



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

CLASSROOM MANAGEMENT AND STUDENTS' INTEREST TO LEARN THE ENGLISH LANGUAGE WITH STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "MANUEL ENRIQUE RENGEL" HIGH SCHOOL. ACADEMIC YEAR 2012-2013.

Thesis previous requirement to obtain the Bachelor's Degree in Sciences of Education. English Language specialization.

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CERTIFICATION

Dr. M. Sc. Rober Sánchez Armijos
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CERTIFIES:

The present research work entitled: **“CLASSROOM MANAGEMENT AND STUDENTS’ INTEREST TO LEARN THE ENGLISH LANGUAGE WITH STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “MANUEL ENRIQUE RENGEL” HIGH SCHOOL. ACADEMIC YEAR 2012-2013”**, under the responsibility of the undergraduate student: Diana Marisol Chillogallo Ordóñez, has thoroughly been revised and fully analyzed. Therefore, I authorize its presentation and submission for the legal requirements.



Dr. M.Sc. Rober Sánchez Armijos
THESIS DIRECTOR

AUTHORSHIP

I, Diana Marisol Chillogallo Ordóñez declare to be the author of this thesis and I release expressly to the Universidad Nacional de Loja and their legal representatives of possible claims or legal action for the content of the same.

Additionally I accept and authorize to the Universidad Nacional de Loja the publication of my thesis in the Repositorio Institucional-Biblioteca Virtual.

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THE AUTHORESS

DEDICATORY

To God, for allowed me to reach this goal and given me health to achieve my goals; besides, of his infinite goodness and love.

My mother María Rosario, for being the mainstay in my life, for all her effort and sacrifice, which made possible the professional triumph achieved. For her my:
LOVE, OBEDIENCE AND RESPECT.

Diana Marisol

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THESIS SCHEME

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a. TITLE

CLASSROOM MANAGEMENT AND STUDENTS' INTEREST TO LEARN
THE ENGLISH LANGUAGE WITH STUDENTS OF 8TH, 9TH AND 10TH
YEARS OF BASIC EDUCATION AT "MANUEL ENRIQUE RENGEL"
HIGH SCHOOL. ACADEMIC YEAR 2012-2013.

b. SUMMARY

The present research work entitled CLASSROOM MANAGEMENT AND STUDENTS' INTEREST TO LEARN THE ENGLISH LANGUAGE WITH STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "MANUEL ENRIQUE RENGEL" HIGH SCHOOL. ACADEMIC YEAR 2012-2013, has been made with the purpose of determining the influence of learning environment on the students' interest to learn English language.

In the development of the work, the scientific method has been used as a general one which has helped to find the true about the researched object.

And as particular methods: the descriptive method was used to describe the data, the analytic-synthetic one was used to analyze the results, and the explicative one was used to explain the phenomena and to elaborate the final report.

In the field, the instrument of the interview was applied to the teachers, and the survey to the students, who provide information to prove the stated hypotheses through a logical analysis by using the descriptive statistics that helped to describe the results in tables and graphs.

Among the main results of the research, it was found that there are some factors such as classroom size, noise, lack of equipment, number of students, which affect in a negative way the learning environment of the students and their concentration.

It was also found that teachers do not use interactive activities to reduce the students' stress and get their interest to learn. For that reason, they consider the English language a boring subject, giving as consequence that the teaching-learning process cannot be developed as well as posible.

Therefore, it has been demonstrated that classroom management has certain influence on the students' interest to learn the English language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

c. INTRODUCTION

Classroom management contributes directly to the efficiency of teaching-learning process of English Language because involves more than the management and discipline of the students but also the availability of additional information on topics. However, an ineffective classroom management will make life stressful for teachers and unsure that students are provided with the correct tools and a calm environment in which to learn.

The focus in this work is to highlight the classroom environment for getting students' interest to learn the English subject. Because teachers often do not use the adequate equipment to develop their classes, we focus on activities and technology teachers can use to encourage learning. It also discuss the monitoring of students activities during classes and include interactive ones to make fun classes and set the knowledge in the students, due to these aspects have been the reasons that motivated the development of this research work.

Therefore, the main objective that guided the whole research work was to get the corresponding information about classroom management and students' interest to learn the English Language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

Based on these guidelines, the specific objectives were to analyze how classroom environment is influencing in the teaching-learning process; to explain if monitoring Students' performance is affecting English learning; and, to identify how learning activities are developed into classroom with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

To match with the specific objectives, it was also stated the hypothesis for this work which says that the lack of classroom management affects the Students' interest to learn English Language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013. The main method used in this work was the scientific one, which remarked the systematic steps to explain logic relations of the researched object and to draw the conclusions and recommendations. It was necessary also the usage of particular methods such as: descriptive; to describe the obtained results in the field work; the analytic-synthetic to analyze critically the empiric information; and, the deductive one to interpret the logical implications of the hypotheses.

The present work in its structure is organized in the following way:

Firstly, it has the introduction that presents the thesis work in its whole parts and it also describes the contextual frame of the problem that let develop this research work.

Then, it includes the revision of the literature where it is summarized the main variables of the specific hypotheses, which were the support in the analysis of the results with the instruments applied.

Next, the research work has the summary that describes briefly, the pertinence of the research and it summarizes the main conclusions and outcomes that have been gotten through this work.

It includes the materials and methodology used during the research process where it is described the methods, techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the research population.

It presents the obtained results in the research instruments that were applied to the teachers and to the students; and the interpretation and analysis of every question based on the theoretical references, the hypotheses and the obtained results.

After that, it has the discussion of the questions with the percentages more representative and the verification of the stated hypothesis through a logical descriptive analysis. It also refers to the conclusions which have been drawn after contrasting the information of the different instruments applied, establishing the logical relation among the variables with the specific objectives stated in the project and the gotten outcomes.

Finally, it presents the recommendations or possible solutions to the problematic found and which worth the research process developed in the researched institution and which could be used to improve the weaknesses regards to the problems that classroom environment has to get students´ interest to learn English language.

d. REVIEW OF THE LITERATURE

4.1. CLASSROOM MANAGEMENT

Classroom management is one of the most essential skills to becoming an effective classroom teacher. “Teachers who possess the ability to manage their classrooms are able to create an environment where learning is the focus (Burden, 2004).”¹

“The classroom management refers to a process that teachers guarantee the classroom instruction, the order, the effectiveness, deal with some matters, and arrange the time and space, and some other factors”.²

The traditional viewpoint was that, the purpose of classroom management is to deal with student's misbehavior. In fact, the significance of classroom management and discipline cannot be equal; the significance of the former is more widespread than the latter one.

The classroom management refers to managing the student, studying in classroom, the teacher and student's behavior and the activity; it is the way teachers organize what goes on in the classroom. It contributes directly to the efficiency of teaching and learning as the most effective activities can be made almost useless if the teacher does not organize them efficiently. But discipline has different meanings. In other words, the

¹ filebox.vt.edu/.../classroom%20management%20.. Classroom Management Paper. August, 13th, 2012

² <http://www.articlesbase.com/literature-articles/the-concept-of-classroom-management-1378142.html>. August 13th, 2012.

teacher adopts certain methods and measures to deal with student's misbehavior issues.

Classroom management is the term teachers and instructors use to describe the act of managing their classroom and students to ensure that stressful and non-educational situations are avoided and students learn topics and subjects effectively.

Classroom management involves more than the management and discipline of the students but also the availability of additional information on topics.

Effective classroom management will make life less stressful for teachers and ensure that students are provided with the correct tools and a calm environment in which to learn.

4.1.1. Characteristics of classroom management

There are four basic views of classroom management as follows: the first one is that management should embrace the view of full-scale development. The development of human beings is the basic responsibility of modern education.

The second one is that students are the main body of management. Students are the main body of studying, and they are also the main body of their own development.

All their independence and difference should be received teachers' respect. What's more, management should embrace the view of democracy and cooperation.

“Classroom instruction is a bilateral activity between teaching and studying, the process of classroom management, which is not only a kind of special cognitive process, but also is a process of complex psychological experience, it's a process of social practice in a certain space and time scope, it is an interactive process between the teachers and students, teachers and students affect each other.”³

The last but not the least, management should have the view of high effective benefit. The goal of classroom instruction management is spending few time and energy in teaching.

4.1.2. Components of classroom management

“Classroom management focuses on three major components: content management, conduct management, and covenant management.”⁴

Content Management

Content management occurs when teachers manage space, materials equipment, the movement of people, and lessons that are part of a curriculum or program of studies

³ www.articlesbase.com. The Concept of Classroom Management. August 18th, 2012.

⁴ http://www.ehow.com/about_5438989_classroom-management-definition.html. August 18th, 2012

Conduct Management

Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom

Covenant Management

Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom

4.1.3. Tips for a good classroom management

There are some practical aspects of managing a classroom, with suggestions and resources appropriate for getting a good learning environment:

- **Arrange to arrive** early so you can set up your equipment and space. This will let you get settled before any students arrive.
- At first bring **name labels** for students, so you know who they are. Holding the focus of a session is much easier when you know their names.

- **Set guideline:** young people like to know the rules and boundaries of the games, but also the behaviour we expect of them. Use any rules already in place in the classroom.
- Make sure you can **be seen** and can see them: trying to control any situation is much easier when you can make eye contact.
- **Keep instructions clear** and short: young people like to know what they are being asked to do. By explaining rules and aims well at the start, you should have less disruption through the session.
- **Wait:** give them time to process any questions you have set before asking for the answers. This keeps you in control and moves the focus from speed to accuracy.
- **Ask for help:** you are not there to manage behaviour. If there is an issue in your session, call over a teacher or teaching assistant to help
- **Adapt to your partner:** keeping on task doesn't always mean keeping to the rules. Molding activities to your partner's interests can keep them engaged and productive.
- Make sure that the **language** you use is easily understood by your partner. Students are more likely to mess around if they are a little confused by what you are saying.

- **Keep smiling:** you can't plan for every situation. Good learning can happen even when things don't go exactly to plan, so keep your sense of humor and go with the flow.

4.2. Physical environment

"The classroom environment includes Intellectual, social, physical, etc., conditions within or exogenous to a classroom that influence the learning situation."⁵

Classroom environment consists in a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors.

There are some aspects such as class composition and class size:

Class composition. - It examines classroom grouping methods, including ability grouping of students, single-sex classrooms and cooperative learning groups.

Research has found that classrooms with highly cooperative groups appear to have students with more positive perceptions of fairness in grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores.

⁵ <http://www.education.com/definition/classroom-environment/>. Classroom Environment. August 25th, 2012.

Class size.- Studies about class size have examined how class size influences student and teacher behaviors. In general, smaller classes are associated with students who are less stressed and are more frequently on-task with fewer reported behavior problems than students in larger classes.

Although teachers tend to use similar instructional strategies whether teaching large or small classes, there is some evidence to suggest that more class time is spent on administrative tasks for larger classes, leaving less time available for instruction. Some research has suggested that differences in academic outcomes based on class size are due to differences in student behaviors.

Classroom management defines the learning environment. A classroom management plan sets the tone for teachers, students, parents, the physical environment, and the multitude of relationships connecting these elements.

For pre-school settings, the most critical aspect of classroom management is the arrangement of the physical environment.

“The difference between chaos and an orderly atmosphere that facilitates learning depends in great part on how the teacher prepares the environment”⁶ Because a child-centered curriculum depends heavily on a

⁶ Cavallaro, C.C. & Haney, M. (1993). Developmentally appropriate strategies for promoting full participation in early childhood setting. *Topics in early childhood special education*

child's interaction with the classroom and its materials, taking careful consideration of all furniture, learning centers, and learning materials, creates the foundation for a successful classroom management plan. Once the physical environment has been arranged, the teacher can begin to consider the philosophies, personalities, and procedures that will dictate the school year.

To counteract the chaos that can erupt in a classroom, I find it more helpful to form a loose foundation that structures the potential ideal environment than to enforce a strict code of conduct that dictates the actions of personalities. A high level of rigidity can disturb the emotions of young children leading to more conflict than learning.

By envisioning classroom management as a foundation rather than a plan, expectations rarely disappoint and the behavior of young children can inspire insight rather than conflict.

Using a Classroom Management Plan as a blueprint for positive ideals can lead the behavior of the teacher in response to the impulsivity of young children. By being flexible, but always maintaining a focus on priority, the teacher can get the most out of every classroom situation.

Learning occurs best in a positive environment, one that contains positive interpersonal relationships and interactions, that contains comfort and order, and in which the learner feels appreciated, acknowledged, respected, and validated.

4.3. Room arrangement

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

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

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

The space plays a vital role when the teachers want to do a different arrangement of the students’ desk to work in an interactive, interesting and especial way. As in: making a circle, by lines, original way, face to face, making groups, and so on, it depends of the teachers’ creativity.”⁷

As teachers we have to decide the style to arrange the classroom, thinking of the students’ preferences to work.

Classroom management expert Fred Jones, author of Tools for Teaching, says the typical classroom arrangement, with students’ desks lined up in neat rows, makes it easy for custodians to do their jobs but tough for

⁷ Carroll, J (1963). A model of school learning. Setting Limits in the Classroom.

teachers to freely walk among their students' desks. Teachers should be able to get around the classroom quickly and frequently.

As the teacher is moving about the room, he or she can check the students' work. There is a lot less fooling around a lot more time on task just by being among the kids and moving around the room. Native teachers are doing it because it's obvious.

Considering that many classrooms are overcrowded, teachers need to think about how they can arrange students' desks so broad walkways run from the front to the back of the class and also from side to side. "The best room arrangement is a room with wide walkways"⁸ However, one "correct" room arrangement doesn't really exist. A room arrangement will depend on the dimensions of the classroom.

