have to refuse the hypothesis because the data demonstrated that this statement is false and based on the information we know there is an effective control of discipline in the institution

## ✓ **HYPOTHESIS N° 2**

### **a. Statement**

The different students' personalities are affecting the classroom management of students at Night Section of National "Vilcabamba" High School. Period 2009 - 2010.

### **b. Demonstration**

To demonstrate the second hypothesis, which counts with an *independent variable* **students' personalities** and with a *dependent variable* **classroom management**, we use different questions like in the teachers' survey the questions number 3. Mark the aspects you consider classroom management involves. This question is essential to demonstrate the hypothesis, because, according the information given

by the teachers the students' personalities do not affect the classroom management. And question number 3 in students' survey which has the same text that teachers' survey they manifested the students' personalities is not an aspect that determine a good classroom management, with these data the research group can realize that the different students' personalities do not affect the teaching-learning process because the different classes are not very large, and for that reason teachers do not have too much problems with classroom management.

### **c. Decision**

According to the demonstration and taking into account the data analysis we have to refuse the second hypothesis too, because the population demonstrated that the different students' personalities are not affecting the classroom management of students at Night Section of National "Vilcabamba" High School. Period 2009 - 2010.

## **f. CONCLUSIONS**

- Teachers of the Night Section at “National Vilcabamba ” High School affirm that most of the time the discipline problems influence in the classroom management, but, they apply a good discipline plan in order to solve the problems, which includes: calling the students and parents attention and talking with the counselor.
- Teachers of Night Section at “National Vilcabamba” High School do not apply warm ups or games before starting a lesson or a theme, affecting the well classroom management development.
- The institution has audiovisual material, but it is not used by teachers to develop the Basic Linguistic English Skills, having serious problems in the learning acquisition in the students.

### **g. RECOMMENDATIONS**

- Knowing that the discipline problems affect the teaching-learning process, teachers should speak clearly with their student at the beginning of the scholar year, pointing out in a clear way the rules, and consequences that students are going to have if they break one of them; but it occurs they may include in their discipline plan a conversation with students, parents, and counselor at the same time and in this way they are going to be sure that the information is going to be the honest.
- Teachers should try to take workshops themselves to be updated with their knowledge about warm ups and games in order to create a good environment and so, get students more active during the class.
- Teachers should use the existing audiovisual material in the institution to achieve the best results in the learning of the Basic English Linguistic skills, because the students have the right of receiving an excellent and useful teaching.

## h. BIBLIOGRAPHY

- PLANNING, EXECUTION AND EVALUATION OF THE LEARNING TECHING PROCESS IN THE ELEMENTARY LEVEL INSTITUTIONS, Module 4, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.
- LA COMUNICACIÓN EN IDIOMA INGLÉS CURSO TALLER PARA LA ADQUISICIÓN Y USO DEL IDIOMA INGEL NIVEL I, Module 3, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.
- RICHARDS, Jack, Strategic Reading 1. Cambridge University. Published 2003.
- JONES, Leo, The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.
- MURPHY, Raymond with SMALZER, William R, Basic Grammar and Vocabulary in Use. Cambridge University Press.2002.
- Classroom Management workshop. Saula Aguilar.
- PCI of the institution.
- WHITE, Patrick, Larousse, Diccionario General English/Spanish, 2003.
- SUMMERS, Della, Longman Diccionario Pocket, Español Inglés, 2003.
- CAMBRIDGE Advanced Learner's Dictionary, Cambridge University Press, Second Edition 2005.
- <http://www.readingrockets.org/article/405>
- [http://www.education-world.com/a\\_curr/curr330.shtml](http://www.education-world.com/a_curr/curr330.shtml)
- <http://www.tefllogue.com/in-the-classroom/practical-teaching-tips.html>

- <http://www.tefllogue.com/in-the-classroom/practical-teaching-tips.html>
- <http://www.tefllogue.com/in-the-classroom/first-classes.html>

**K. ANNEXES**



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

*"THE CLASSROOM MANAGEMENT AND ITS INFLUENCE IN THE  
DEVELOPMENT OF THE BASIC ENGLISH SKILLS OF THE STUDENTS AT  
NIGHT SECTION OF NATIONAL "VILCABAMBA" HIGH SCHOOL.  
PERIOD 2009-2010"*

Thesis Project

**AUTHORS:**

**Fabian Alejandro Abad Alverca**

**Diana Maribel Ocampo Carpio**

**Loja - Ecuador**

**2009**

## **1. THEME**

**“THE CLASSROOM MANAGEMENT AND ITS INFLUENCE IN THE DEVELOPMENT OF THE BASIC ENGLISH LANGUAGE SKILLS OF STUDENTS AT NIGHT SECTION OF NATIONAL “VILCABAMBA” HIGH SCHOOL DURING THE PERIOD 2009 - 2010”.**

## **2. PROBLEM STATEMENT**

### **2.1. Background**

We are conscious that researching has an important relevance around Loja Province, for this reason, we have considered doing our research project in the night section of “National Vilcabamba” High School.

This institution is located in “Vilcabamba” parish, at 40km from Loja province. In 1969 it began as complementary school of “Yamburara” neighborhood. Firstly it was private high school but on October 8<sup>th</sup>, 1973, the authorities changed the type of the institution into Public School. It started to work with the following specialties: Physics and Math, Chemistry and Biology and Social Science, after some years Accounting was implemented as specialization.

Talking about the current situation of the night section at “National Vilcabamba” high school we can say; the headmaster is the Engineer Manuel Guamán, also there are 12 teachers, the corresponding administrative staff, a population of 120 students, and two specialties Physics and Mathematics and Social Science.

MISION<sup>13</sup>: The mission that the institution has is to contribute to the society with participative, creative, and competitive people. Students of this institution acquire an integral formation; they participate in different events organized by the high school and the community too. One of the main goals and wishes of the authorities of the establishment is to get new specialties such as. Hostelry, Tourism, and Handicraft. Because “Vilcabamba” is considered a tourist place, so these specialties are going to benefit students to obtain a work in an easy way.

VISION<sup>14</sup>: The “National Vilcabamba “high school since its origin has had big projects, like: reach a high level teaching, with an integral education in agreement with the advance of the science and the technology. Each year all teachers receive different trainings about the human and the scientific aspects. One of the most important innovations is to encourage the Inter-Learning between teachers and students, in which the development of the abilities and practice of values is worked by all scholar society. Also we can emphasize the responsibility and the capacity of the authorities of the institution to get the improvement of the education and some materials for the High School, also we could stand out the respect they have with the governmental orders for this reason the institution currently is developing a new project of education, in which teachers, students, administrative people, and workers of the institution are integrated.

---

<sup>13</sup> PCI of the institution.

<sup>14</sup> PCI of the institution.

## 2.2. Current Situation of the Research Object.

The English Language is an open window to everybody; considering the necessity of learn this language we have thought very important to do a research about the classroom management during the English classes, because we need to know how it is applied in the educational institutions.

Considering the Classroom Management as an essential part of the knowledge development; we need to take into account, how teachers are working in their lessons and how the classroom management can guide to develop the basic linguistic skills.

The Classroom Management has different designs according with the age, personality and the behavior of the students in each class. Around the world the Classroom Management is contrasting with a methodology; that can be adapted to each situation, using the correct material according to the theme.

Lamentably in Latin-America the English language education has been not considered as an essential part of the students' formation; "some years ago in Chile the English language teaching for children was considered like an unnecessary subject"<sup>15</sup>.

---

<sup>15</sup> <http://www.fulbright.org.ec/ingles.htm>

Taking into account this essential part in our research, we can point out; educative authorities have neglected the training of teachers about the classroom management, which will help us to improve the educational system in Latin-America.

In our country, teachers have many problems about the Classroom Management; instead of during the academic formation in the universities they obtain some information about the theme; but they don't put in practice their knowledge respect to it, due to the neglect of themselves and the educative authorities.

Is important to emphasize this situation is changing, due to the educative authorities are evaluating the educational aspects in which is include the Classroom Management to the English Language but is necessary to pose dipper changes in order to achieve the best results.

It is very important that teachers know what they are going to teach in a class, for this reason teachers have to be clear about the objectives of each theme; also they have to know how they are going to teach a specific theme.

We think it is important the correct planning for each English class because in this way students can adopt this language thinking that it is really important for their life.

### **2.3. Research problem**

**“How does classroom management influence in the development of the Basic English Language skills of students at Night Section of National “Vilcabamba” high school during the period 2009 – 2010?”**

### **2.4. Delimitation of the research**

**a. - Temporal.-** This research work will be carried out from 2009 to 2010.

**b. - Spatial.-** The research work will be done in the Night Section of “National Vilcabamba” high school, which is located in Vilcabamba Parish, at 40Km to the south part of Loja Province.

**c.- Observation Units.-** The present work will be made in Vilcabamba Parish and thanks to the help of many people as: the authorities, students, and teachers at night section of high school.

**d.- Sub Problems.-**

- How does the discipline problems in the classroom, influence in the development of the Basic English skills of students at Night Section of “National Vilcabamba” High School. Period 2009-2010?
  