Classroom management expert Fred Jones says teacher mobility should be the aim of any classroom seating arrangement.

4.4. Effective classroom management

"Teachers have many roles in the classroom: two of the most important are planning lessons and organizing the classroom in the way that facilitates learning. The physical organization of the classroom is quite important."⁹ In an ideal world the classroom would have an area of easily

⁸ http://www.educationworld.com/a_curr/curr330.shtml. Room arrangement. August 28th, 2012.

⁹ <http://www.elt-china.org/pastversion/lw/pdf/liqinglan.pdf>. Effective Classroom Management. September 2th, 2012

moveable desks and chairs, an open space for actions songs and games, a quiet corner for reading or self-study.

Such ideal conditions are rarely found in the real world, but if at all possible arrange the tables and chairs so that the young learners can work in pairs or groups, and there should be space for them to come out to the board and to move around the classroom. Often the five or ten minutes spent on reorganization tables and chairs are well worth it to help an activity work well.

Besides the kind of activities that work well with younger learners are games and song with actions, total physical response activities, task that involve coloring, cutting and sticking. The activities should be changeable: some quiet, some active, some involving the whole class, some in pairs or groups. Is necessary to monitor individual, pair or group activities, move around among the learners, praising, encouraging them. These changes of pace and focus help keep the learners interested and motivated.

4.5. STUDENTS´ INTEREST TO LEARN ENGLISH

The teachers´ success to get students interest for learning a determine subject depends how he or she manages a group of students from diverse backgrounds and with differing skills and abilities. Some are already eager learners, while others have to be awakened to the joys and satisfactions of learning. Still others have special problems that must be dealt with

effectively in order for them to learn and in order to maintain an environment conducive to learning for the whole group.

First, it is important to provide students with opportunities to learn about things that interest them and then, to find ways to introduce the learning that peaks the student's interest. If the teacher can find ways to relate the topic to the student's present experience, and provide interactive learning activities that the student can actively participate in, then the student will gain motivation.

The physical environment plays a role in learning too. "Some students learn better in different lighting like softer or brighter, sitting at a desk or lying on the floor, with music on or in perfect silence, in a warmer or cooler place, etc.

The teacher can establish areas in the room that meet these different needs and styles of learning."¹⁰

Students who learn better lying down, for example, could bring mats to school that can be unrolled for study time. A small tent in the corner could provide the dimmer light some students need. A radio or CD player with earphones could be allowed during study time provided it truly helps the student to learn.

¹⁰ <http://www.directessays.com/viewpaper/200926.html> .The Importance of Comprehensive Classroom Management. September 8th, 2012

4.6. Teaching learning process

The importance of reasonable rules that everyone understands can hardly be overestimated. On the first or second day of school the teacher could initiate an interactive discussion with the students about why rules are needed in the classroom. Let students share a few experiences that happened when there were no rules. Then, ask them to come up with no more than five rules for classroom behavior. They could each write down a rule or two they think is important on an index card, and the teacher could then let each person read what he/she wrote down.

A list could be generated on the board. Or, they could start by brainstorming a list of every rule they can think of, then evaluate, eliminate, combine (just the word respect, for example, includes many rules), and whittle them down into three to five good rules.

A student with good handwriting or an artistic bent could be chosen to make a large poster with the rules, or a bulletin board for classroom display where everybody can see it.

4.6.1. Teaching learning process elements

Teaching and learning involves the process of transferring knowledge from the one who is giving to the one who is receiving. Teaching process cannot be performed if there is one element that is missing among the three of the teaching elements.

There is what we called as elements of teaching and learning processes. These elements are necessary to be able to make teaching and learning possible. Without one of these elements, there could be no real teaching or learning process that will exist. It is so important that the presence of these elements is present in the process of teaching, considering that all of them play an important role in the system

“The elements of teaching and learning process are **the teacher, the learner** as well as **the good learning environment**. It is being considered that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works together.”¹¹

The teacher is considered as the element that has the main role in the teaching-learning process. He/she is considered as the so-called prime mover of the educational processes, thus he or she directs the flow of the whole process.

The teacher is the one that facilitates the whole process of leaning. He or she directs its flow and serve as main control of the teaching learning process. The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented.

¹¹<http://education-teaching-careers.knoji.com/the-elements-of-the-teaching-and-learning-process/> September 15th, 2012.

The knowledge that acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that learn fast while there are those learners that learn in average or slower.

The favorable environment, participates in the teaching-learning process by providing a place where there is a smooth flow of communication, avoiding some common barriers between the teacher and the learner. The presence of a good environment is so much important in the teaching and learning process.

The good environment provides a smooth flow of communication between the learners and the teachers, thus it facilitates a well-executed teaching and learning process.

A good environment is necessary for learning. The reason why we should make sure that we should have this kind of environment, as we teach or we learn.

4.7. Language teaching methods

The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

“This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary”.¹²

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

There are three stages:

- a) “The preproduction stage is the development of listening comprehension skills.

¹² Diller, Karl Conrad . The Language Teaching Controversy. Rowley, Massachusetts: Newbury House.

b) The early production stage is usually marked with errors as the students' struggles with the language.

c) The last stage is one of the extending productions into longer stretches of discourse involving more complex games, role plays, open-ended dialogues, discussions, and extended small-group work.”¹³

4.8. Learning activities

The activities that we can develop into the classroom need that comprehensible input is provided, which means messages are made understandable and meaningful to the learner via a variety of techniques, and there is a low-affective filter, which means students are made to feel comfortable and there is little pressure to learn "it all" in that moment.

- “As teachers we can create a classroom environment that supports natural acquisition applying activities such as:
- Use visuals that reinforce spoken or written words.
- Employ gestures for added emphasis
- Adjust your speech

¹³ Brown, Douglas H. Teaching by Principles An interactive Approach to Language Pedagogy. Second Edition. (2001) Pág. 28.

- Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax.
- Exaggerate intonations at times.
- Stress high-frequency vocabulary words.
- Use fewer idioms and clarify the meaning of words or phrases in context.
- Stress participatory learning.
- Maintain a low anxiety level and be enthusiastic¹⁴

These recommendations could help you to develop a good class and your students to get interest to learn the subject in order to contribute the Teaching-Learning process

4.9. Equipment of teaching-learning

The process of teaching-learning depends upon the different type of equipment available in the classroom. There are many aids available these days like, audio, visual and audio- visual aids. They have very much importance in TLP (Teaching Learning Process).

¹⁴ <http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners>. Strategies for Teaching English Language Learners. September 20th, 2012.

4.9.1. Types of Teaching Aids

There are many aids available these days like Visual Aids, Audio Aids and Audio - Visual Aids.

“1) Visual Aids

The aids which use sense of vision are called Visual aids. For example :- actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these board and chalk are the more commons.

2) Audio Aids

The aids that involve the sense of hearing are called Audio aids. For example: - radio, tape recorder, gramophone etc.

3) Audio - Visual Aids

The aids which involve the sense of vision as well as hearing are called Audio- Visual aids. For example: - television, film projector, film strips etc.”¹⁵

Every individual has the tendency to forget so, a proper use of teaching aids helps to retain more concept permanently, the students can learn better when they are motivated properly through different teaching aids because it provides complete example for conceptual thinking, helps to

¹⁵<http://www.indiastudychannel.com/resources/120148-Teaching-Aids-Their-Needs-Types-Importance.aspx>. Types and Importance Of Teaching Aids In Teaching Learning Process. September 25th, 2012

increase the vocabulary of the students and they help the teacher to get sometimes and make learning permanent.

4.10. Cooperative learning

It is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Students work through the assignment until all group members successfully understand and complete it.

There are some benefits of use cooperative learning such as:

- “Promote student learning and academic achievement
- Increase students’ retention
- Enhance student satisfaction with their learning experience
- Help students develop skills in oral communication
- Develop students’ social skills
- Promote student self-esteem
- Help to promote positive ethnic relations”¹⁶

¹⁶ <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>. Cooperative Learning. October 10th, 2012.

“Cooperative Learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. It is a well-researched instructional strategy and has been reported to be highly successful in the classroom”¹⁷

This method can help students develop leadership skills and the ability to work with others as a team. However, gifted students are often placed in groups with non-gifted children, sometimes with the goal of having the gifted student help the others, either directly or by example.

In these instances, the gifted student is not likely to learn anything new, while the non-gifted students are not likely to develop any leadership skills.

¹⁷ Dishon, Dee, and Pat Wilson O' Leary. A guidebook for Cooperative Learning: A technique for creating more effective schools. Holmes Beach, FL: Learning Publications.

e. RESOURCES AND METHODS

5.1. HUMAN RESOURCES

- Researcher: Diana Marisol Chillogallo Ordóñez
- Thesis Director: Dr. Rober Sánchez Armijos
- English Teachers of “Manuel Enrique Rengel” High School
- Students of 8th, 9th and 10th years of Basic Education at “Manuel Enrique Rengel” High School.
- Professors and Coordinator of the English Language Department at UNL

5.2. MATERIALS

- Bibliography
- Office implements
- Copies
- Books
- Paper
- Dictionary

5.3. TECHNICAL

- Computer

-Internet

-Printer

-Flash memory

-Cds

5.4. TYPE OF STUDY

The present research work was described as no experimental work, because the researcher did not manipulate the variables. The researched object was described in the same way as it is represented in the reality and it was just developed through a critical analysis of the results to propose some alternatives of solution.

5.5. METHODS, TECHNIQUES AND INSTRUMENTS

5.5.1. Methods

The main method that was used in this project is the scientific because it let carry out a systematic and ordered process to do a logical explanation of the relations that was established in the researched object and consequently we can derivate alternatives of solution to the found problem.

As particular methods I used the decriptive, the analytical-synthetic and the explicative one.

The **descriptive method** was used to describe classroom management in what refers to the learning environment and the influence in the students' interest to learn the English subject.

The **analytic-synthetic** method was used to analyze the obtained results through the research instruments and to make the interpretation of the data including a critical analysis considering the variables of the specific hypotheses. It also was used to establish the conclusions based on the results of major tendency.

The **explicative method** served to explain the implicit relation of the variables established in the research project, to give relevant points of view according to the obtained results and to explain the theoretical referents about the classroom management and students' interest in the English language and teaching learning process in the researched high school.

It is important to mention that the descriptive statistics was used as a tool that facilitated the representation of the data in tables and graphs that let us better comprehension of the information.

5.5.2. Techniques and Instruments

In order to get the empiric information about the researched object I used the following techniques and instruments.

The interview to the teachers of the English Area in order to know what kind of problems are affecting in the accomplishment of classroom

management into the learning of the English Language and what kind of strategies they apply to improve this problem.

The survey was applied to the students of all the High School who belong to 8th, 9th and 10th years of Basic Education, who have been facing problems about learning environment. To understand better about the surveys applied for the student was necessary explain them the items and their purpose in Spanish Language.

They were applied through a questionnaire that was elaborated with closed and some open questions about the indicators that guided the process to prove the stated hypotheses. To apply the survey and interview it was necessary explained the purpose of the project and the intention of these instruments so, the actors of the teaching learning process did not impide the development of this important work.

It was necessary to apply the observation guides to the English classes in order to prove some aspects related with this problematic.

5.5.3. Procedures

To make the present research work the following procedures were developed:

The **tabulation** of the data making use of the descriptive statistics in the case of the closed questions and to the additional criteria it was necessary to classify them by categories in order to facilitate their interpretation. The

tabulation of all the applied instruments permitted a contrasting of the information and the analysis of one indicator since two points of view.

The **organization** of the empiric information was made according to the specifics hypotheses so that it was possible to classify the information that served to prove the first, second and third hypotheses respectively.

Then, the **Graphic Representation** of the empiric information was done in tables and graphs that permitted the visualization of the data easily, and the tendency of the indicators in each variable.

Next, the **analysis and interpretation** of the empiric information were developed, stating the results in percentages and in the analysis of the data, it was necessary to check again the principles of the main categories developed in the theoretical frame.

The **verification of the hypotheses** was done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

The formulation of **conclusions** was done with worth judgments that were derived from the analysis and interpretation of the data and they were based on the specifics objectives which have guided the research process.

To elaborate the **final report** it was necessary to integrate all the components of the research process in a logical way: this process required

a new revision of the theme, objectives, hypotheses and theoretical frame so it was possible to get a good relation among them.

On the other hand, it was compulsory to take into account in the report the Universidad Nacional de Loja regulations about the graduation process to hand in the research work.

5.6. POPULATION

The population that helped in the field work is constituted by all the teachers of the high school and regards to the students it was necessary to applied the survey of all students of 8th, 9th and 10th years of Basic Education at “Manuel Enrique Rengel” High School.

TEACHERS	3 English teachers	
STUDENTS	8 th year of Basic Education	30 Students
	9 th year of Basic Education	20 Students
	10 th year of Basic Education	20 Students
TOTAL OF THE STUDENTS		70 Students

f. RESULTS

6.1. TEACHER’S INTERVIEW AND STUDENT’S SURVEY

6.2. HYPOTHESIS No. 1

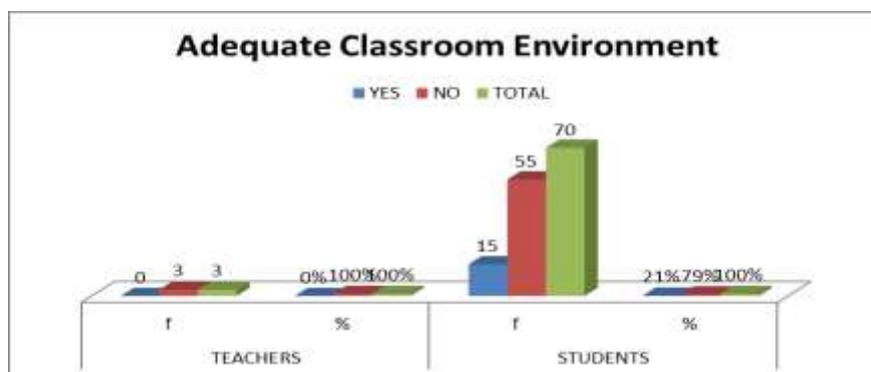
There is an inadequate classroom environment which influence in the Teaching-Learning process with students of 8th, 9th and 10th years of Basic Education at “Manuel Enrique Rengel” High School. Academic Year 2012-2013.

1. Do you consider that the classroom environment is adequate to study English?

a. Statistic Chart

Adequate Classroom Environment	TEACHERS		STUDENTS	
	f	%	f	%
Yes	0	0%	15	21%
No	3	100%	55	79%
TOTAL	3	100%	70	100%

b. Graph No. 1



Source: Teachers and Students’ survey

Authoress: Researcher

c. Interpretation and Analysis

The graphic representation demonstrates that 100% of teachers answered that the classrooms do not have the adequate equipment to the English learning. While 79% of students answered that Classroom Environment is not adequate to study English, 21% of them said that the Environment is adequate and they can work well.

As we know, the classroom environment consists in a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. So, the learning occurs best in a positive environment, one that contains positive interpersonal relationships and interactions, that contains comfort and order, and in which the learner feels appreciated, acknowledged, respected, and validated.

However, not all the classrooms in the high school have the enough space to the number of students, there are some deficiencies including impaired desks, windows, floor and lack of technology such as computers or infocus so that, affect to the classroom management.

For that reason, to develop a success teaching-learning process it is necessary to have an adequate classroom environment which includes some resources such as audio-visual equipment, enough desks and space into the classrooms.

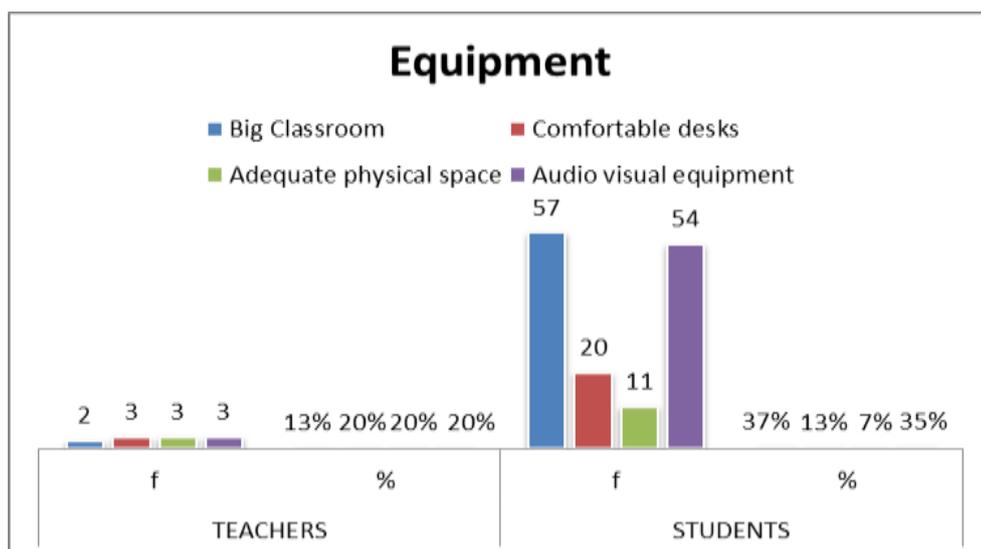
Likewise, teachers' ability to get students' interest through interesting activities and create a suitable classroom environment.

2. Which of the following equipment do you consider are necessary to have a good classroom environment?

a. Statistic Chart

Equipment	TEACHERS		STUDENTS	
	f	%	f	%
Big Classroom	2	13%	57	37%
Comfortable desks	3	20%	20	13%
Adequate physical space	3	20%	11	7%
Audio visual equipment	3	20%	54	35%

b. Graph No. 2



Source: Teachers and Students' survey
Authoress: Researcher

c. Interpretation and Analysis

The percentage given to these options by teachers are: Big classroom with 13%; Comfortable desk with 20%; adequate physical space with 20%; Audio visual equipment with 20%. About students, the question number four points: 37% for big classroom; 35% for audio-visual equipment; 13% for comfortable desks; 7% for adequate physical space.

The process of teaching-learning depends upon the different type of equipment available in the classroom. So that, teachers are conscious about the equipment that high school required to get success into the classroom and the learning of the English subject.

Through the obtained information, students emphasis the idea of the necessity of audio-visual equipment and adequate classrooms; as well, comfortable physical conditions into them.

There are many aids available these days like Visual Aids: which use sense of vision like actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc.; Audio Aids: that involve the sense of hearing like radio, tape recorder, gramophone etc.; and, Audio - Visual Aids: which involves the sense of vision as well as hearing like television, film projector, film strips etc.

All of them are necessary into the classroom to have a good classroom environment and get the students' interest to learn the subject.

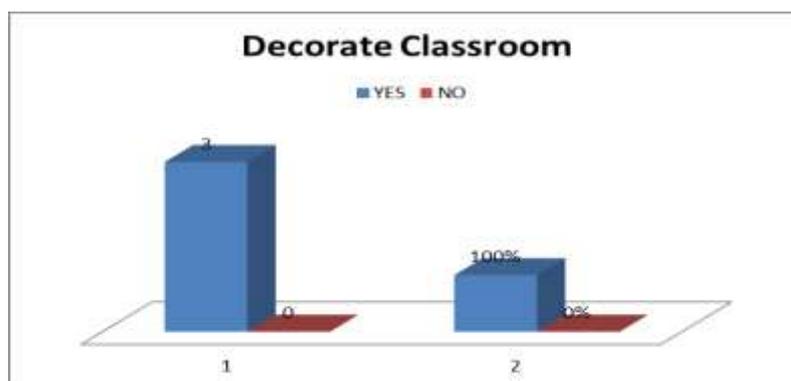
3. Do you encourage your students to make resources to decorate and arrange the classroom?

a. Statistic Chart

Decorate Classroom	f	%
Yes	3	100%
No	0	0%
TOTAL	3	100%

b. Graph No. 3

TEACHERS



Source: Teachers and Students' survey

Author: Researcher

c. Interpretation and Analysis

Teachers expressed in 100% that they encourage to their students for making resources to decorate and arrange the classroom.

Taking into consideration the learning environment needs to have relation with the subject are necessary some resources such as: word phrases, sayings, pictures and labels to arrange the classroom. However, the building where the research was developed is shared with "José Angel

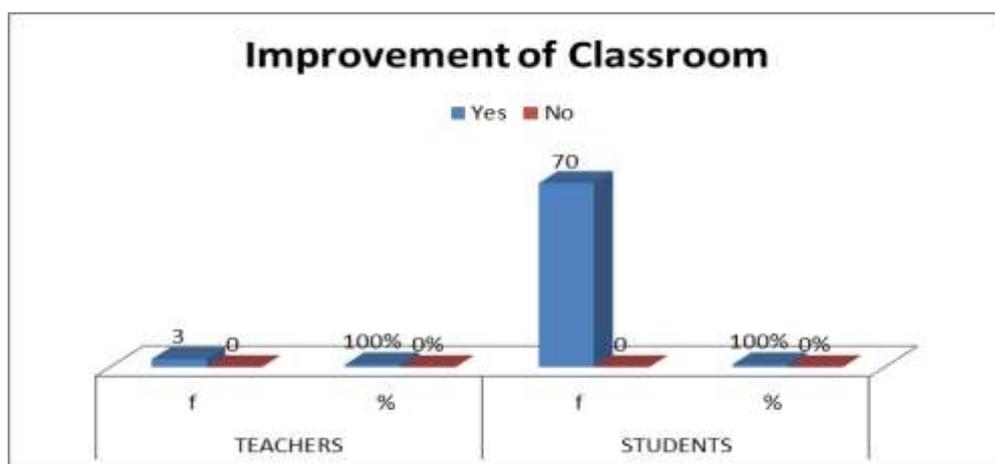
Palacios” school in the morning, the “Julio Ordóñez Espinoza” school in the afternoon; and the high school works at night. For that reason, the students cannot decorate the classrooms with resources according to the topics that they are studying, because the rest of the students destroy them, affecting to the motivation and students’ interest to learn in a dynamic way.

4. Do you think that the improvement of the classroom’s physical conditions will increase the student’s interest to learn English?

a. Statistic Chart

Improvement of Classroom	TEACHERS		STUDENTS	
	f	%	f	%
Yes	3	100%	70	100%
No	0	0%	0	0%
TOTAL	3	100%	70	100%

b. Graph No. 4



Source: Teachers and Students’ survey

Authoress: Researcher

c. Interpretation and Analysis

The graphic representation demonstrates that the alternative “Yes” has 100%. So, teachers consider that the improvement of the classroom’s physical conditions will increase the student’s to learn English. According to the results 100% of the surveyed students manifested that the improvement of the classroom’s physical conditions will increase their interest to learn English too.

The physical organization of the classroom is quite important. In an ideal world the classroom would have an area of easily moveable desks and chairs, an open space for actions songs and games, a quiet corner for reading or self-study and so on.

So, with the improvement of the physical conditions, students would have a better interaction, will have the chance to use all the available materials, in that way they will retain better what they have learned every class and the learning will become successful.

For that reason, at the moment to have adequate classroom’s physical conditions like big classrooms; comfortable desks; walls, windows and floor in adequate conditions; audio-visual equipment and resources around the classrooms related with the subject, the process of teaching-learning would be carried out correctly and the interest to study English could increase in the students of “Manuel Enrique Rengel” High School.

6.3. Hypothesis No. 2

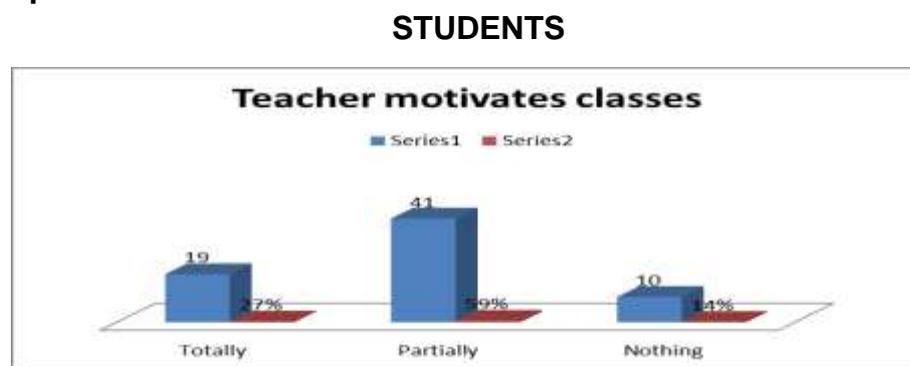
The Monitoring Students' performance is affecting English learning with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

5. Do the English teacher classes motivate you to learn the subject?

a. Statistic Chart

Teacher motivates classes	f	%
Totally	19	27%
Partially	41	59%
Nothing	10	14%
TOTAL	70	100%

b. Graph No. 5



Source: Teachers and Students' survey

Authoress: Researcher

c. Interpretation and Analysis

The graphic representation demonstrates that the alternative "Partially" has 59% while the alternative "Totally" has 27% and the alternative "Nothing" has 14%.

The teachers' success to get students interest for learning a determined subject depends how he/she manages a group of students from diverse backgrounds and with differing skills and abilities. Some are already eager learners, while others have to be awakened to the joys and satisfactions of learning.

Still others have special problems that must be dealt with effectively in order for them to learn and in order to maintain an environment conducive to learning for the whole group.

Therefore, if not all the students feel that the English classes are interesting; some of them probably do not like the subject and it is necessary that teachers include some games, warm ups, dynamics or any activity related to the English topics in order to reduce the students' stress and get their interest to learn the subject.

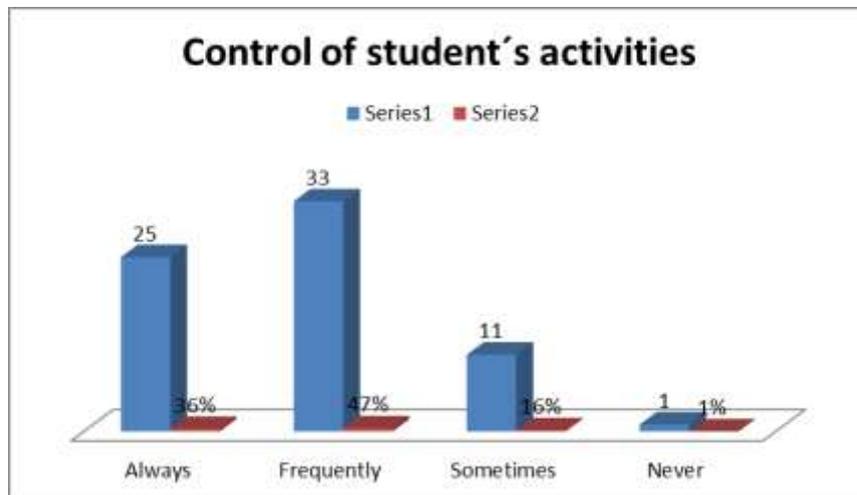
6. Does the teacher control the student's activities during the classes?

a. Statistic Chart

Control of student's activities	f	%
Always	25	36%
Frequently	33	47%
Sometimes	11	16%
Never	1	1%
TOTAL	70	100%

b. Graph No. 6

STUDENTS



Source: Teachers and Students' survey

Authoress: Researcher

c. Interpretation and Analysis

While 47% of students answered that the teacher “Frequently” control the student’s activities during the class; the 36% of them said that the teacher “Always” control the activities; the 16% point that “Sometimes” and only the 1% said that the teacher “Never” control the activities.