- How are the different students’ personalities affecting the Classroom Management in the Night Section at “National Vilcabamba” High School. Period 2009-2010?
  
- How does classroom organization affects the development of the basic English skills in the Night Section at “National Vilcabamba” High School. Period 2009 – 2010?

### 3. JUSTIFICATION

We are conscious that the Teaching-Learning Process of the English language has many problems; for that the present research project is focused on to find out the different problems that are affecting the classroom management and its influence in the development of the Basic English skills, especially in the Night Section of “National Vilcabamba” high school.

Considering **the reliability** of the Classroom Management we have decided to research the influence that it has in the development of the basic English skills. This research will help us to get the degree in Science of Education, English Language Specialization.

Talking about the **social relevance** of the problem, we can say with the development of this research we could contribute to detect the different problems into the establishment related with the Classroom Management, and after it, we are going to establish the conclusions in order to give our recommendation to help teachers have a good control about their classes.

About the **theoretical value**, this work is going to help to other people to know how the Classroom Management is involved in the development of the basic linguistic English Language skills; and elicit other researchers do more works related with this problem. Also this work will serve as a resource of theoretical reference to other researchers.

The **academic and methodological** part of the project will help us to grow up as professionals, in order to in the future contribute giving some solutions to the different problems related with the Classroom Management.

## **4. OBJECTIVES**

### **4.1. General Objective**

- To determine, how classroom management influences in the development of the basic linguistic skills of the English Language in the students of Night Section at “National Vilcabamba” high school. Period 2009-2010.

### **4.2. Specifics Objectives**

- To analyze how teachers are controlling the discipline problems in the class.
- To explain if the different students’ personalities are affecting the complete development of the English classes.

## **5. THEORETICAL FRAME**

### **CHAPTER: I**

#### **5.1. CLASSROOM MANAGEMENT**

##### **5.1.1. DEFINITION.**

Classroom management is a term used by many teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students, the term also implies the prevention of disruptive behavior

Dr. Harry Wong says “Classroom management refers to all the things that a teacher does to organize students, space, time and materials, so that instruction in content and students learning can take place. A well-ordered environment leads to an effective classroom. The effectiveness of such an environment is the result of how well a teacher manages a classroom”<sup>16</sup>

---

<sup>16</sup> “Classroom management ” Workshop

### **5.1.2. GENERALITIES.**

Classroom management is closely linked to issues of motivation, discipline and respect; a large part of traditional classroom management involves behavior modification, many teachers establish rules and procedures at the beginning of the school year. Many would also argue for positive consequences when rules are followed and negative consequences when rules are broken. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful as a result of their own efforts.

### **5.1.3. TECHNIQUES.**

#### **5.1.3.1. Corporal Punishment.**

Until recently, corporal punishment was widely used as a means of controlling disruptive behavior but it is now no longer fashionable, though it is still advocated in some contexts by people.

### **5.1.3.2. Rote Discipline.**

Also known as `lines`, Rote Discipline is a negative sanction used for behavior management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly.

## **5.1.4. CLASSROOM MANAGEMENT BASED ON THE TYPE OF CLASSROOM.**

### **5.1.4.1. Large class.**

The ideal size for a student-centered language class is probably 12 (the number 12 can be divide into 6 pairs, or 4 groups of 3, or 3 groups of 4. or 2 groups of 6. 12 students can easily hear one another in a whole class activity.) But, of course, we can't choose the number of students in our classes. Most classes are larger, many classes are far larger.

Actually, the more necessary it is to have student-centered class. The only way to give students time to speak is by having them work together. The difference between a large class and smaller class is the amount of time we have to monitor the groups.

In crowded classroom, we may not even be able to reach some students as we circulate. We may need to rearrange the students and where they sit. It is also important for students to sit close together so that they can talk softly and still hear one another. A lot of students talk loudly makes a lot of noise

#### **5.1.4.2. Small class.**

In a small class students tend to be more teacher-dependent, waiting for praise or encouragement while they talk. It's hard to monitor a conversation and participate in an activity at the same time. It may be better to sit outside the group while students work together, and not be part of the group, nodding encouragement, showing interest, and answering questions are fine, but constant intervention isn't likely to encourage students to behave autonomously.

#### **5.1.4.3. Mixed-abilities Class.**

In many ways, every class is a mixed-ability class. Even students who have studied together all the time will have mastery of the language or remember different things. Some will be better at different skills: reading, writing, listening or speaking. They bring their own personalities, strengths, weakness and learning style of the class.

We don't want our better students to be held up by the weaker ones to feel intimidated by the better ones. We may need to arrange pairs and groups differently for different kinds of activities, sometimes putting weaker and stronger students in the hope the stronger ones will encourage and help the weaker ones, and sometimes giving students different tasks according to their different strengths and weaknesses.

#### **5.1.4.4. Different Ages**

Younger, immature students may find working together gives them a chance to misbehave when not supervised. Older students may fear losing face by making mistakes and lack of confidence to express themselves. They may also have preconceptions about the "right way to learn."

Students may need training in the methods used in a student-centered classroom. If we are going to ask them to work together, we need to explain why this is desirable and how they can benefit from this, and why the alternative teacher-focused lesson is not effective.

#### **5.1.4.5. Monolingual Class**

In a multilingual English class, where all students do not share a common native language, students are unlikely to speak in their native language-provided that pairs or groups are arranged in such a way that each group is multilingual. But we may need to separate

inconsiderate same-language students who don't speak English together. In a monolingual class, students may be more tempted to speak in their common native language rather than in English when working together, in pairs or in groups. We need to persuade students that they will benefit from speaking English in their English class, which may be their only chance to speak English.

#### **5.1.4.6. Different Personalities**

Every student is an individual, and some people are more outgoing than others, more dominant than others, and more opinionated or more imaginative than others. A class full of lively, outgoing, opinionated, and imaginative students would be a joy to deal with, but the reality is usually different. Sometimes one student dominates a group, doing most of the talking, while the other just sit and listen to him or her, getting bored or feeling frustrated because they can't get a word in edgewise, or because the dominant student keeps interrupting them. In other cases, one student may not join in with the others and is happy to be a "passenger" and let others lead the group and do all the talking.

#### **5.1.4.7. Noisy Classes**

A classroom full of students all talking at once can make a lot of noise. It's wonderful that they're all talking in English, we say to ourselves but all this noise may disturb other classes in adjacent rooms, and may even be unpleasant for our own students.

The best way to encourage students to talk softly is to make sure they're sitting really close together—and facing each other. It's hard to talk loudly when you're close to someone and when you can see their reactions. Most people feel uncomfortable if their interlocutor starts talking loudly, and their reaction is to move away or to ask them to talk more quietly. With a very large class, it may be necessary for students to sit unusually close when they're working together, and we need to explain why this is necessary.

### **5.1.5. CHARACTERISTICS OF A WELL MANAGED CLASS**

The single most important factor influencing student learning is classroom management. You are responsible for setting up a well-organized classroom where students can learn. The characteristics of a well – managed classroom are:

#### **5.1.5.1. A high Level of Students Involvement with work.**

The students are working and engaged in their assigned tasks. Once students have begun to work independently, the teacher is not working; he / she is monitoring the students as they work.

### **5.1.5.2. Clear Expectations**

Students know what they need to do before the lesson begins. Create activities and assignments with specific objectives using simple language.

### **5.1.5.3. A Work-oriented atmosphere that is relaxing and positive.**

The teacher practices procedures and students understand that learning and work is expected. The teacher praises what the students do and encourages them to continue doing it. In a task-oriented class, students know what they need to do to succeed. Both the teacher and the students know what to do and what is supposed to happen in the classroom, it is a predictable environment.

## 5.1.6. CLASSROOM DISCIPLINE

### 5.1.6.1. What is discipline?

The word, according to the Cambridge Advanced Learner's Dictionary of the English Language, refers to "training which produces obedience or self-control produced by this training"<sup>17</sup>

Jones (1979) says that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption". Researcher William Wayson notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary. Wayson disagrees, regarding these activities as a natural part of the educational process.<sup>18</sup>

Whatever their exact definition, most researchers and writers seem to agree that nowhere is it more true that "an ounce of prevention is worth a pound of cure" than in disciplining young people in educational settings.

---

<sup>17</sup> CAMBRIDGE Advanced Learner's Dictionary, Cambridge University Press, Second Edition 2005.

<sup>18</sup> [http://www.education-world.com/a\\_curr/curr330.shtml](http://www.education-world.com/a_curr/curr330.shtml)

### **5.1.6.2. Assertive Discipline**

Focuses on the right of the teacher to define and enforce standards for student behavior with clear expectations, rules and a penalty system with increasingly serious sanctions are major features.

The discipline system known as Assertive Discipline consists on teaches students to accept the consequences of their actions. It has "as its basic premise the reinforcement of appropriate behavior", "Responsibility is exactly what Assertive Discipline is all about". Practitioners of Assertive Discipline are taught that they must learn to be assertive in taking control of the class. A system of rewards and punishments are devised by the teacher to let students know when they have acted correctly or incorrectly. Increasingly unpleasant penalties are incurred by students who continue to make improper choices.