The teaching learning process involves of transferring knowledge from the one who is giving to the one who is receiving. So, teaching process cannot be performed if there is one element that is missing among the three of the teaching elements which are the teacher, the leaner as well as the good learning environment. For that reason, should exist the combination of them and work together into classroom, but the results showed that teachers do not control the activities in a total way, so that, they are not

developing very well because. Therefore, to improve the English learning is necessary to perform activities that permit to monitor the work during the classes, clarifying their doubts and so students feel confident to develop them and to get success in the learning.

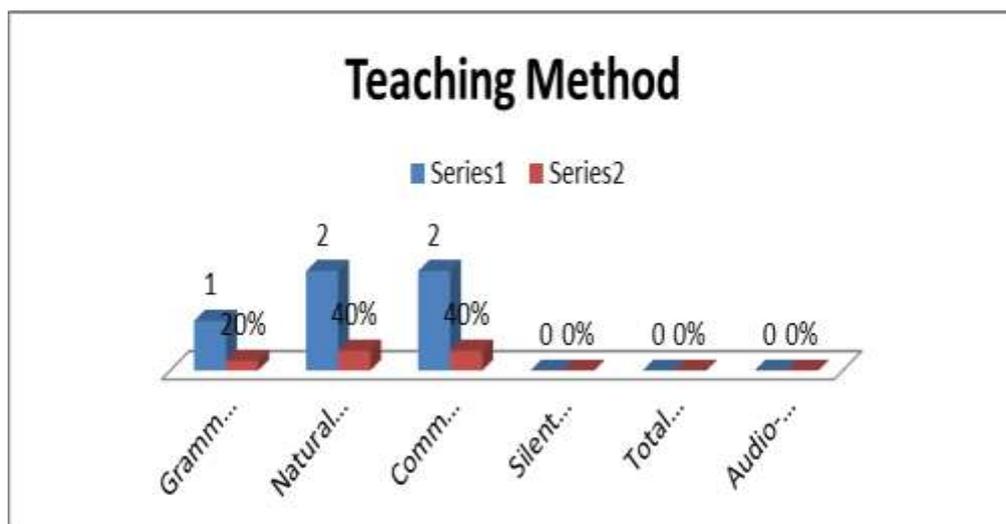
7. What is the method that has helped you to support the book you work with to get a successful learning?

a. Statistic Chart

Teaching Method	f	%
Grammar Translation	1	20%
Natural Approach	2	40%
Communicative Learning	2	40%
Silent way	0	0%
Total physical response	0	0%
Audio-Lingual	0	0%

b. Graph No. 7

TEACHERS



Source: Teachers and Students' survey

Authoress: Researcher

c. Interpretation and Analysis

The teachers manifested that they use different methods to teach English, the Natural Approach with 40%; the Communicative Learning with 40%; the Grammar Translation with 20%; and, the Silent way, Total Physical Response and Audio-Lingual without any percentage.

According to the teaching method that teachers use during their classes depends how students acquire the learning, for that reason, is necessary applied it and monitor the correct performance with students at the moment to the teaching into the classroom.

Well, through the analysis of methods that teachers apply, the most used is Natural Approach which is about the learning that takes place by the students being exposed to language that is comprehensible or made comprehensible to them. So, students could practice conversations and teachers correct their mistakes about pronunciation and accuracy.

Also, the communicative learning that is focus in enable the learners to communicate effectively and appropriately in the various situations they would be likely to find themselves; and, the grammar translation, its refers to the learning that is largely by translation to and from the target language. Similarly, students could develop activities like role plays, reports or essays which teacher has to check and explain the rules about English subject in order to get a successful learning.

6.4. Hypothesis No. 3

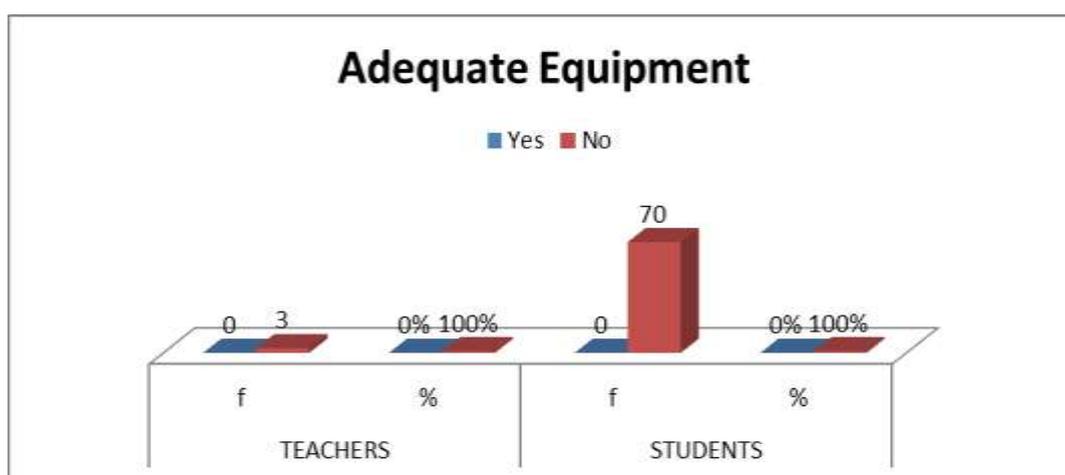
The Learning activities are not developed into classroom correctly with students of 8th, 9th and 10th years of Basic Education at “Manuel Enrique Rengel” High School. Academic Year 2012-2013.

8. Does the classroom have the adequate equipment to develop the learning activities?

a. Statistic Chart

Adequate Equipment	TEACHERS		STUDENTS	
	f	%	f	%
Yes	0	0%	0	0%
No	3	100%	70	100%
Total	3	100%	70%	100%

b. Graph No. 8



Source: Teachers and Students' survey

Authoress: Researcher

c. Interpretation and Analysis

The graphic representation demonstrates that the 100% of teachers and students answered that the classrooms do not have the adequate equipment to develop the learning activities

The process of teaching-learning depends upon the different type of equipment available in the classroom. There are many aids available these days like, audio, visual and audio- visual aids. They have very much importance in TLP (Teaching Learning Process). So, the results showed that teachers do not have enough equipment to develop their classes although, they have some resources such as CD player and other audio-visual equipment they cannot use them due to of limited time and space in the classroom. It is a concern situation due to the English activities needs some aspects like equipment, space, time and monitoring in order to be developed correctly.

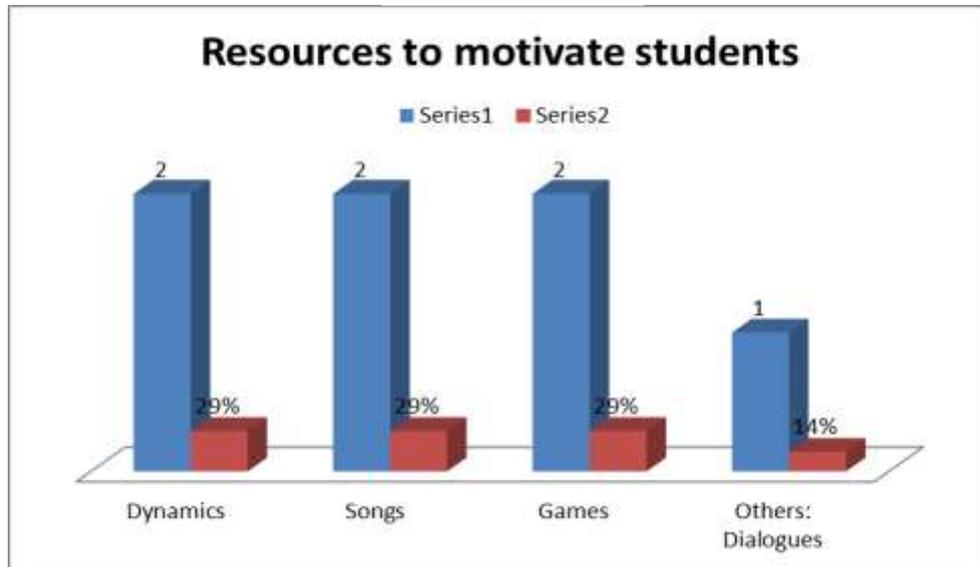
9. What resources do you use to motivate students in the Teaching English subject?

a. Statistic Chart

Resources to motivate students	f	%
Dynamics	2	29%
Songs	2	29%
Games	2	29%
Others: Dialogues	1	14%

b. Graph No. 9

TEACHERS



Source: Teachers and Students' survey

Author: Researcher

c. Interpretation and Analysis

The graphic representation shows: Dynamics with 29%; Songs with 29%; Games 29% and the option about others, teachers said that they use Dialogues to motivate students with 14%.

The use of interactive activities to motivate the learning process is so important because students increase the interest to develop them and discover other ones. However, students ask for including some fun activities into the English teaching, because they consider most of the time as a boring subject. But, there are some aspects such as the time, space, classrooms arrangement and equipment that cannot permit to develop the activities during classes.

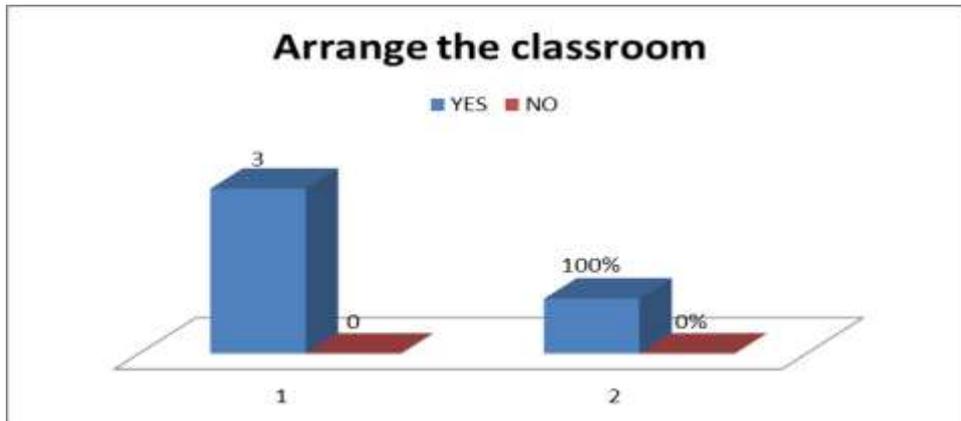
10. Do you arrange the classroom according to the activities?

a. Statistic Chart

Arrange the classroom	f	%
YES	3	100%
NO	0	0%
TOTAL	3	100%

b. Graph No. 10

TEACHERS



Source: Teachers and Students' survey

Authoress: Researcher

c. Interpretation and Analysis

The graphic representation demonstrates that 100% of teachers said that they arrange the classroom to the activities in class.

Considering that many classrooms are overcrowded, teachers need to think about how they can arrange students' desks so broad walkways run from the front to the back of the class and also from side to side. "The best room arrangement is a room with wide walkways". So, teachers are

conscious about the arrangement at the moment to develop class activities because it permits that students work in a better way sharing ideas and doubts with their partners for obtaining a better learning.

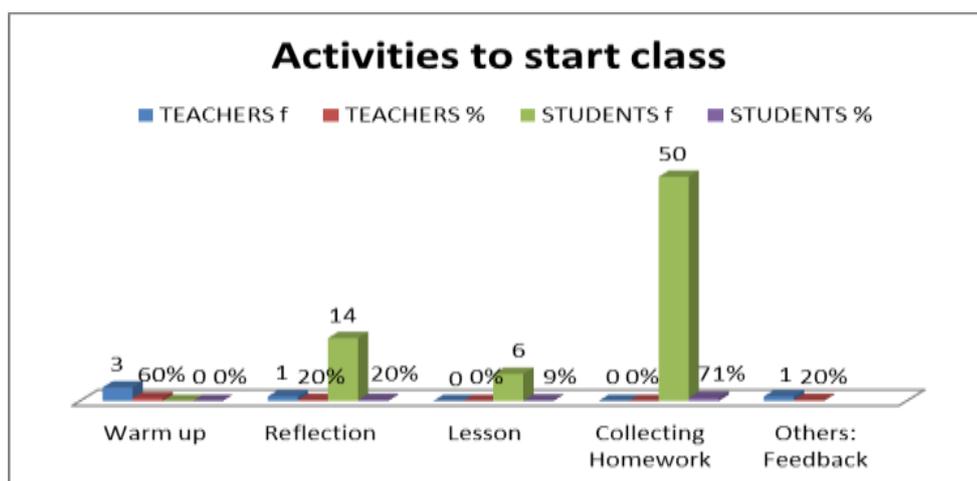
11. Which of the following activities does your teacher use to start the class?

a. Statistic Chart

Activities to start class	TEACHERS		STUDENTS	
	f	%	f	%
Warm up	3	60%	0	0%
Reflection	1	20%	14	20%
Lesson	0	0%	6	9%
Collecting Homework	0	0%	50	71%
Others: Feedback	1	20%		
Total			70	100%

b. Graph No. 11

STUDENTS



Source: Teachers and Students' survey

Authoress: Researcher

c. Interpretation and Analysis

The statement related with the activities to start class shows that the option: Warm up has 60%; Reflection 20%; about other options teachers mentioned that they start the class with a Feedback with 20%; and, Lesson and Collecting Homework without any percentage.

The percentage given to these options by students are: "Collecting Homework" with 71%; "Reflection" with 20%; "Lesson" with 9% and Warm up without any percentage. Besides teachers manifested that they use others activities to start class such as: Feedback and Conversations.

Teachers of "Manuel Enrique Rengel" high school should change into English language teaching process, where it must be considered the interactive activities to create a better atmosphere and involve students into the subject, getting their interest to learn this foreign language.

Taking into consideration the answers, the activities that teachers use are not appropriate to start classes because; according to the learning process is important to include extra and funny activities into the lesson.

Although, the schedule sometimes is not enough to develop this kind of activities, teachers should try variety the way to start class and not only collecting homework because as we know an effective classroom management will make life less stressful for teachers and ensure that students are provided with the correct tools and a calm environment in which to learn.

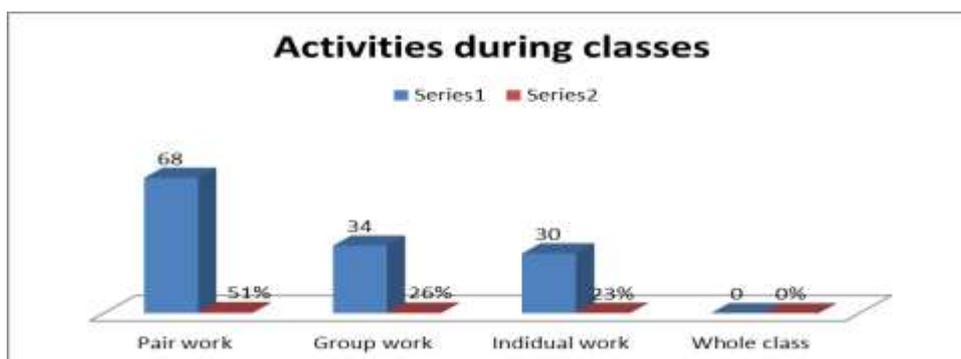
12. What activities does your teacher develop during the English classes?

a. Statistic Chart

Activities during classes	f	%
Pair work	68	51%
Group work	34	26%
Individual work	30	23%
Whole class	0	0%

b. Graph No. 12

STUDENTS



Source: Teachers and Students' survey

Author: Researcher

c. Interpretation and Analysis

The graphic representation shows: "Pair work" with 51%; "Group work" with 26%; "Individual work" with 23% and "Whole class" without any percentage.

As the results show, the activities during the class develop pair work mostly. In contrast, the other activities are not using for the teachers in class maybe there are some aspects that not allowed. As teachers we

have to decide the style to arrange the classroom, thinking of the students' preferences to work such as: pair work, group work or individual. So, it is important to vary the ways for working during classes taking account that the space plays a vital role when the teachers want to do a different arrangement of the students' desk to work in an interactive, interesting and especial way. As in: making a circle, by lines, original way, face to face, making groups, and so on, it depends of the teachers' creativity.

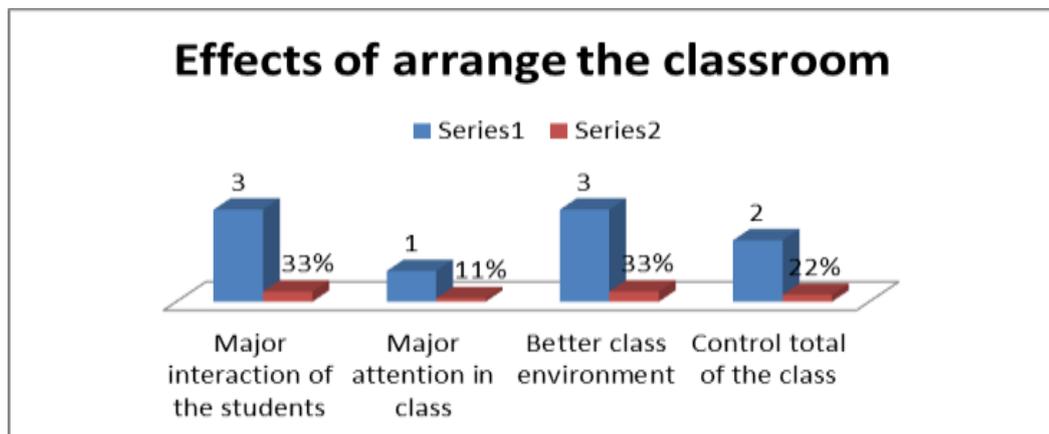
.13. What are the effects that could produce at the moment of arrange the classroom for the teaching?

a. Statistic Chart

Effects of arrange the classroom	f	%
Major interaction of the students	3	33%
Major attention in class	1	11%
Better class environment	3	33%
Control total of the class	2	22%

b. Graph No. 13

TEACHERS



Source: Teachers and Students' survey

Authoress: Researcher

c. Interpretation and Analysis

According to the results 33% of the surveyed teachers said that will be major interaction of the students at the moment of arrange the classroom; the 33% manifested that will be a better class environment; 22% answered that will be a control total of the class and, 11% that will be major attention in class.

The purpose of developing a differentiated and proper classroom is to make sure that there's opportunity and support for each student to learn essential knowledge and skills as effectively and efficiently as possible. For that reason, if the classroom is arranged in an adequate way during a class, students could develop the activities that teachers have planned correctly.

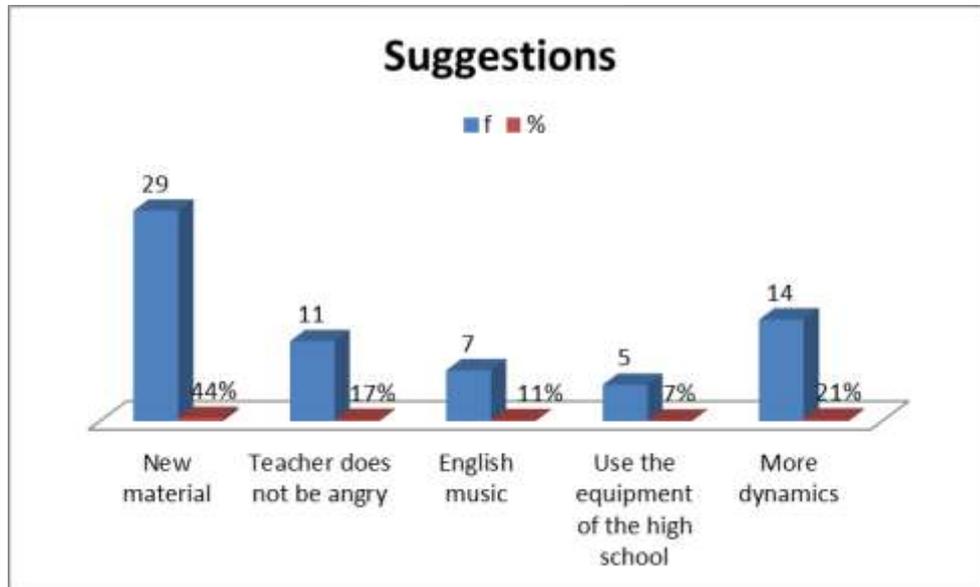
14. What suggestions do you have to improve the teaching of the English subject?

a. Statistic Chart

Suggestions	f	%
New material	29	44%
Teacher does not be angry	11	17%
English music	7	11%
Use the equipment of the high school	5	7%
More dynamics	14	21%

b. Graph No. 14

STUDENTS



Source: Teachers and Students' survey

Author: Researcher

c. Interpretation and Analysis

The graphic representation shows that the student's suggestions are: "New material" with 44%; "More dynamics" with 21%; "Teacher does not be angry" 17%; "English music" with 11% and "Use the equipment of the high school" with 7%.

Examining the results, student's suggest that teachers add new material to complement the lessons, as well as the teacher's patience into the classroom. Besides, students recommended that their teachers develop fun classes where they put in practice games, movies, songs, and dynamics.

The activities that teachers can develop into the classroom need that comprehensible input is provided, which means messages are made understandable and meaningful to the learner via a variety of techniques, and there is a low-affective filter, which means students are made to feel comfortable and there is little pressure to learn "it all" in that moment.

So, make furniture and materials accessible to students in order to increase productivity and decrease anger and frustration. The goal is that students have the facilities for learning the English subject and they consider it as a relevant subject into their education.

g. DISCUSSION

7.1. HYPOTHESIS ONE

a) Statement

There is an inadequate classroom environment which influence in the Teaching-Learning process with students of 8th, 9th and 10th years of Basic Education at “Manuel Enrique Rengel” High School. Academic Year 2012-2013.

b) Demonstration

This hypothesis has been proved through the question number **ONE** of the teacher’s interview and student’s survey, where even 100% of teachers answered that the classrooms do not have the adequate equipment and 79% of students had the same appreciation. These results show that the high school does not have an adequate Classroom Environment to the English learning

The question number **TWO** which was about the equipment that could be necessary for a good classroom environment, 37% of students answered that are necessary big classrooms. Likewise, 20% of teachers said that comfortable desks; and, 35% of students consider to the audio visual equipment very necessary. This means that teachers and students think that high school needs audio-visual equipment, adequate classrooms; as well, comfortable physical conditions into them.

In the question number **THREE**, related to encourage students to make resources to decorate and arrange the classroom, 100% of teachers assured that they inculcate to their students to make word phrases, sayings, pictures and labels. However, according to the observations the classrooms do not have these kinds of resources. So that, the classroom environment is not adequate to get the students interest and develop the teaching-learning process.

The question number **FOUR**, which was about improvement of the classroom's physical conditions, teachers and students' answers were in 100% affirmative. These results evidence that is necessary to improve the classrooms of the high school in order to achieve student's interest and develop the teaching learning process in a successful way.

c) Decision

Taking into account the obtained results in the described questions of teachers and students' surveys; it is necessary to accept the first hypothesis because there is not an adequate classroom environment which influence in the Teaching-Learning process with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

7.2. HYPOTHESIS TWO

a) Statement

The Monitoring Students' performance is affecting English learning with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

b) Demonstration

To prove this hypothesis there are the question number **FIVE**, that was made in order to know if teacher motivates English classes, 41% of students said that partially. If teachers do not get student's interest with an interactive method to make fun classes neither they will develop activities in a good way and the process of learning could be affected.

The question number **SIX**, was about the control of student's activities, the results show, only 33% of students affirm that the teacher controls frequently and according to their opinion the class activities are not monitoring correctly and if teachers do not monitor students' activities during classes, they wouldn't take care of quality in the activities and consequently of their learning.

In the question number **SEVEN**, it was asked about the teaching method used by teachers and the results were: Natural Approach and Communicative learning with 40% each one. As we know, these methods are good because they expose to the students to the language and

prepare them for any situation they will have. Nonetheless, if students practice these situations in class, teacher needs to monitor and correct them in order to settle the knowledge successfully.

c) Decision

Based on the results gotten in the questions done to the surveyed populations and in the analysis of each one, it is possible to accept the second hypothesis that states the monitoring students' performance is affecting English learning with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

7.3. HYPOTHESIS THREE

a) Statement

The Learning activities are not developed into classroom correctly with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

b) Demonstration

This hypothesis has been proved through the question number **EIGHT** where 100% of teachers and students said that the classroom do not have the adequate equipment, these results show that the high school despite of has some resources such as cd player and in focus, they cannot use them due to limited space into the classrooms.

The question number **NINE** which was about the resources to motivate students in the teaching English, teachers answered that they use dynamics, songs and games in 29% each one. However, students ask them include fun activities to relax during classes.

In the question number **TEN**, about the arrange classroom according to the class activities, 100% of teachers manifested that they arrange classrooms in their classes. On the other hand, the high school has overcrowded classroom, so, this situation is a little difficult and teachers need to think how to do it and not cause uncomfortable and chaos.

In the question number **ELEVEN**, which was about the activities to start class the results were: 60% of teachers said that they start with a warm up while students manifested that the teacher never starts with one. Instead, 71% of students answered that teacher starts the class collecting homework; while teachers expressed that they never do that. These results show that there exists a contradiction between teachers and students related to the initial activities. However, according to the observations, teachers most of the time start with a feedback which is good but is necessary to include warm ups to make interactive class.

The question number **TWELVE**, was about the activities during classes, 51% of students matched that they work in pairs almost always what means that teachers do not develop all the necessary activities to a good learning because the space and time do not allow them.

In the question number **THIRTEEN**, it was asked about the effects of arrange the classroom and the results show that the better classroom environment and major attention of students with 33% each one, could be the positive effects which influence in the teaching learning process.

The question numbers **FOURTEEN**, about suggestions to improve the teaching of English subject, students in 44% ask new material to complement the topics and in 21% require classes more dynamics. Therefore, is necessary to implement teaching strategies and improve the physical conditions to get success in the teaching learning process.

c) Decision

Taking into account the obtained results in the teachers' interview and students' survey; it is proved the third hypothesis because the learning activities are not developed into classroom correctly with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

h. CONCLUSIONS

1. There are some factors such as classroom size, noise, lack of equipment, number of students, which affect in a negative way the classroom environment of the students and their concentration, giving as consequence that Teaching Learning process cannot be developed as well as possible because students do not have necessary aspects to complement their knowledge.
2. The students do not make resources related to the learned topics which affects the learning environment because they do not practice neither are involving into the English language. So, topics are not reinforce with extra material and the classrooms look quite inappropriate which does not motivate to learn the important language.
3. Teachers do not use interactive activities to reduce the students' stress and get their interest to learn for that reason, they consider to the English language a boring subject because the class only is about the book activities and complete the tasks all the time.
4. The class activities are not controlled by teachers due to the limited time and space so that, students are not setting their knowledge correctly because the classrooms are not arranged at the moment

to develop the activities and teachers do not applied new strategies to monitor students' work during the class.