### **5.1.6.3. Positive Discipline**

Cipani recommends letting students know when they are being good. By doing so, the student realizes the teacher's attention is not always reserved for those kids being disruptive. For those kids that enjoy the attention they get when talking out of turn or being noisy, it soon becomes evident that good behavior will gain them more attention

from the teacher. For those children that can never seem to sit still during story time, Cipani feels a behavior contract should be used. A contract is drawn between the teacher and the student.

The use of class meetings is also a favorite of the authors. In this setting the students and the teacher get together to discuss problems, future lessons, and anything else the class brings up. The most important aspect to this is the friendship the students build with the teacher. Mutual respect among students and their teacher are necessary for classroom management.

#### **5.1.6.4. School Discipline**

School discipline is a form of discipline appropriate to regulation of children and maintenance of order in the school. The term refers to students complying with a code of behavior often known as the school rules. . These rules may, for example, define the expected standards of clothing, timekeeping, social behavior and work ethic. The term may also be applied to the punishment that is the consequence of transgression of the code of behavior. For this reason the usage of *school discipline* sometimes means the administration of punishment, rather than behaving within the school rules. The aim of school discipline is, ostensibly, to create a safe and happy learning environment in the classroom. In a classroom where a teacher is unable to maintain order and discipline, students may become unmotivated and distressed, and the climate for learning is diminished, leading to underachievement.

### **5.1.7. An Effective Discipline Plan**

During the first days of school, the most important lessons you will teach are how to behave in school and in your classroom. This time you spend teaching classroom rules and procedures will save you time throughout the school year. “If you don’t have a plan, you are planning to fail”<sup>19</sup>. An effective discipline plan is an essential component of a well-managed classroom. You need to introduce and explain the discipline plan to your students on your first day of school.

#### **5.1.7.1. Basic Structure for a Discipline Plan**

##### **5.1.7.1.1. Rules**

Rules are the expectations of appropriate behavior. The most successful class are those in which the teacher has a clear understanding of what they expect from the students and the students have a clear understanding of what is expected of them. Decide carefully on your classroom rules. Write down the rules, post them in the classroom and give a copy to the students. You should have only three to five rules. These make it easier for students to remember and follow the rules. You do not need to address all potential behaviors in this initial list. Once the expected behaviors are well learned, they may be replaced with a new rule.

---

<sup>19</sup> Classroom Management workshop. Saula Aguilar.

Rules may be general (e. g. respect others; take care of your school; be polite and helpful; keep the room clean.) This kind of rules offers more flexibility but they need to be explained; otherwise students will not know exactly what behaviors are acceptable and not acceptable in the classroom.

Specific rules are to the point and clearly cover one behavior. (e. g. be in class on time; keep your hands, feet, and objects to yourself; listen to instructions the first time they are given; have all materials ready.)

When presenting rules to the students, it is best to emphasize what you want the students to “do” as opposed to “not do”. To establish your rules, ask yourself “What do I want to accomplish?” This can happen when the students do these three things.

Classroom rules are up to you as an individual teacher and do not have to be the same as others teacher in the school. You can try to make them similar to those of others teachers to avoid confusions. From the beginning, make sure your students know exactly what your rules are and keep reminding them.

Remember: “good rules are specific, clear and reasonable. They make sense and are stated in the positive. They have a basic expectation tied to them.

They are repeated continuously by the teachers and administrators. They are visually displayed and modeled by teachers and administrators.”<sup>20</sup>

#### **5.1.7.1.2. Consequences**

Rules must have consequences to be enforceable. Consequences can be positive or negative. A positive consequence rewards the desired behavior and a negative consequence penalizes the undesired behavior. The best consequences are logical and reasonable. A reasonable consequence is one that logically follows from the behavior. The students are more likely to accept consequences when they can see the logical connection between what they have done and what happens to them. Explain the consequences as you introduce the rules they apply to. When a student breaks a rule, you can tell him that he has chosen the inappropriate behavior and therefore, has chosen the consequence for that behavior. Using logical consequences by matching the consequence to the behavior and offering a choice, helps teach students that they can control their own behavior. A logical consequence generally has two steps. The first step is to stop the misbehavior. The second step is to provide an action that recalls children to the rules reinstates the limits, and teaches alternative behaviors.

---

<sup>20</sup> Classroom Management workshop. Saula Aguilar.

Logical consequence is a strategy that seeks to help children learn from their mistakes. Saula Aguilar says “*children are more apt to learn from mistakes when adults implement consequences with respect and firmness*”<sup>21</sup>

When you enforce a rule and deliver the consequence, encourage the student to use appropriate behavior in the future. The rules and consequences are established to ensure that class time is spent learning. With this in mind, do not stop a lesson to penalize a student. “As soon as you see a rule being broken give out the penalty quietly and continue with the lesson or activity”<sup>22</sup>.

#### **5.1.7.1.3 Rewards**

Rewards are positive consequences for appropriate behavior. Positive reinforcement is the most prevalent technique used in helping children develop acceptable behavior. This is a technique that focuses on what the child is doing well, understanding that positive attention tends to increase the chances of the child learning the behavior.

A reward can be tangible (e.g. stickers) and intangible (e.g. praise). A strong discipline plan teaches students appropriate behavior and promotes self-discipline. Intangible rewards, such as participation in a special activity, can encourage self-motivation and increase self-esteem. As with rules and consequences, explain the system of rewards making it clear that students **earn** rewards, they are **not given** rewards.

---

<sup>21</sup> Classroom Management workshop. Saula Aguilar.

<sup>22</sup> Classroom Management workshop. Saula Aguilar.

You do not have to work with a discipline plan alone. Share your classroom rules, consequences and rewards with your school administrators. The administration can support your plan and will know how they might be involved.

## **CHAPTER: II**

### **5.2. “CLASSROOM MANAGEMENT TIPS”**

#### **5.2.1. Generalities**

Teachers do not generally want to give control to their students. Teachers are instructed that the mark of a good teacher is that the teacher is in control of the class. (Taylor, 1987) The amount of control that teachers have in the class is often seen by the administration as a measurement of the quality of a teacher. Teachers are afraid of losing control if students have increased autonomy. Control is an issue with which many people in management have had to struggle.

#### **5.2.2. Classroom Arrangement**

While good room arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems. The teacher must be able to observe all students at all times and to monitor work and behavior. The teacher should also be able to see the door from his or her desk. Students should be able to see the teacher and presentation area without undue turning or movement.

### **5.2.2.1. The physical surroundings.**

Students respond well to surrounding which are familiar. If at all possible, put as much on the walls as you can: calendars, students' writings, etc. physical objects are very important for students to increase their English knowledge.

### **5.2.2.2. Arranging the desks.**

Sometimes you may not be able to change how the desks are arranged in your classroom; and sometimes you may have to make one arrangement which you can not change. You may want to arrange the desks in different ways for different lessons, but it is much simpler if you decide in the most suitable arrangement for a lesson and stick to it. Moving desks during a lesson is very noise and time – consuming business

### **5.2.3. Managing Tempo and Time**

If you have an early morning, after lunch, or after dinner class time, you might notice some problems with rhythm and attentiveness. You might start these classes with brainteasers or wake up exercises that get students ready to focus. Some classrooms don't have clocks where faculty can see them, so as is practiced in Toastmasters (the professional speaking organization) it might be useful to select a timekeeper whose function it is to notify you when discussion time is up and transition is needed.

### **5.2.4. Making a Connection between Faculty and Students**

Students can feel disconnected and disoriented in a new class. Returning students might feel self-conscious about their age and out of place returning to school while younger students might bring emotional remnants of negative high school experiences with them to their first college classroom.

Breaking the ice is essential in establishing this connection. In *Planning for the First Day of Class*, you found solid advice for the first day of class.

### **5.2.5. Making Connections: Student-to-Student**

Research into student retention suggests that students drop out of college most frequently citing lack of connection as the key factor. Having established a connection amongst peers, students will be more likely to contact each other outside of class for support, ask each other for missed notes, feel safer to offer answers aloud during discussions, and ask for advice regarding other academic and personal concerns.

### **5.2.6. Tips for organizing teaching resources and materials**

#### **5.2.6.1. Plastic Tubs or Cardboard File Boxes**

Label a tub/box for each month. Then store items for that month in the box. Examples are calendar materials, special books for that month, holiday projects, and samples of art projects. If a student finishes an art project early, have her make an extra one for you to use as an example for next year.

### **5.2.6.2. Crates/Square Shelving**

Use these for storing trays, boxes of manipulative, containers of crayons and colored pencils, etc. You can put hooks on the back to hold aprons, a broom and dustpan, a mirror, etc. They are easy to see through and around for classroom management.

### **5.2.7. Tips for organizing your grade book and lesson planner**

#### **5.2.7.1. Alphabetize by First Name**

If you think of students by their first names, not their last, try this. Write the students' names in your grade book by FIRST name. If you plan on using a number system, you can also have the students' line up in alphabetical order by FIRST name and then number off.