5. There are some aspects that influence in the teaching-learning process especially the lack of technology and inadequate equipment into the high school which limits the development of the English classes because students need to complement the contents with some resources like cd player and infocus to vary the activities into the classroom.

i. RECOMMENDATIONS

1. That, authorities of “Manuel Enrique Rengel” high school organize a cleaning day between all students and teachers for fixing up the classrooms; this means, paint desks and walls, clean windows and floor. Likewise, include some resources related to education which influence in the students’ interest to learn English language.
2. That, teachers motivate students to make original resources such as labels, wallpapers, sayings or pictures to place around the classroom and so, create a good learning environment that give rise to the student’s interest to learn English subject and consider it as a relevant aspect into their knowledge.
3. That, teachers try having an activity outside of the classroom such as English outdoor games once a week due to the interactive activities is necessary to create a better atmosphere and involve students into the subject, getting their interest to learn this foreign language.
4. A seating chart is an absolute must in an overcrowded class if teachers want to reduce the amount of off-task behaviour. It consist in place restless students to control them during the class and get a structured environment will reduce the number of problems that classes will face.

5. That, teachers use the equipment that high school has such as the cd player and infocus, including into the development of classes for complementing lessons of book and get the students' interest to learn the English Language.

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k. ANNEXES

PROJECT



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

**CLASSROOM MANAGEMENT AND STUDENTS' INTEREST TO
LEARN THE ENGLISH LANGUAGE WITH STUDENTS OF 8TH,
9TH AND 10TH YEARS OF BASIC EDUCATION AT "MANUEL
ENRIQUE RENGEL" HIGH SCHOOL. ACADEMIC YEAR 2012-
2013.**

Project as previous requirement
to obtain the Bachelor's Degree
in Sciences of Education. English
Language specialization.

AUTHORESS:

➤ **Diana Marisol Chillogallo Ordóñez**

Loja – Ecuador

2012

1859

a. THEME

CLASSROOM MANAGEMENT AND STUDENTS' INTEREST TO LEARN THE ENGLISH LANGUAGE WITH STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "MANUEL ENRIQUE RENGEL" HIGH SCHOOL. ACADEMIC YEAR 2012-2013.

b. PROBLEM STATEMENT

Background

The following research is going to be carried out at “Manuel Enrique Rengel” high school which was founded in November 11th, 1982 through Ministerial Resolution Nro. 006217. The provincial head of education Lic. César Correa put into performance to start classes in January 1984.

At the beginning, with four teachers, one managerial and one assistant, the institution had started in hard educational labor. The institution does not have its own physical building, for that reason the Professor Julio Ordóñez Espinoza lended out the “José Angel Palacios” school in order that the high school works. So, it worked in that place since academic year 1996-1997. It offers the specializations in Biological-Chemistry and Social Science.

Nowadays, the authority of this highschool is Dr. Efrén Sarango Palacios; and there are 22 professors and 327 students.

“Mision.- To offer a scientific technological preparation and the graduates of the institution will be useful people for themselves and the rest of environment.

Vision.- To throw with a future vision to get Bachilleratos in the same session according with socio-economic study and the institutional reality.”¹⁸

Current Situation of the Research

Since the origin, the human being has been concerned to be one step ahead from the other, in this way ancient tribes started to gather people and build up societies and towns, which later became kingdoms. An essential characteristic of these human organizations always has been the construction and development of knowledge and army; through them they were able to conquer lands and people and enlarge their empires.

Many ancient civilizations were concerned about philosophy and education, which at the beginning belonged only to the richest and noble people. But across the centuries education was more extended to people, the knowledge training that once were addressed just for male people started to include women, giving in this form a primary importance to the teaching-learning activity.

Education has many subjects as mankind has a diversity of activities and necessities, each subject covers one or more of the human requirements. In this way, schools include in their curriculum mathematics, chemistry,

¹⁸ Revista Informativa del Colegio “Manuel Enrique Rengel”. Secretaria. Septiembre 2012.

history, philosophy, geography, physics, etc. without forgetting language and foreign language.

For decades, English language education has been an important aspect and subject in schools around the world; there have been many improvements through the pass of time having been developed and implemented methodologies, technology, human and physical resources. Nowadays talking about education makes reference to a complex process that involves not only resources, there is also immersed the teaching learning process which could be the most important because this is the real space and time when education occurs.

The process of educating somebody is directly linked with how the teacher manages his class, that is to say how he takes advantage and adapts everything he count with in order to achieve specific learning outcomes.

Almost everybody agrees that strong classroom management skills are essential for successful teaching. But many teaching education programs do not provide courses to help future teachers develop those skills.

The English Language career requires that students perform teaching practices in Educative Institutions to apply the learned knowledge. In my case, I had the opportunity to do my practices at “Manuel Enrique Rengel”

high school and according to the observations I could notice that the current situation about infrastructure is really inadequate, the classrooms are so small, there is not enough desks, the floor, windows and walls are totally neglected, so that, the learning environment is not appropriate in order to the develop students the English Language.

Therefore, this situation is harmful at the moment to get students´ interest to learn the subject. In addition, “according to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management.”¹⁹.

Consequently, is necessary that the classroom management should be improved in this high school because the content management occurs when teachers manage space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies.

The research problem

How does classroom management influence Students´ interest to learn the English Language with students of 8th, 9th and 10th years of Basic

¹⁹ Froyen, L. A., & Iverson, A. M. (1999). *Schoolwide and classroom management: The reflective educator-leader* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Education at “Manuel Enrique Rengel” High School Academic Year 2012-2013?

Delimitation:

Temporal.- The present research work is going to be carried out during the Academic Year 2012 – 2013 on “Manuel Enrique Rengel” High School.

Spatial.- The high school is located in Manuel Agustin Aguirre Avenue and Pasaje Rodriguez Street, El Sagrario parish of the Loja Province.

Observation Units

The present research is going to be developed at “Manuel Enrique Rengel” high school of Loja city with students of 8th, 9th and 10th years of Basic Education and the 3 teachers of the English subject that currently work in the high school.

The techniques that I am going to apply during the research are the survey to the students, and interview to the English teachers in order to get real information about the problem.

Subproblems

- How does classroom environment influence in teaching-learning process with students of 8th, 9th and 10th years of Basic Education at “Manuel Enrique Rengel” High School. Academic Year 2012-2013?

- How does Students' performance is monitoring with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013?
- How are the learning activities developed with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013?

c. JUSTIFICATION

The quality of education depends how it is carried out specially the academic and establishment requirements that an Institution has, so that, fulfilling with standards of Universidad Nacional de Loja and SAMOT (Sistema Académico Modular por Objeto de Transformación) through Area of Education, Art and Communication and English Language Career, can considerate that this system look for get professionals with a high scientific-technique and ethics criteria that will contribute to solve English Teaching Learning issues.

The contribution to the knowledge related to Teaching-Learning is so important due to if we study realities of Education could contrast with previous studies and improve them, according to the society advances. Moreover, the research will prove some relevant educational theories that help us to understand and applied in the professional life.

Nowadays, the Education has an important role into the society because, is where human being develop their intelligence, values and personality in life. All at once this demand of great attention by professionals focus on the contribution of Teaching-Learning Process, in this case about Classroom Management in English Language due to it is an important resource in order to communicate and interact around the world.

Likewise, as a future professional I am going to demonstrate my capacity into education field developing the following research that will give a relevant contribution to solve issues and improve the Education into English Language subject.

Besides, I have enough and relevant bibliography such as books, magazines, websites, etc. that will be useful to develop the research. In the same way, I have the human and economic resources and the available time to perform this thesis project.

d. OBJECTIVES

General:

To get the corresponding information about classroom management and students' interest to learn the English Language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

Specifics:

- To analyze how classroom environment is influencing in the teaching-learning process with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.
- To explain if monitoring Students' performance is affecting English learning with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.
- To identify how learning activities are developing into classroom with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.
- To set up the conclusions and recommendations with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

e. THEORETICAL FRAME

CHAPTER I

1.1. CLASSROOM MANAGEMENT

1.1.1. Concepts

1.1.2. Importance

1.1.3. Characteristics

1.1.4. Components

1.1.5. Tips for a good classroom management

1.2. The physical environment

1.3. Room arrangement

1.4. Different seating arrangements

1.5. How to arrange the class

1.6. Effective classroom management

CHAPTER II

2.1. STUDENTS INTEREST TO LEARN ENGLISH

2.2. Teaching learning process

2.2.1 Teaching learning process elements

- 2.3. Language teaching method
- 2.4. Learning activities
- 2.5. Equipment of teaching-learning
- 2.6. Cooperative learning
- 2.7. Students behaviour

CHAPTER I

1.1. CLASSROOM MANAGEMENT

1.1.1. Concepts

Classroom management is one of the most essential skills to becoming an effective classroom teacher. “Teachers who possess the ability to manage their classrooms are able to create an environment where learning is the focus (Burden, 2004).”²⁰

“The classroom management refers to a process that teachers guarantee the classroom instruction, the order, the effectiveness, deal with some matters, and arrange the time and space, and some other factors”.²¹ The traditional viewpoint was that, the purpose of classroom management is to deal with student's misbehavior. In fact, the significance of classroom management and discipline cannot be equal; the significance of the former is more widespread than the latter one.

The classroom management refers to managing the student, studying in classroom, the teacher and student's behavior and the activity; it is the way teachers organize what goes on in the classroom. It contributes directly to the efficiency of teaching and learning as the most effective activities can be made almost useless if the teacher does not organize

²⁰ filebox.vt.edu/.../classroom%20management%20... *Classroom Management Paper*. August, 13th, 2012

²¹<http://www.articlesbase.com/literature-articles/the-concept-of-classroom-management-1378142.html>. August 13th, 2012.

them efficiently. But discipline has different meanings. In other words, the teacher adopts certain methods and measures to deal with student's misbehavior issues.

If we want to manage classroom effectively, we have to be able to handle a range of variables. "These include how the classroom space is organized, whether the students are working on their own or in groups and how we organized classroom time, the way we talk to students and who talks most in the lesson."²²

There are many aspects that influence in the classroom management such as:

The teacher in the classroom.- The way we move and stand, the degree to which we are physically demonstrative can have a clear effect on the management of the class, the way we are able to respond to what happens in class.

Talking to students.- The way that teacher talk to students, the manner in which they interact with them is one of the crucial teacher skills, but it does not demand technical expertise.

Giving instructions.- When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do.

²² Harmer Jeremy, How to teach English. New Edition. Pearson Longman (2007) Pág. 34

Student talk and teacher talk.- There is a continuing debate about the amount of time teachers should spend talking in class.

1.1.2. Importance

Classroom management is the term teachers and instructors use to describe the act of managing their classroom and students to ensure that stressful and non-educational situations are avoided and students learn topics and subjects effectively. Classroom management involves more than the management and discipline of the students but also the availability of additional information on topics. Effective classroom management will make life less stressful for teachers and ensure that students are provided with the correct tools and a calm environment in which to learn.

1.1.3. Characteristics of classroom management

There are four basic views of classroom management as follows: the first one is that management should embrace the view of full-scale development. The development of human beings is the basic responsibility of modern education.

The second one is that students are the main body of management. Students are the main body of studying, and they are also the main body of their own development. All their independence and difference should be

received teachers' respect. What's more, management should embrace the view of democracy and cooperation.

“Classroom instruction is a bilateral activity between teaching and studying, the process of classroom management, which is not only a kind of special cognitive process, but also is a process of complex psychological experience, it's a process of social practice in a certain space and time scope, it is an interactive process between the teachers and students, teachers and students affect each other.”²³

The last but not the least, management should have the view of high effective benefit. The goal of classroom instruction management is spending few time and energy in teaching.

1.1.4. Components of classroom management

“Classroom management focuses on three major components: content management, conduct management, and covenant management.”²⁴

Content Management

Content management occurs when teachers manage space, materials equipment, the movement of people, and lessons that are part of a curriculum or program of studies

²³ www.articlesbase.com. The Concept of Classroom Management. August 18th, 2012.

²⁴ http://www.ehow.com/about_5438989_classroom-management-definition.html. August 18th, 2012

Conduct Management

Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom

Covenant Management

Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom

1.1.5. Tips for a good classroom management

There are some practical aspects of managing a classroom, with suggestions and resources appropriate for getting a good learning environment:

- **Arrange to arrive** early so you can set up your equipment and space. This will let you get settled before any students arrive.
- At first bring **name labels** for students, so you know who they are. Holding the focus of a session is much easier when you know their names.

- **Set guideline:** young people like to know the rules and boundaries of the games, but also the behaviour we expect of them. Use any rules already in place in the classroom.
- Make sure you can **be seen** and can see them: trying to control any situation is much easier when you can make eye contact.
- **Keep instructions clear** and short: young people like to know what they are being asked to do. By explaining rules and aims well at the start, you should have less disruption through the session.
- **Wait:** give them time to process any questions you have set before asking for the answers. This keeps you in control and moves the focus from speed to accuracy.
- **Ask for help:** you are not there to manage behaviour. If there is an issue in your session, call over a teacher or teaching assistant to help
- **Adapt to your partner:** keeping on task doesn't always mean keeping to the rules. Molding activities to your partner's interests can keep them engaged and productive.
- Make sure that the **language** you use is easily understood by your partner. Students are more likely to mess around if they are a little confused by what you are saying.

- **Keep smiling:** you can't plan for every situation. Good learning can happen even when things don't go exactly to plan, so keep your sense of humor and go with the flow.

1.2. Physical environment

"The classroom environment includes Intellectual, social, physical, etc., conditions within or exogenous to a classroom that influence the learning situation."²⁵

Classroom environment consists in a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors.

There are some aspects such as class composition and class size:

Class composition. - It examines classroom grouping methods, including ability grouping of students, single-sex classrooms and cooperative learning groups. Research has found that classrooms with highly cooperative groups appear to have students with more positive perceptions of fairness in grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores.

Class size.- Studies about class size have examined how class size influences student and teacher behaviors. In general, smaller classes are

²⁵ <http://www.education.com/definition/classroom-environment/>. Classroom Environment. August 25th, 2012.

associated with students who are less stressed and are more frequently on-task with fewer reported behavior problems than students in larger classes. Although teachers tend to use similar instructional strategies whether teaching large or small classes, there is some evidence to suggest that more class time is spent on administrative tasks for larger classes, leaving less time available for instruction. Some research has suggested that differences in academic outcomes based on class size are due to differences in student behaviors.

Classroom management defines the learning environment. A classroom management plan sets the tone for teachers, students, parents, the physical environment, and the multitude of relationships connecting these elements. For pre-school settings, the most critical aspect of classroom management is the arrangement of the physical environment.

“The difference between chaos and an orderly atmosphere that facilitates learning depends in great part on how the teacher prepares the environment”²⁶ Because a child-centered curriculum depends heavily on a child’s interaction with the classroom and its materials, taking careful consideration of all furniture, learning centers, and learning materials, creates the foundation for a successful classroom management plan. Once the physical environment has been arranged, the teacher can begin

²⁶ Cavallaro, C.C. & Haney, M. (1993). Developmentally appropriate strategies for promoting full participation in early childhood setting. *Topics in early childhood special education*

to consider the philosophies, personalities, and procedures that will dictate the school year.

To counteract the chaos that can erupt in a classroom, I find it more helpful to form a loose foundation that structures the potential ideal environment than to enforce a strict code of conduct that dictates the actions of personalities. A high level of rigidity can disturb the emotions of young children leading to more conflict than learning.

By envisioning classroom management as a foundation rather than a plan, expectations rarely disappoint and the behavior of young children can inspire insight rather than conflict. Using a Classroom Management Plan as a blueprint for positive ideals can lead the behavior of the teacher in response to the impulsivity of young children. By being flexible, but always maintaining a focus on priority, the teacher can get the most out of every classroom situation.

Learning occurs best in a positive environment, one that contains positive interpersonal relationships and interactions, that contains comfort and order, and in which the learner feels appreciated, acknowledged, respected, and validated.

In fact, a flexible classroom is important to learning in general, not just to differentiation. Experts tell us that there are three categories of classrooms in terms of classroom management: dysfunctional, adequate, and orderly.

- **“Dysfunctional** classroom environments are, of course, often chaotic. The teacher consistently struggles to maintain “control.” Little sustained learning can take place.

- **Adequate** classroom environments exhibit a basic level of order, but the teacher still struggles to maintain it.

Orderly classroom environments fall into two further categories restrictive and enabling environments.

- Orderly, restrictive learning environments are “tight-ship” classrooms. The teacher maintains a high degree of structure, manages routines tightly, and uses few instructional strategies.

- Orderly, enabling learning environments is found in smoothly running classrooms that manifest a looser (but not loose) structure.”²⁷

Therefore, the question is not whether teachers recognize that such differences exist in virtually every classroom, or even whether they impact student success. The question that plagues teachers is how to attend to the evident differences in a room that contains so many young bodies.

The purpose of developing a differentiated classroom is to make sure that there’s opportunity and support for each student to learn essential knowledge and skills as effectively and efficiently as possible.

²⁷ Tomlinson, Carol Ann; Imbeau, Marcia B.. Leading and Managing a Differentiated Classroom. Alexandria, VA, USA: Association for Supervision & Curriculum Development, 2010. p 74. <http://site.ebrary.com/lib/bibliotecautpl/Doc?id=10436140&ppg=95>

1.3. Room arrangement

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

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

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

The space plays a vital role when the teachers want to do a different arrangement of the students’ desk to work in an interactive, interesting and especial way. As in: making a circle, by lines, original way, face to face, making groups, and so on, it depends of the teachers’ creativity.”²⁸

As teachers we have to decide the style to arrange the classroom, thinking of the students’ preferences to work.

Classroom management expert Fred Jones, author of Tools for Teaching, says the typical classroom arrangement, with students’ desks lined up in neat rows, makes it easy for custodians to do their jobs but tough for

²⁸ Carroll, J (1963). A model of school learning. Setting Limits in the Classroom.

teachers to freely walk among their students' desks. Teachers should be able to get around the classroom quickly and frequently.

As the teacher is moving about the room, he or she can check the students' work. There is a lot less fooling around a lot more time on task just by being among the kids and moving around the room. Native teachers are doing it because it's obvious.

Considering that many classrooms are overcrowded, teachers need to think about how they can arrange students' desks so broad walkways run from the front to the back of the class and also from side to side. "The best room arrangement is a room with wide walkways"²⁹

However, one "correct" room arrangement doesn't really exist. A room arrangement will depend on the dimensions of the classroom.

Classroom management expert Fred Jones says teacher mobility should be the aim of any classroom seating arrangement.

1.4. Different seating arrangements

In many, classrooms around the world students sit in orderly rows. Sometimes, their chairs have little wooden pallets on one of the arms to provide a surface to write on. Occasionally, the students will have desks in front of them or sitting in a large circle around the walls of the classroom.

²⁹ http://www.educationworld.com/a_curr/curr330.shtml. Room arrangement. August 28th, 2012.

There is a variety of seating arrangements that we could apply in the classes:

“Orderly rows.- Having the students sit in rows can appear somewhat restrictive, but there are advantages to this arrangements because the teacher has a clear view of all student and the students can all see the teacher.

Circles and horseshoes.- In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and / or the computer are situated. In a circle, the teacher’s position where the board is situated is less dominating.

Separate tables.- Even circles and horseshoes seem rather formal compared to classes where students are seated in small groups at individual tables. In such classrooms, you might see the teacher walking around checking the student’s work and helping out if they are having difficulties prompting the students at this table, or explaining something to the students at that table in the corner.”³⁰

Whatever the seating arrangements in a classroom, students can be organized in different ways. So, students can work as a whole class, in groups, in pairs or individually. Besides, there is other alternative like *Solowork* which consists in work at their own speed, allows them thinking

³⁰ Harmer Jeremy, How to teach English. New Edition. Pearson Longman (2007) Pág. 41-43

time and allows them to be individuals, and; *Class to Class* where students are able to join two classes so that they can interact with each other.

1.5. How to arrange the class

There are some suggestions to arrange the class in a good way:

2. Provide students with **adequate space** around their desks. If students are seated so that they can touch each other easily without getting up, stealing and hitting problems could escalate.
3. Keep all items not in immediate use **in cabinets or closets**. Lock the cabinets or closets if possible. The more items available for an angry child to throw, the more rewarding and potentially harmful the tantrum becomes.
4. Keep scissors, X-acto knives, and other potential weapons **out of students' reach**.
5. **Closely supervise art and cooking activities**. Make it clear that these activities will stop if rules are not followed.
6. If necessary, **arrange furniture** to provide students with visual barriers during independent work times.
7. Make areas of the room **activity specific**. For example, desks are for work; the rug is for play; the large table is for group discussion; and the time-out corner is for cooling off and thinking. This helps the students develop constructive classroom behavior habits and reduces confusion over what behavior is expected at a given place and time.

8. Check activity-specific areas for **appropriate space, lighting, storage, and furniture** needs.
9. **Remove** everything from the room that is not absolutely necessary.
10. Make **furniture and materials accessible** to students in order to increase productivity and decrease anger and frustration.
11. Actively enforce the rule that **people are not for hurting**.

1.6. Effective classroom management

“Teachers have many roles in the classroom: two of the most important are planning lessons and organizing the classroom in the way that facilitates learning. The physical organization of the classroom is quite important.”³¹ In an ideal world the classroom would have an area of easily moveable desks and chairs, an open space for actions songs and games, a quiet corner for reading or self-study.

Such ideal conditions are rarely found in the real world, but if at all possible arrange the tables and chairs so that the young learners can work in pairs or groups, and there should be space for them to come out to the board and to move around the classroom. Often the five or ten minutes spent on reorganization tables and chairs are well worth it to help an activity work well.

³¹ <http://www.elt-china.org/pastversion/lw/pdf/liqinglan.pdf>. Effective Classroom Management. September 2th, 2012

Besides the kind of activities that work well with younger learners are games and song with actions, total physical response activities, task that involve coloring, cutting and sticking.

The activities should be changeable: some quiet, some active, some involving the whole class, some in pairs or groups. Is necessary to monitor individual, pair or group activities, move around among the learners, praising, encouraging them. These changes of pace and focus help keep the learners interested and motivation.

CHAPTER II

2.1. STUDENTS' INTEREST TO LEARN ENGLISH

The teachers' success to get students interest for learning a determine subject depends how he or she manages a group of students from diverse backgrounds and with differing skills and abilities. Some are already eager learners, while others have to be awakened to the joys and satisfactions of learning.

Still others have special problems that must be dealt with effectively in order for them to learn and in order to maintain an environment conducive to learning for the whole group.

First, it is important to provide students with opportunities to learn about things that interest them and then, to find ways to introduce the learning that peaks the student's interest. If the teacher can find ways to relate the topic to the student's present experience, and provide interactive learning activities that the student can actively participate in, then the student will gain motivation.

The physical environment plays a role in learning too. "Some students learn better in different lighting like softer or brighter, sitting at a desk or lying on the floor, with music on or in perfect silence, in a warmer or cooler place, etc. The teacher can establish areas in the room that meet these

different needs and styles of learning.”³² Students who learn better lying down, for example, could bring mats to school that can be unrolled for study time. A small tent in the corner could provide the dimmer light some students need. A radio or CD player with earphones could be allowed during study time provided it truly helps the student to learn.

2.2. Teaching learning process

The importance of reasonable rules that everyone understands can hardly be overestimated. On the first or second day of school the teacher could initiate an interactive discussion with the students about why rules are needed in the classroom. Let students share a few experiences that happened when there were no rules.

Then, ask them to come up with no more than five rules for classroom behavior. They could each write down a rule or two they think is important on an index card, and the teacher could then let each person read what he/she wrote down.

A list could be generated on the board. Or, they could start by brainstorming a list of every rule they can think of, then evaluate, eliminate, combine (just the word respect, for example, includes many rules), and whittle them down into three to five good rules.

³² <http://www.directessays.com/viewpaper/200926.html> .The Importance of Comprehensive Classroom Management. September 8th, 2012

A student with good handwriting or an artistic bent could be chosen to make a large poster with the rules, or a bulletin board for classroom display where everybody can see it.

2.2.1. Teaching learning process elements

Teaching and learning involves the process of transferring knowledge from the one who is giving to the one who is receiving. Teaching process cannot be performed if there is one element that is missing among the three of the teaching elements.

Teaching and learning involves the process of transferring knowledge from the one who is giving to the one who is receiving. Teaching process cannot be performed if there is one element that is missing among the three of the teaching and learning elements.

There is what we called as elements of teaching and learning processes. These elements are necessary to be able to make teaching and learning possible.

Without one of these elements, there could be no real teaching or learning process that will exist. It is so important that the presence of these elements is present in the process of teaching, considering that all of them play an important role in the system

“The elements of teaching and learning process are **the teacher, the leaner** as well as **the good learning environment**. It is being considered

that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works together.”³³

The teacher is considered as the element that has the main role in the teaching-learning process. He/she is considered as the so-called prime mover of the educational processes, thus he or she directs the flow of the whole process.

The teacher is the one that facilitates the whole process of leaning. He or she directs its flow and serve as main control of the teaching learning process.

The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented.

The knowledge that acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that learn fast while there are those learners that learn in average or slower.

The favorable environment, participates in the teaching-learning process by providing a place where there is a smooth flow of communication, avoiding some common barriers between the teacher and the learner. The

³³<http://education-teaching-careers.knoji.com/the-elements-of-the-teaching-and-learning-process/> September 15th, 2012.

presence of a good environment is so much important in the teaching and learning process.

The good environment provides a smooth flow of communication between the learners and the teachers, thus it facilitates a well-executed teaching and learning process.

A good environment is necessary for learning. The reason why we should make sure that we should have this kind of environment, as we teach or we learn.

2.3. Language teaching methods

The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

“This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary”.³⁴

³⁴ Diller, Karl Conrad . The Language Teaching Controversy. Rowley, Massachusetts: Newbury House.

Grammar-Translation

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

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

Audio-lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills or patterns are to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits.”³⁵

The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be"

³⁵ Celce-Murcia, Marianne. 1991. Ed. Teaching English as a Second or Foreign Language.

is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

Like every other method we have encountered, TPR had its limitations. "It seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom."³⁶

Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to

³⁶ Brown, Douglas H. Teaching by Principles An interactive Approach to Language Pedagogy. Second Edition. (2001) Pág. 28.

find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

The characteristics of this theory are:

- a) “Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- b) Learning is facilitated by accompanying (mediating) physical objects.
- c) Learning is facilitated by problem solving involving the material to be learned.”³⁷

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

³⁷ Brown, Douglas H. Teaching by Principles An interactive Approach to Language Pedagogy. Second Edition. (2001) Pág. 28.