## **5.2.8. Tips for organizing substitute information**

### **5.2.8.1. Substitute Folder/Binder**

Make a substitute folder/binder early in the year. In it include class lists, fire drill rules, seating charts, times and schedule change information, and a generic plan for the day. On this computerized sheet, you can also include the location of teacher's guides, helpful teachers, procedures from the office, and your discipline rules by class. Be sure to update any information that changes teacher and reliable students.

## **5.2.9. Tips for organizing students' desks and materials**

### **5.2.9.1. Clipboards**

Buy a classroom set of clipboards for the students to use. They can then put all of the papers they need in the clipboard and flip through the pages as they work on their assignments.

If a student needs to work on an assignment while outside, either at recess or for a special project, the clipboard will keep his papers from blowing away.

## **5.2.10. Tips for keeping track of students' homework**

### **5.2.10.1. Number System**

Have the students write their numbers on anything that they hand in to you. Have a student put the papers in numerical order for you. Not only will the papers be in order when you are ready to record grades, but you will be able to tell quickly who has not handed in a paper.

### **5.2.10.2. Student Planners**

Require the use of student planners. They can be part of your supply list, or you can provide them for your students. At the beginning of class the students copy their homework down in the planners. While you are going around signing their planners, you can easily make a note in the previous day's box if last night's homework is missing.

### **5.2.10.3. Take-Home Folders**

Laminate folders for the students to take home their papers once a week, such as Wednesday. Parents know exactly what to look for each Wednesday. Create Behavior and Assignment Folders that go home every day. Use a manila folder that has a Behavior Sheet stapled on one side and an assignment calendar that can be made on your computer. This really helps the teacher keep up with the homework.

### **5.2.10.4. Missing Homework Due to an Absence**

Create a homework board on the chalkboard. Divide it into three columns. In the first column write the name of all your or classes. When someone is absent, after you pass out a worksheet write the absentee's name on a blank sheet and put it in this pocket. When the students return, they look in the file for their work. If you gave notes, photocopy from someone who does a good job, put the absentee's name on it, and stick it in the file.

## **5.2.11. Tips for grouping students**

### **5.2.11.1. Index Cards with Stickers**

Take index cards and put various stickers on them to form groups. For example, if you have 21 students, make one pack of cards with animal stickers that put students in 7 groups of 3. Examples are 3 rhinos, 3 lions, 3 monkeys, etc. Shuffle the cards and walk around the room, allowing the students to pick a card. Let them look at it their cards, but they shouldn't show anyone. Then, give the directions for the activity. After that, the students should get up and WITHOUT talking find the others in their group. After they find each other they bring the cards to the teacher. Once you make them up and label the cards, you can just pick which you want to use that day.

### **5.2.11.2. Famous Pairs**

For partner activities, make a set of index cards with famous up to date pairs on them. Pass them out to the students and have them find their match. This allows them to work with someone different for a while.

### **5.2.12. Beginning of the Year Tips**

The first weeks of school are often very hectic for the new teacher as well as the experienced ones. These ideas may help you in organizing your first week so that you can have a great start to the school year. The ideas are not in any particular order.

#### **5.2.12.1. Start the day in the right way**

Greet each student. Talk about basic classroom and school safety, and note on chart paper or board. Send notes on homework, expectations, etc. home with signature required.

#### **5.2.12.2. Before school starts**

Before school starts take time to sit down in your classroom and visually map out the room. Try a few different set-ups. More than likely you will change things throughout the year until you find the set-up that suits your needs the best.

A great idea is to take photos of your classroom before and after each change. Keep these handy each year to help you remember some of the things you have already tried as well as the neat displays you created all year long.

### **5.2.13. Practical teaching tips**

#### **5.2.13.1. Don't talk with your back to the class**

Face them and speak clearly and loudly enough. They are already dealing with a foreign language; don't make them struggle to hear you as well.

#### **5.2.13.2. Don't expect anything to be intuitive.**

Explain what you want students to do even if they think they know. I've had to explain the concepts of tic-tac-toe, bingo and board games.

### **5.2.13.3. Give instructions before handing out papers.**

The next time you are a member of an audience or class, watch what happens when the speaker or teacher gives out papers. People start reading and stop listening.

### **5.2.13.4. Make an effort to simplify and elicit or guide students.**

You will get better at “showing not telling” and coming up with examples so they can deduce rules, and they will get better at doing this with practice. But it doesn’t always happen automatically, and that’s okay.

### **5.2.13.5. Create a pleasant learning environment.**

People need to learn grammar and vocabulary but you are not going to teach them everything. People don’t learn if they feel nervous, bored, or awkward. Be to the point, practice grammar, check homework, but be friendly and personable too.

### **5.2.13.6. Mind maps from lesson plan**

Mind maps are basically diagrams showing how things are connected in some way or a visual depiction of how various terms are related. You might use a mind map in class to get students to come up with vocabulary on the topic of, say, the environment. You could of course just ask them for words they know connected to the environment, but in that case, if they can come up with them at all, you are likely to get a disorganized laundry list of terms, which some students know and others need explained.

If you have a list of words that you think you need to pre-teach before a reading or listening, see how many of them you can conceptualize as part of a mind map. Even if they don't come up with or already know any of the words you're going to pre-teach, this will get them thinking on the topic of the reading or listening, which is another strategy which leads to better comprehension.

#### **5.2.14. Smooth Transitions between Activities**

Some very good advices have been given on the subject in this thread and in the archives. Students who unconsciously learn to focus on what is "important," and if "what is important" is always repeated in English, that is what they will listen to, even with the best intentions.

#### **5.2.15. Motivation, Empowerment and Reality**

##### **5.2.15.1. High-interest topics.**

If students are introduced to topics that interest them, they're more likely to be motivated. But of course not everybody is equally interested in the same topics. Topic like: vacations, food, entertainment, and relationships tend to interest most students, by topics like arts, literature, sports, and cars may not interest some students. Knitting, astronomy, gardening, and swimming probably won't interest many students – although someone may have a passion for such a topic and want to share it with every one.

We can't interest all students all the time, but with each topic we need to engage as many as possible. Even an apparently high-interest topic like Foreign Travel may not necessarily be relevant to students who have never traveled to another country, and whose circumstances make it unlikely they ever will. Some topics may not be all interesting or relevant for the students at the moment; but, if they want to be able to participate in a wide range of conversation in the future, they may need to explore some less fascinating topics.

But interest and enthusiasm are not generated by a topic itself, they are generated by the students themselves as they discover more about the topic and their knowledge of and views on the topic. Personal experiences of a topic are always more interesting than general knowledge about it.

#### **5.2.15.2. Personalization**

One of the most rewarding aspects of student-centered language lesson, which sets in apart from lessons in other subjects, is sharing. Students have a chance to talk about personal feelings and private experiences they'd be unlikely to share in other lessons-or even in their everyday lives.

English lessons give students chance to step back, reflect, find put about other people, and even share their secrets this can be quite exciting, and sometimes you even feel the hair on

the back you neck standing up when you have shared something very personal-and done this in English.

Sharing is a two-ways process: explaining to others and listening to them, and reacting to them. Students need to be armed with suitable ways of reacting to one another in English. “But they also need to know expressions like these: *Great idea! Well done! Wow, that’s really funny! That’s amazing!*”<sup>23</sup>

### **5.2.15.3. Developing Confidence**

Students who have never worked together before may need a lot of support and encouragement to begin with, through preparation, even over-preparation is called for. Students may need to rehearse conversations, and learning model dialogs may help them to feel more confident.

All students need to feel ready before they can work together with confidence, and this confidence will grow little by little as students successfully share ideas and experiences when they do work together. This may start in a very simple way with,

---

<sup>23</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

for example students talking about thought-provoking pictures in their textbook or discussing specific questions.

#### **5.2.15.4. Overcoming Resistance**

In any class, some students are usually less motivated than others, and unmotivated students are less likely to join in wholeheartedly when asked to work together in English. They may prefer to chat together in their native language instead of in English. We can rearrange groups to separate those students, but their attitude might spread to others who are in contact with them.

We may need to spend time persuading students that working together is a good idea and much more enjoyable than sitting and listening. In short term, working together is going to be fun. In the long term, assuming that most students will at not one time in their future lives need to communicate in English.

### 5.2.15.5. Making Progress

If success increases motivation lack of success reduces it. Sometimes students who started out very enthusiastic about learning English become less enthusiastic if they suspect that they are not making any progress. They may feel they are just chatting to each other using what they already know, and not learning anything new. Even if we know that students are making a lot of progress in their communication skills, it may be hard to convince them that they are improving.

We may need to encourage students to experiment and take risks and not rests on their laurels or be satisfied with their current skills level. “They may need to encourage and challenge one another while working together, and again, some useful expressions can help students do this: *just a moment, let me think. Is there another way of saying that? Is there a better word for that? Another way of saying that is....*”<sup>24</sup>

---

<sup>24</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

Everyone should be encouraged to ask “During Q&A, we can responds to students’ needs and problems, rather than anticipating them as we might usually do”<sup>25</sup>. Some students may feel shy about asking question in front of the whole class, and may prefer to ask us privately or while we are monitoring their group.

We may need to encourage students to pause from time to time to evaluate what they have been saying and consider how it could be improved by using more “advanced” vocabulary or less “elementary” grammatical structures. During the feedback stage, we could address this matter and brainstorm ideas with the whole class. We should ensure that students receive an input of “new words” in every lesson. These may be a lexical items relating to the topic of the lesson, or phrases and expressions to use in conversations. Learning more vocabulary helps students to become more fluent the more words you know the easier it is to express yourself. Learning new vocabulary also helps students feel that they are learning new things and not relying only on previous knowledge.

---

<sup>25</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

## 5.2.16. Fluency and Accuracy

### 5.2.16.1. What is fluency? Why is it important?

Fluency doesn't mean speaking really fast without hesitating. It's being able to express yourself despite the gaps in your knowledge, despite the mistakes you are making, despite not knowing all the vocabulary you might need. It means hesitating in such a way that other keep listening and wait for you to continue, rather than finishing your sentences for you. The opposite of fluency is being tongue-tied and embarrassed when speaking in English or not speaking at all. Fluency goes hand in hand with confidence and it takes time to develop.

In writing, you can pause after each word while you think of the next word you want to write. But you can't do this in a conversation. You have to keep talking or people will get tired of waiting and stop listening to you. Fluency means using simple words to express meaning, even though longer words might be more descriptive. Fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence and on not worrying about losing face by making mistakes. "It also involves using hesitation expressions like *uh*, *um*, *well*, or *you know* to gain thinking time, and students may need to learn to use them"<sup>26</sup>.

---

<sup>26</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

Pronunciation practice is an essential way of helping students to become more fluent. They may need to learn to avoid words and phrases they find particularly difficult to say aloud and use alternate phrases that are easier to say.

#### **5.2.16.2. Fluency versus Accuracy**

Accuracy means not making too many mistakes. We certainly want our students to become more fluent, but we also want them to become more accurate. An overconfident, inaccurate speaker can be an irritating companion, though preferable to a silent one.

Sometimes during a lesson we will do work, such as a grammar explanation and exercises, to help students to speak more accurately. We'll correct mistakes they make, and we will encourage them to correct themselves. But the students cannot be expected to express themselves fluently without making mistakes at the same time. Expressing an idea in English so that others in the group understand it in react to it is a more satisfying achievement than saying a sentence with no mistakes in it. As students become more adept at expressing themselves fluently, they will probably make more mistakes because they will be stretching their English to its limits and focusing on communication, not grammar.

### **5.2.16.3. Errors and correction**

When students are working together and trying to communicate with one another, their minds are focused on the content of what they are saying, not on the language system. When students are working together, they are out of our earshot most of the time. Only when we get closer can we hear what they are saying and how they are saying it. If they are speaking together in English, we may be really pleased, even though they are making lots of mistakes.

If we interrupt and correct students in mid – conversation while they are trying to express complex ideas or personal information, they may feel resentful or belittled. “This is me you are correcting and disapproving of, not my English”<sup>27</sup>. And this may discourage students from speaking for fear of being corrected.

---

<sup>27</sup> The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.

If we ignore the mistakes we hear students making, they may start to believe that mistakes do not matter at all and develop a style of speaking in incorrect English that is very difficult to improve. We need to take notes while we are monitoring students so that we can give them feedback afterward; feedback is an essential part of every lesson, which is why monitoring students while they are working together is so important. If we are going to take notes on students' mistakes to point out to them afterward, we need to do this unobtrusively but formally, preferably in a notebook devoted to each particular class, so that we have a permanent record of these notes.

We also need to be systematic in our correction strategies. Pointing out lots of unrelated mistakes can lead to confusion or dismay. Instead it is more helpful to focus on different kinds of errors in different lessons: modal verbs in one lesson, tenses in another, articles in another, and so on. Or we can focus on vocabulary or pronunciation mistakes, on communication problems such as misuse or under use of conversational gambits.

### **5.2.17. Sustaining a conversation**

Sometimes students begin working together with enthusiasm but then quickly run out of steam. This may be because they've exhausted the topic and do not have any relevant

opinions or experiences to share. Or it may be because they lack the vocabulary to talk about the topic in greater depth. Meanwhile, other groups have plenty to say and are having a lively conversation, making sure each group member has an equal amount of time to speak. The composition of groups is also a factor: a group of students that gives up easily is more likely to stop talking sooner than a group with a strong, resourceful. We may need to give them advice like:

- Don't start too soon, take a few moments to gather your thoughts and consider what you are going to say. Perhaps make notes.
- Deal with the more interesting questions in greater depth.
- Skip over less interesting questions and go back over them later if there is time.
- If necessary, take a break for a moment to gather your thoughts before continuing.
- Ask for help if you are stuck.
- Try to give personal examples rather than attempt to discuss global issues.
- Listen to each other's ideas and react to them. Do not concentrate only on expressing your own point of view.

## **CHAPTER: III**

### **5.3. BASIC ENGLISH SKILLS**

The learning of the Basic English skills are going to help students to communicate with their teachers and classmates therefore is too important that during the class being practice all these skills.

#### **5.3.1. Listening Skill**

##### **5.3.1.1. What is listening?**

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others. We listen to obtain information, to understand, for enjoyment, and we listen to learn. Listening is following and understanding the sound. It is hearing with a purpose. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem.

### **5.3.1.2. The nature of listening.**

When vocabulary is presented for the first time, students, at least beginning students, need time to just listen to recognize the vocabulary and not to produce it just yet. Certainly they should use these words in speaking formats, but not when they are exposed to the words for the first time.

The listening skill is the only one over which the learner has little or no control; one can read, speak, and write at one's own pace, level of vocabulary and syntax, using a dictionary if necessary.

### **5.3.1.3. Listening skills tips**

#### **5.3.1.3.1. Good listeners listen with their faces**

We have spent a lot of our modern lives working at tuning out all of the information that is thrust at us. It therefore becomes important to change our physical body language from that of a deflector to that of a receiver, much like a satellite dish. Our faces contain most of the receptive equipment in our bodies, so it is only natural that we should tilt our faces towards the channel of information.

A second skill is to use the other bodily receptors besides your ears. You can be a better listener when you look at the other person. Your eyes pick up the non-verbal signals that all people send out when they are speaking. By looking at the speaker, your eyes will also complete the eye contact that speakers are trying to make. A speaker will work harder at sending out the information when they see a receptive audience in attendance. Your eyes help complete the communication circuit that must be established between speaker and listener. It is extremely difficult to receive information when your mouth is moving information out at the same time. A good listener will stop talking and use receptive language instead.

A final skill is to move your mind to concentrate on what the speaker is saying. You can not fully hear their point of view or process information when you argue mentally or judge what they are saying before they have completed. An open mind is a mind that is receiving and listening to information.

#### **5.3.1.4. Kinds of listening**

##### **5.3.1.4.1. Active listening**

Listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade negotiate.

What's more, you'll avoid conflict and misunderstandings – all necessary for workplace success.

The way to become a better listener is to practice “active listening”. This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, to try and understand the total message being sent. In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by what else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking.

#### **5.3.1.4.2. Becoming an active listener**

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they are saying.

#### *4. Pay attention.*

Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.

- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare a rebuttal
- Avoid being distracted by environmental factors.
- "Listen" to the speaker's body language.
- Refrain from side conversations when listening in a group setting.

#### *5. Show that you are listening.*

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes and uh huh.

## **6. Provide feedback.**

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. “What I’m hearing is...” and “Sounds like you are saying...” are great ways to reflect back.
- Ask questions to clarify certain points. “What do you mean when you say...?” “Is this what you mean?”
- Summarize the speaker’s comments periodically.

## **6. Defer judgment.**

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish.
- Don’t interrupt with counterarguments.

## *7. Respond Appropriately.*

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person as he or she would want to be treated.

### **5.3.1.4.3. Effective listening**

One of the best ways to begin to improve your listening skills is to have a better understanding of some of the most common behaviors you and others demonstrate when not listening effectively. Like the development of any skill, the first step to improvement is to have a good understanding of what you can do or stop doing in order to get better.

The second step is often the most difficult, and that is the requirement that you practice the skill over and over. Listening is no different.

Listening effectively to others can be the most fundamental and powerful communication tool of all. When someone is willing to stop talking or thinking and begin truly listening to others, all of their interactions become easier, and communication problems are all but eliminated.

### **5.3.2. Speaking skill**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

#### **5.3.2.1. Speaking situations**

##### **5.3.2.1.1. Interactive**

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech.

### 5.3.2.2. Micro-skills

Here are some of the micro-skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

### **5.3.2.3. Strategies for developing speaking skills**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

### **5.3.2.4. Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

### **5.3.3. Reading skill**

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

#### **5.3.3.1. Reading techniques**

##### **5.3.3.1.1. Pre-reading strategy**

It consists of a brief pre-reading exercise and question about the controlled nonfiction reading selection on the chapter theme; scan for subheads in the selection of the main topic. In academic reading, it often helps to survey the material before to read it. Pictures or diagrams provide useful first clues to the contents.