The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

There are three stages:

- d) “The preproduction stage is the development of listening comprehension skills.
- e) The early production stage is usually marked with errors as the students struggles with the language.
- f) The last stage is one of the extending production into longer stretches of discourse involving more complex games, role plays, open-ended dialogues, discussions, and extended small-group work.”³⁸

2.4. Learning activities

The activities that we can develop into the classroom need that comprehensible input is provided, which means messages are made understandable and meaningful to the learner via a variety of techniques,

³⁸ Brown, Douglas H. Teaching by Principles An interactive Approach to Language Pedagogy. Second Edition. (2001) Pág. 28.

and there is a low-affective filter, which means students are made to feel comfortable and there is little pressure to learn "it all" in that moment.

- "As teachers we can create a classroom environment that supports natural acquisition applying activities such as:
- Use visuals that reinforce spoken or written words.
- Employ gestures for added emphasis
- Adjust your speech:
 - Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax.
 - Exaggerate intonations at times.
 - Stress high-frequency vocabulary words.
 - Use fewer idioms and clarify the meaning of words or phrases in context.
 - Stress participatory learning.
 - Maintain a low anxiety level and be enthusiast³⁹

³⁹ <http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners>. Strategies for Teaching English Language Learners. September 20th, 2012.

These recommendations could help you to develop a good class and your students to get interest to learn the subject in order to contribute the Teaching-Learning process

2.5. Equipment of teaching-learning

The process of teaching-learning depends upon the different type of equipment available in the classroom. There are many aids available these days like, audio, visual and audio- visual aids. They have very much importance in TLP (Teaching Learning Process)

Types of Teaching Aids

There are many aids available these days like Visual Aids, Audio Aids and Audio - Visual Aids.

“1) Visual Aids

The aids which use sense of vision are called Visual aids. For example :- actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these board and chalk are the more commons.

2) Audio Aids

The aids that involve the sense of hearing are called Audio aids. For example: - radio, tape recorder, gramophone etc.

3) Audio - Visual Aids

The aids which involve the sense of vision as well as hearing are called Audio- Visual aids. For example: - television, film projector, film strips etc.”⁴⁰

Every individual has the tendency to forget so, a proper use of teaching aids helps to retain more concept permanently, the students can learn better when they are motivated properly through different teaching aids because it provides complete example for conceptual thinking, helps to increase the vocabulary of the students and they help the teacher to get sometimes and make learning permanent.

2.6. Cooperative learning

It is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

There are some benefits of use cooperative learning such as:

⁴⁰<http://www.indiastudychannel.com/resources/120148-Teaching-Aids-Their-Needs-Types-Importance.aspx>. Types and Importance Of Teaching Aids In Teaching Learning Process. September 25th, 2012

- “Promote student learning and academic achievement
- Increase students’ retention
- Enhance student satisfaction with their learning experience
- Help students develop skills in oral communication
- Develop students’ social skills
- Promote student self-esteem
- Help to promote positive ethnic relations”⁴¹

“Cooperative Learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. It is a well-researched instructional strategy and has been reported to be highly successful in the classroom”⁴²

This method can help students develop leadership skills and the ability to work with others as a team. However, gifted students are often placed in groups with non-gifted children, sometimes with the goal of having the gifted student help the others, either directly or by example.

In these instances, the gifted student is not likely to learn anything new, while the non-gifted students are not likely to develop any leadership skills.

2.7. Students behaviour

Behavior is an action that is observable and measurable:

⁴¹ <http://edtech.kennesaw.edu/intech/cooperativelarning.htm>. Cooperative Learning. October 10th, 2012.

⁴² Dishon, Dee, and Pat Wilson O’ Leary. A guidebook for Cooperative Learning: A technique for creating more effective schools. Holmes Beach, FL: Learning Publications.

“-Behavior is observable: It is what we see or hear, such as a student sitting down, standing up, speaking, whispering, yelling, or writing. Behavior is not what a student is feeling, but rather how the student expresses the feeling. For example, a student may show anger by making a face, yelling, crossing his arms, and turning away from the teacher. These observable actions are more descriptive than just stating that the student looks anxious.

-Behavior is measurable: This means that the teacher can define and describe the behavior. The teacher can easily spot the behavior when it occurs, including when the behavior begins, ends, and how often it occurs. For example, “interrupting the teacher all the time” is not measurable because it is not specific. However, “yelling ‘Hey, teacher!’ 2-3 times each math period” is specific and measurable. Given the definition, even an outside observer would know exactly which behavior the teacher wants to change.”⁴³

One of the difficult aspects of teaching is managing students with problem behaviors. Although you can find information about how to manage behavior on many websites and television programs, it is important to realize that behavior management is more than using a few simple tips. Behavior management is about changing behavior.

⁴³ <http://www.projectidealonline.org/basic-components-of-behavior.php>. Students’ behavior. October 15th, 2012

This process involves making adaptations for the person with challenging behavior and making changes in the environment where the problem behavior occurs. Changing behavior is not just about changing the behavior of the student, but also about changing the behavior of the adults and other students in the environment. It is important to identify and define the behaviors that need to be changed as well as the new, more appropriate behaviors that need to be learned.

HYPOTHESES

General

The lack of classroom management affects the Students' interest to learn English Language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

Specifics

- There is an inadequate classroom environment which influence in the Teaching-Learning process with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.
- The Monitoring Students' performance is affecting English learning with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.
- The Learning activities are not developed into classroom correctly with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.

f. METHODOLOGY

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

- Methods

In research, we often refer to different methods that help us to develop it correctly. The main is the scientific method and two broad methods of reasoning as the deductive and inductive approaches.

Scientific Method

The Scientific Method is a logical and rational order of steps by which scientists come to conclusions about the world around them.

The Scientific Method helps to organize thoughts and procedures so that scientists can be confident in the answers they find.

Scientists use observations, hypotheses, and deductions to make these conclusions, just like you will use the Scientific Method in your science fair project. You will think through the various possibilities using the Scientific Method to eventually come to an answer to your original question.

Deductive Method.- Deductive reasoning works from the more general to the more specific.

Inductive Method.- Inductive reasoning works the other way, moving from specific observations to broader generalizations and theories.

Besides there are other methods that are useful into the research:

Descriptive Method: This method is used to collect, summarize, present, analyze and generalize the results of observations

Analytic Method: It consists in removal of parts of a whole in order to study and examine them separately to see, for example the relations between them.

Explicative Method: As its name says, it can be used to explain all about the theoretical reference the researcher have gotten during the process.

Statistical Method: It allows you to collect, process, and interpret numerical data through the research for them.

- **Techniques**

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

Observation

The technique of observation is a research technique to observe people, events, facts, cases, objects, actions, situations, etc, in order to obtain certain information necessary for an investigation.

We can use this technique in a natural way, for example, observing behaviors as they occur in their natural environment, or based on a

structured plan, for example, creating situations where we can observe the behavior of participants.

To use this technique, we must first determine our purpose or reason for investigation and, secondly, determine what information we collect, which allows us to meet our goal.

Survey

The survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed. It consists on delivering to people a questionnaire the same that must be filled freely by them.

Interview

Is a technique that is particularly helpful in eliciting goals and underlying values, and therefore, possibly helpful during early stages of user experience research. The interview is a far more personal form of research than questionnaires. It's a dialogue or a conversation between the interviewer and interviewed for getting information.

- Tools

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

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

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

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

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

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

- Population

The population of this research is represented for some English teachers and students of 8th, 9th and 10th years of Basic Education at “Manuel Enrique Rengel” High School. Academic Year 2012-2013.

POPULATION

ENGLISH TEACHERS	3 Teachers
STUDENTS	Number of Students
8 th year of Basic Education	30 students
9 th year of Basic Education	20 students
10 th year of Basic Education	20 students
TOTAL OF THE STUDENTS	70 students
Some interviews to English teachers and Professors	

h. BUDGET AND FINANCE

Human Resources:

- Director of Thesis: On the designated
- Interviewed: Authorities knowledgeable about the problem.
- Surveyed: Students of 8th, 9th and 10th years of Basic Education
- Project Proponent: Diana Marisol Chillogallo Ordóñez

Material Resources

Value	USD.
Paperwork	\$ 100
Office Supplies	\$ 100
Literature (Books)	\$ 300
Project Development	\$ 200
Playing copies of the draft	\$ 100
Development and reproduction of the thesis	\$ 200
Transport	\$ 300
Incidentals	\$ 200
Total \$ 1.500.00

Finance

The budget of expenses that result in the present research, amounting to ONE THOUSAND FIVE HUNDRED DOLLARS, which will be paid with resources of the applicant.

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ANNEXES



Universidad Nacional de Loja
Área de la Educación, el Arte y la Comunicación
English Language Department
TEACHER'S INTERVIEW

In order to develop my thesis project focused on Classroom Management, I need your collaboration answering the following questions relating with this thematic.

1. Do you consider that the classroom environment is adequate to the learning English subject?

Yes () No ()

Why?.....

.....

2. Does the classroom have the adequate equipment to the English learning?

Yes () No ()

Which?.....

.....

3. Do you consider the following equipment necessary to a good classroom environment?

- Big Classroom ()
- Comfortable desks ()
- Adequate physical space ()
- Audio visual equipment ()
- Bibliographic material ()

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

- Warm up ()
- Reflection ()
- Lesson ()
- Collecting homework ()
- Others.....

5. What resources do you use to motivate students in the Teaching English subject?

- Dynamics ()
- Songs ()
- Games ()
- Others.....

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

Yes () No ()

- Word phrases ()
- Labels ()
- Sayings ()
- Pictures ()
- Collages ()
- Others.....

7. Do you arrange the classroom according to the activities?

Yes () No ()

Why?.....

8. What are the effects that could produce at the moment of arrange the classroom for the teaching?

- Major interaction of the students ()
- Major attention in class ()
- Better class environment ()
- Control total of the class ()
- Others.....

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

- Grammar translation ()
- Natural approach ()
- Communicative learning ()

Silent way ()

Total physical response ()

Audio-lingual ()

10. Do you consider that the improvement of the classroom's physical conditions will increase the student's to learn English?

Yes () No ()

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

THANK YOU FOR YOUR COLLABORATION



Universidad Nacional de Loja
Área de la Educación, el Arte y la Comunicación
English Language Department
STUDENT'S SURVEY

Dear Student: In order to develop my thesis about Classroom Management and student's interest to learn English language, I ask for you to answer the following questions.

1. Do you consider that the English language is important in your daily life?

Yes () No ()

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

2. Do you consider that the classroom environment is adequate to study English?

Yes () No ()

Why?.....

3. Does the classroom have the adequate equipment to develop the learning activities?

Yes () No ()

Which?.....

4. Which of the following equipment do you consider are necessary to have a good classroom environment?

Big Classroom ()

Comfortable desks ()

Adequate physical space ()

Audio visual equipment ()

Bibliographic material ()

Others.....

5. Do the teacher's English classes motivate you to learn the subject?

Totally ()

Partially ()

Nothing ()

6. Does the teacher control the student's activities during the classes?

Always ()

Frequently ()

Sometimes ()

Never ()

7. Which of the following activities does your teacher use to start the class?

Warm up ()

Reflection ()

Lesson ()

Collecting homework ()

Others.....

8. What activities does your teacher develop during the English classes?

Pair work ()

Group work ()

Individual work ()

Whole class ()

Others.....

9. Do you think that the improvement of the classroom's physical conditions will increase the student's interest to learn English?

Yes () No ()

Why?.....

10. What suggestions do you have to improve the teaching of the English subject?

.....

THANK YOU FOR YOUR COLLABORATION

THEME:

CLASSROOM MANAGEMENT AND STUDENTS' INTEREST TO LEARN THE ENGLISH LANGUAGE WITH STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "MANUEL ENRIQUE RENGEL" HIGHSCHOOL. ACADEMIC YEAR 2012-2013

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>How does classroom management influence Students' interest to learn the English Language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.?</p> <p>SUBPROBLEMS</p> <p>How does classroom environment influence in teaching-learning process with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.?</p> <p>How does Students' performance is monitoring with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.?</p> <p>How are the learning activities developed with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.?</p>	<p>GENERAL To get the corresponding information about classroom management and students' interest to learn the English Language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p> <p>SPECIFICS To analyze how classroom environment is influencing in the teaching-learning process with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p> <p>To explain if monitoring Students' performance is affecting English learning with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p> <p>To identify how learning activities are developing into classroom with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p>	<p>GENERAL The lack of Classroom Management affects the students' interest to learn English language with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p> <p>SPECIFICS There is an inadequate classroom environment which influence in the Teaching Learning Process with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p> <p>The Monitoring Students' performance is affecting English learning with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p> <p>The learning activities are not developed into classroom correctly with students of 8th, 9th and 10th years of Basic Education at "Manuel Enrique Rengel" High School. Academic Year 2012-2013.</p>	<p>INDEPENDENT -Classroom Management</p> <p>DEPENDENT - Students' interest</p>	<p>CHAPTER I Classroom Management The physical environment Room arrangement How to arrange the class Effective classroom management</p> <p>CHAPTER II Students' Interest Teaching Learning process Language teaching methods Learning activities Equipment of teaching-learning Cooperative learning Students behaviour</p>

**“Manuel Enrique Rengel” High School
CLASSROOMS**







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