#### **5.3.3.1.2. Skimming**

The purpose of skimming is simply to see what the text is about. The reader skims in order to satisfy a very general curiosity about the text, and to find the answers to particular questions. It differs from general rapid reading in that the reader goes through the text extremely quickly.

One of the reasons for practicing skimming is that it can be very useful as a study technique. It also helps to the learner to organize the students' thoughts and specify what information they can get from a book, so that their reading is more efficient.

#### **5.3.3.1.3. Scanning**

It means through the text rapidly to search for a specific piece of information like a name or a date, or get an initial impression of whether the text is suitable for a given purpose. There is a great range of texts suitable for scanning indexes, dictionaries, maps advertisements, labels, reference materials, business letters, etc.

### **5.3.3.2. Methods**

#### **5.3.3.2.1. Reading a story from a book.**

Create a routine for story reading, is a great method to elicit students to read. Do not choose a big book and try to look for a story that is interesting for all students. Let students ask questions if they want to, but no so much that it interrupts the flow of the story; when you finish reading encourage the students to talk about the story.

#### **5.3.3.2.2. Reading texts based on the student's language**

This approach has proved effective with beginners the idea is that each individual pupil has his or her own written text which says what he or she want to say. When working in the foreign language is important that the teacher gives the students a task when he or she can use their language knowledge. This type of reading is often based on a picture, but can be about something which has happened, or just about how the pupil is feeling today. "The same technique can be use for making up group/class reading books.

This technique of writing down what your pupil says or the stories they tell you”<sup>28</sup>

### **5.3.3.3. Kinds of reading**

#### **5.3.3.3.1. Reading aloud**

Reading aloud is not the same as reading silently. It’s a separate skill and not one which most people have that much use for outside the classroom. But it can be useful, especially with beginners in a language. Traditionally reading aloud is thought of as reading round the class one by one, and also many students seem to enjoy it.

#### **5.3.3.3.2. Silent reading**

Reading aloud can be a useful skill to have in the classroom, and one which teachers make good use of, but silent reading is what remains with most people for the rest of their lives. Nobody can guarantee that all your pupils will love books, but a positive attitude to books and reading from the beginning will help.

---

<sup>28</sup> PLANNING, EXECUTION AND EVALUATION OF THE LEARNING TECHING PROCESS IN THE ELEMENTARY LEVEL INSTITUTIONS, Module 4, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.

Use the text book to concentrate on conscious language development, but let your pupils read books for understanding and for pleasure.

#### **5.3.3.3.3. Comprehensive reading**

Due to the fact that the scientific text contains information often very complex, the student must read solely and carefully, in order to extract information and to understand the material. A combination of several sorts of knowledge and techniques must be acquired for the comprehensive reading of scientific texts.

#### **5.3.3.4. Vocabulary recognition**

When students read English material, commonly faces a crucial problem: they are unable to determining the meaning of a word, therefore, they are unable determining with accuracy what they are reading. To solve this situation, three useful alternatives are outlined:

a. It is simpler to revise the meaning of the word in the dictionary, this is, in a certain manner, the better alternative, since provides the exact meaning of the word. Therefore, one must to teach to the student to use the dictionary correctly.

b. The second alternative is to interpret the meaning through the “words analysis”. It is taught to the student to analyze the words beginning of their constitutive elements: root, prefix and suffix. For this reason is necessary to familiarize to the students with the meanings of the root of the affixes that are more used. Thus, the students learn to find the meaning of a difficult word through the decomposition of the same in their constitutive elements.

c. The last alternative is to suppose the meaning of the word from the context of the sentence, using the clues of general context of the material of reading. The students must learn to find the unknown words meaning through the analysis of the definitions that are given in the text, or contrasting the existing information. The context can describe a situation that trains to the students to use their experience or imagination to suppose or deduce the meaning of the word.

#### **5.3.3.5. Sentence Comprehension**

“Frequently occur that when a student reads a book, an article, or other material in English, though he knows each word of the sentence, he can not understand yet its entire meaning,

especially when the sentence is long and complex”.<sup>29</sup> To help students to understand such sentence there are four techniques:

A. Sentence analysis. - When a student does not understand a sentence, he must analyze in its parts. For this, the student must be able to recognize several sentence standards. With this knowledge, the student can analyze a complex sentence analyzing the principal verb, then to the principal subject. If the principal verb requires an object or a complement, the student must find the object or the principal complement.

B. Recognition of punctuation. - The punctuation, as the words, helps to communicate the writer's ideas. There for, students must recognize the meaning and use of the punctuation signs.

C. Recognition of reference terms. - a reference term is a word use to replace other word, in such a way the writer does not have to repeat the same word sometimes.

D. Recognition of sing words. - a sing word is a word or phrase that operates as a connector in a sentence, among sentences or paragraphs.

---

<sup>29</sup> PLANNING, EXECUTION AND EVALUATION OF THE LEARNING TECHING PROCESS IN THE ELEMENTARY LEVEL INSTITUTIONS, Module 4, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.

### **5.3.4. Writing Skill**

Writing is a productive skill; it is related to reading skill. It demands knowledge of grammatical structures and understanding of orthographic symbols in order to produce writing and not only interpret it.

Writing result easier if students have writing practice in their native language. Teachers must encourage students to learn English spelling patterns because sometimes students write as they pronounce. Writing involves the ability to copy on paper words, phrases, sentences and any kind of utterances, taking care about the use of punctuation, the use of capital or small letters, etc. This activity involves controlling syntax and vocabulary because it is primordial for introducing ideas in writing.

#### **5.3.4.1. Organize your writing**

Whether you are writing a report, you should decide what information you want to convey.

Here is how to do this:

1. List each item you need to discuss in your memo or report.

2. Put them in order — from most to least important
3. Write a brief summary of your entire memo — this will be your first paragraph.
4. Expand on each item listed in step 1.
5. If any action needs to be taken by the recipient, state that in your closing paragraph.

#### **5.3.4.2. How to improve your writing skills**

1. Draw up an outline, listing each item you need to discuss in your memo, letter, or report.
2. Put items in order -- from most to least important
3. Gather information to backup what you plan to say, or to help illustrate your points
4. If appropriate, get input from others who are involved in the project you're discussing
5. Write a brief summary of your entire memo -- this will be your first paragraph.
6. Expand on each item listed in step 1, to make up the body of the memo.
7. In your last paragraph tell the recipient if he or she needs to take any action.
8. Set your document aside before proofreading it. This will allow you to look at it with a fresh eye.

### **5.3.4.3. Types of writing**

#### **5.3.4.3.1. Descriptive writing**

It is to describe some things to a friend. Is very important to give to know the reader the look or feel of what you are describing. To do a descriptive writing you have to take into account the following steps:

- Observe with a careful eye the person or item you want to describe; and keep it in your mind.
- Ask yourself questions like: what do you notice? What is special or unique about this person? What makes this place interesting? Etc.
- Decide on the features you want your audience to really sense. Concentrate on describing those things.

#### **5.3.4.3.2. Narrative writing**

A narrator is used in writing to describe the actions. Narrative writing does the same thing; it tells what is happening in the story. For this type of writing you have to follow two steps:

- Sequence. It is the key.

- Map it out. A map will help you to structure your writing.

#### **5.3.4.3.3. Informative writing**

Informative writing gives you information about the facts and events in an interesting way for this writing you have to consider some steps:

- Give your readers a close up view. Provide unusual details about usual things.
- Tie your topic to your readers
- Compare one topic to another.
- Use informative, colorful, descriptive and narrative language to present your facts.

#### **5.3.4.3.4. Reflective writing**

Reflective writing is when you put your thoughts, reasons, reflections, regrets, important questions to yourself, feelings, etc. on a paper.

### **5.3.5. Grammar**

#### **5.3.5.1. What is Grammar?**

All of us bring with us certain inclinations and conditioned attitudes to the study of grammar. Each of us started learning grammar bit by bit, piece by piece. More by trial and error than by the adequacy of definitions and descriptions, we gradually gained some facility in analyzing language. The primary vehicle most of us were given for dissecting English was taken from Latin grammar.

It is from this tendency that we get our prescriptive grammars, which tell us how we should speak (and write), as opposed to descriptive grammars, which simply describe how we speak without attaching value to it. Prescriptive grammars remind us of the inherently social nature of language.

#### **5.3.5.2. Sentence Recombination**

Sentence recombination is an effective activity for teaching sentence structure, paragraph structure, punctuation, transition and coherence, and parts of speech. Students must also use critical thinking skills to cluster and organize ideas and concepts. Sentence recombination exercises are thematic and can be easily constructed in advance by the teacher or as a group activity with the students.

### **5.3.5.3. Teaching Grammar**

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of no prestige forms.

Language teachers teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

#### **5.3.5.4. Goals and Techniques for Teaching Grammar**

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications:

##### *Overt Grammar Instruction*

Adult students appreciate and benefit from direct instruction that allows them to apply critical thinking skills to language learning. Instructors can take advantage of this by providing explanations that give students a descriptive understanding (declarative knowledge) of each point of grammar.

- Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.

- Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.
- Present grammar points in written and oral ways to address the needs of students with different learning styles.

An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles:

- Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.
- Use the examples as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary.

#### *Relevance of Grammar Instruction*

- In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.

### Error Correction

At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.

#### **5.3.5.5. Strategies for Learning Grammar**

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing.

This disconnect reflects a separation between declarative knowledge and procedural knowledge.

- Declarative knowledge is knowledge about something.
- Procedural knowledge is knowledge of how to do something.

#### **5.3.5.6. Developing Grammar Activities**

Many courses and textbooks, especially those designed for lower proficiency levels, use a specified sequence of grammatical topics as their organizing principle. When this is the case, classroom activities need to reflect the grammar point that is being introduced or reviewed. By contrast, when a course curriculum follows a topic sequence, grammar points can be addressed as they come up.

#### **5.3.5.7. Using Textbook Grammar Activities**

Textbooks usually provide one or more of the following three types of grammar exercises.

- Mechanical drills: Each prompt has only one correct response, and students can complete the exercise without attending to meaning.
- Meaningful drills: Each prompt has only one correct response, and students must attend to meaning to complete the exercise.
- Communicative drills, described in Strategies for Learning Grammar

To use textbook grammar exercises effectively, instructors need to recognize which type they are, devote the appropriate amount of time to them, and supplement them as needed.

### **5.3.6. Vocabulary**

#### **5.3.6.1. Ways to make vocabulary learning interesting**

Since students need to be motivated to learn vocabulary constantly, it is important that vocabulary review is as interesting as possible. Teachers can vary the types of exercises, strategies and activities. The visual element is equally important. Here are some of the activities:

##### Stage 1: Noticing the word: the visual element

- Flashcards

- Pictures

### Stage 2: Recognition

- True/false
- Categorize the words
- Matching. (this category is huge with both open and closed types of exercises) Matching the word to its definition, L1-L2, opposites, adjectives and nouns, verbs and adverbs, word to the picture, match two words that go together
- Multiple choice
- Drawing the word
- Bingo games
- Circle the word you hear

### Stage 3: Production

- Dictation
- Answering questions
- Guessing games: I'm thinking of:
- Picture description
- Miming

*Final Words: Points to consider*

- Try to have as many success oriented activities that are geared to the age groups you teach.
- Gradually progress from one stage to another but vary the activities within each stage.
- Consider appealing to the various multiple intelligences. The **visual element** in learning is particular important – for all age groups but particularly important for younger children.

## **6. HYPOTHESIS**

### **6.1. GENERAL**

The lack of classroom management affects the development of the Basic English language skills of students at Night Section of National “Vilcabamba” High School. Period 2009 -2010.

### **6.2. SPECIFICS**

- There is low control of students’ discipline, which influence in the development of Basic Language Skills of students at Night Section of National “Vilcabamba” High School. Period 2009 -2010.
  
- The different students’ personalities are affecting the classroom management of students at Night Section of National “Vilcabamba” High School. Period 2009 - 2010.

## **7. METHODOLOGY**

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

It is important to point out according the nature of the theme the present research will be descriptive, for this reason the group research will not manipulate the variables or investigation actors, who are going to participate in this investigation work.

So if we say the investigation is Descriptive we will work basing the same on the existent theory but we have also to carry out a direct observation to can realize how the research problem is but without attempt against or manipulate the phenomenon.

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

#### **7.1.1. Methods**

We will use the **scientific method** which is going to help us to fundament the present work with the variables. So this method is going to have a big importance during the development of the research project in the search of the theoretical references; also it will help during the redaction of the conclusions and state the recommendations.

Another methods that the research group will use is the **descriptive method** which help us to demonstrate the meaning of the investigation, describe the problematic that the group will found during the development of the same.

The method will help us for supporting the conclusions, and to describe the techniques used by teachers to develop in a good way the English classes.

The **analytic-synthetic method** will be also use to analyze the techniques that teachers use in their classes, and we will analyze the obtained data in the field work.

We will use the **explicative method** in the explanations of the questions results to reinforce the theoretical reference about the theme.

The **descriptive statistics** are going to help us to describe the data in tables, squares and graphs to obtain a best comprehension about the obtained information in all the research.

### **7.1.2. Techniques and Instruments**

To obtain data to support our research, we are going to apply the following instruments and techniques.

A **survey** will be applied to obtain information about our theme, and how teachers manage their classes to develop the Basic English language skills. It will be applied to English teachers and students with a pre-made questionnaire, which shall contain open and closed questions about the topic that we will research.

An **interview** will be also applied to the director of the English area, which will help us to reinforce the information obtained from the surveys.

## **7.2. PROCEDURES**

Once applied the investigation tools to obtain the information, we will process the data through the **tabulation** and we shall contrast the information of teachers and students which will let us to get the true data.

After we are going to **organize** the empiric information taking as a theory referents the specific hypothesis of the researching work. Then we will analyze and interpret the empiric information according with the theoretical reference of the project; finally the research group will present the conclusions and recommendations using good criteria and taking into account the stated objectives which help and guide the investigation process

## **7.3. POPULATION**

Taking into account that the population of the institution in which we are going to do the research it is few, the research group will work with all students.

Also in the night section only a number of two teachers work, the surveys will be applied to both of them.

<b>Variable</b>	<b>Population</b>
8 <sup>th</sup> year of basic education	22
9 <sup>th</sup> year of basic education	34
10 <sup>th</sup> year of basic education	16
1 <sup>st</sup> year of Bachelor's Degree	20
2 <sup>nd</sup> year of Bachelor's Degree	18
3 <sup>rd</sup> year of Bachelor's Degree	10
<b>Total Students</b>	<b>120</b>
<b>Teachers</b>	<b>2</b>

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

### **8.1. RESOURCES**

#### **8.1.1. Human**

**Investigative group:** it's formed by:

- Ocampo Carpio Diana Maribel.
- Abad Alverca Fabian Alejandro

**Authorities:** Those are the following ones:

- Teacher Patricio Aldeán. Principal of the high school.
- Teachers: Gloria Quezada and Esperanza Ordóñez, English teachers of the institution.
- Students from fist of night section of the institution.
- Administrative and services people.

**Institutions:**

- National “Vilcabamba” high school.
- National University of Loja.

**8.1.2. Materials.**

The material resources that we shall use are: office material, books, let books, thesis, photocopies, computer, printer, Internet, didactics and others.

**8.2. BUDGET**

Project	450,00
Printing	200,00
Copies	100,00
<b>OFFICE</b>	
<b>MATERIAL</b>	
Paper	80,00
Notebooks and	
Folders	40,00
Internet	180,00
Transport and	
Feeding	350,00
<b>TOTAL</b>	<u>1400,00</u>

**8.3. FINANCING**

Is important to point out, that the financing of all the expenses generated in the present investigation work, will be covered in whole by the research group.

**9. TIMETABLE**

Time Activities	2009-2011																
	MONTHS	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	SEP	OCT	NOV	DEC	JAN	FEB
Presentation of the Project	X																
Correction of the Project		X	X	X													
Approval the Project					X												
Presentation and Designation of thesis Director						X											
Application of the Instruments							X										
Development of the thesis								X	X	X							
Presentation of the Thesis											X						
Corrections												X	X	X			
Thesis Approval																X	
Graduation																	X

## 10. BIBLIOGRAPHY

- PLANNING, EXECUTION AND EVALUATION OF THE LEARNING TECHING PROCESS IN THE ELEMENTARY LEVEL INSTITUTIONS, Module 4, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.
- LA COMUNICACIÓN EN IDIOMA INGLÉS CURSO TALLER PARA LA ADQUISICIÓN Y USO DEL IDIOMA INGEL NIVEL I, Module 3, National University of Loja. Area of Education, Art and communication, English Language Career. Academic year 2005 – 2006.
- RICHARDS, Jack, Strategic Reading 1. Cambridge University. Published 2003.
- JONES, Leo, The Student-Centered Classroom. Cambridge University Press. 3 Avenue of the Americas New York, NY 10013-247, USA.
- MURPHY, Raymond with SMALZER, William R, Basic Grammar and Vocabulary in Use. Cambridge University Press.2002.
- Classroom Management workshop. Saula Aguilar.
- PCI of the institution.
- WHITE, Patrick, Larousse, Diccionario General English/Spanish, 2003.
- SUMMERS, Della, Longman Diccionario Pocket, Español Inglés, 2003.
- CAMBRIDGE Advanced Learner's Diactionary, Cambridge University Press, Second Edition 2005.
- <http://www.readingrockets.org/article/405>
- [http://www.education-world.com/a\\_curr/curr330.shtml](http://www.education-world.com/a_curr/curr330.shtml)
- <http://www.tefllogue.com/in-the-classroom/practical-teaching-tips.html>

- <http://www.tefllogue.com/in-the-classroom/practical-teaching-tips.html>
- <http://www.tefllogue.com/in-the-classroom/first-classes.html>

## 11. INDEX

1. THEME .....	68
2. PROBLEM STATEMENT .....	69
3. JUSTIFICATION .....	75
4. OBJECTIVES .....	77
5. THEORETICAL FRAME .....	78
6. CHAPTER I: CLASSROOM MANAGEMENT .....	78
6.1. DEFINITION .....	78
6.2. TECHNIQUES .....	79
6.3. CLASSROOM MANAGEMENT BASED ON THE TYPE OF CLASSROOM .....	80
6.4. CHARACTERISTICS OF A WELL MANAGED CLASS .....	84
6.5. CLASSROOM DISCIPLINE.....	86
7. CHAPTER II: “CLASSROOM MANAGEMENT TIPS”.....	94
7.1. CLASSROOM ARRANGEMENT.....	94
7.2. TIPS FOR ORGANIZING TEACHING RESOURCES AND MATERIAL.....	97
7.3. TIPS FOR ORGANIZING SUBSTITUTE INFORMATION .....	99
7.4. TIPS FOR KEEPING TRACK OF STUDENTS HOMEWORK.....	100
7.5. TIPS FOR GROUPING STUDENTS .....	102
7.6. PRACTICAL TEACHING TIPS .....	104
7.7. FLUENCY AND ACCURACY .....	113
7.8. ERRORS AND CORRECTION .....	115
7.9. SUSTAINING A CONVERSATION .....	116
8. CHAPTER III: “BASIC ENGLISH SKILLS” .....	118
8.1. LISTENING SKILLS .....	118
8.2. WHAT IS LISTENING .....	118
8.3. LISTENING SKILLS TIPS .....	119
8.4. KINDS OF LISTENING .....	120
8.5. SPEAKING SKILLS.....	125

8.6. SPEAKING SITUATIONS .....	125
8.7. STRATEGIES FOR DEVELOPING SPEAKING SKILL .....	127
8.8. READING SKILL .....	128
8.9. READING TECHNIQUES .....	128
8.10. READING METHODS .....	130
8.11. KINDS OF READING .....	131
8.12. WRITING SKILL .....	135
8.13. ORGANIZING YOUR WRITING .....	135
8.14. HOW TO IMPROVE YOUR WRITING SKILL .....	136
8.15. TYPES OF WRITING .....	137
8.16. GRAMMAR .....	139
8.17. TEACHING GRAMMAR .....	140
8.18. STRATEGIES FOR LEARNING GRAMMAR .....	143
8.19. DEVELOPING GRAMMAR ACTIVITIES .....	144
8.20. VOCABULARY .....	145
<b>9. HYPOTHESIS .....</b>	<b>148</b>
<b>10. METHODOLOGY .....</b>	<b>149</b>
<b>11. ORGANIZATION AND MANAGEMENT OF THE RESEARCH .....</b>	<b>152</b>
<b>12. BUDGET .....</b>	<b>153</b>
<b>13. TIMETABLE .....</b>	<b>154</b>
<b>14. BIBLIOGRAPHY .....</b>	<b>155</b>

## **ANNEXES**

## 11. ANNEXES



### TEACHER'S SURVEY

As a mean to obtain our Licentiate Degree in English Language Career, we need your collaboration to complete the following survey aimed to get information about **“The Classroom Management and its influence in the development of the Basic Linguistic English skills in the night section at National “Vilcabamba” high school”**

**1. What's Classroom Management for you?**

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

**2. How do you think classroom management influences in the development of the basic linguistic English skills?**

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

**3. Mark the aspects you consider classroom management involves.**

- |                           |     |                     |     |
|---------------------------|-----|---------------------|-----|
| - Discipline              | ( ) | - Class arrangement | ( ) |
| - Students' age           | ( ) | - Behavior          | ( ) |
| - Students' likes         | ( ) | - Lesson planning   | ( ) |
| - Students' personalities | ( ) |                     |     |

**4. How can you explain the relation between classroom management and the learning of the English language?**

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

**5. What do you think the most suitable class is to get a good classroom management?**

- Large class            ( )    - Small class            ( )
- Noisy class            ( )    - Well arranged class ( )
- Very quiet class      ( )    - Mixed ability class ( )
- Different ages class ( )

**1. How do you control the discipline problems in your classroom?**

- Calling your attention    ( )    - Sending you to the inspector office ( )
- Giving you a present      ( )    - Taking notes in his/her register      ( )
- Calling your parents      ( )    - Speaking with the counselor      ( )

**7. Do you consider the discipline affects the development of the classroom management?**

Yes ( )            No ( )

How.....

**8. Do you apply any discipline plan in your class?**

Yes ( )            No ( )

Explain.....

**9. Which discipline punishments do you apply in your classes when it is necessary?**

- An extensive homework ( ) - Call the students' parents ( )
- Assign a note in teachers register ( )

Other ones .....

**10. What do you consider the Basic Linguistic English Skills are?**

- Listening ( ) - Drawing ( )
- Researching ( ) - Reading ( )
- Speaking ( ) - Grammar ( )
- Skimming/scanning ( ) - Spelling ( )
- Vocabulary ( ) - Writing ( )

**11. Does the institution have audiovisual material to practice basic English Skills?**

Yes ( ) No ( )

Explain which ones .....

**THANKS FOR YOUR COLLABORATION**



## STUDENTS' SURVEY

As a mean to obtain our Licentiate Degree in English Language Career, we need your collaboration to complete the following survey aimed to get information about **“The Classroom Management and its influence in the development of the Basic Linguistic English skills in the night section at National “Vilcabamba” high school”**

### 1. Do you notice that your teacher plans his /her classes?

Yes ( ) No ( )

Why.....

### 2. Choose the aspects that your teacher takes into account during the class.

- |                   |                               |
|-------------------|-------------------------------|
| - Warm ups ( )    | - Students' participation ( ) |
| - Explanation ( ) | - Students' understanding ( ) |
| - Dictated ( )    | - Only speak ( )              |

### 3. Does your teacher apply warm ups or games before starting classes?

Yes ( ) No ( )

Explain .....

### 4. How does your teacher control the discipline problems in your classroom?

- |                              |   |
|------------------------------|---|
| - Calling your attention ( ) | - Sending you to the inspector office ( ) |
| - Giving you a present ( )   | - Taking notes in his/her register ( )    |
| - Calling your parents ( )   | - Speaking with the counselor ( )         |

**5. Do you enjoy the English classes?**

Yes ( ) No ( )

Why .....

**6. How is the confidence relationship with your teacher and your classmates?**

Very well ( ) well ( )

Bad ( ) Very bad ( )

**7. Does your teacher bring the adequate didactic material to each class?**

Yes ( ) No ( )

**8. Do you think the arrangement and room decoration is adequate for your learning?**

Yes ( ) No ( )

Why .....

**9. Does the institution have audiovisual material to practice Basic English skills?**

Yes ( ) No ( )

Explain which ones .....

**10. What are the English language skills that your teacher practices with you in the same class?**

- Speaking ( ) - Grammar ( )

- Listening ( ) - Writing ( )

- Vocabulary ( ) - Reading ( )

**THANKS FOR YOUR COLLABORATION**

## CONSISTENCY MATRIX

**THEME:** “THE CLASSROOM MANAGEMENT AND ITS INFLUENCE IN THE DEVELOPMENT OF THE BASIC ENGLISH LANGUAGE SKILLS OF STUDENTS AT NIGHT SECTION OF NATIONAL “VILCABAMBA” HIGH SCHOOL DURING THE PERIOD 2009 - 2010”.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES
<p><b>GENERAL</b></p> <p>“How does classroom management influence in the development of the Basic English Language skills of students at Night Section of National “Vilcabamba” high school during the period 2009 – 2010?”</p> <p><b>SUBPROBLEMS</b></p> <p>1°. How does the discipline problems in the classroom, influence in the development of the basic linguistic skills</p>	<p><b>GENERAL</b></p> <p>To determine, how classroom management influences in the development of the basic linguistic skills of the English Language of students at Night Section of “National Vilcabamba” high school. Period 2009-2010.</p> <p><b>SPECIFICS</b></p> <p>1°. To analyze how teachers are controlling the discipline problems in the class.</p>	<p><b>GENERAL</b></p> <p>The lack of classroom management affects the development of the basic English language skills of the students at night section at National “Vilcabamba” high school. Period 2009 -2010.</p> <p><b>SPECIFICS</b></p> <p>1°. There is low control of students’ discipline, which influence in the development of basic language skills</p>	<p><b>INDEPENDENT:</b></p> <p>Classroom Management</p> <p><b>DEPENDENT:</b></p> <p>Development of the Basic English Language Skills</p>

<p>of the English language of students at Night Section of “National Vilcabamba” High School. Period 2009-2010?</p> <p>2°. How are the different students’ personalities affecting the Classroom Management at Night Section of “National Vilcabamba” High School Period 2009-2010?</p>	<p>2°. To explain if the different students personalities are affecting the complete development of the English classes.</p>	<p>of students at night section of National “Vilcabamba” High School. Period 2009 -2010.</p> <p>2°. The different students’ personalities are affecting the classroom management of students at Night Section of National “Vilcabamba” High School. Period 2009 -2010.</p>	
---	--	--	--