



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

“THE MICRO-CURRICULAR PLANNING AND THE CLASSROOM MANAGEMENT OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1ST 2ND AND 3RD YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013.

This is a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Specialization

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CERTIFICATION

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CERTIFIES:

That the present research work entitled; “THE MICRO-CURRICULAR PLANNING AND THE CLASSROOM MANAGEMENT OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1ST 2ND AND 3RD YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013, undertaken by Rosa Susana Saritama Díaz, has been thoroughly revised. I therefore, authorize the presentation of the thesis, for the corresponding legal purpose, and its compliance with all the norms and internal requirement of the Universidad Nacional de Loja.

March 21st, 2014.



Lcda. Mg. Sc. Karina Celi Jaramillo

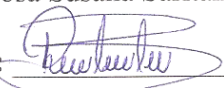
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THE AUTHOR

DEDICATION

This research work is dedicated to my daughter and parents because they have given me all their support in order to finish it.

I wish to dedicate this work to my husband, grandmother, sisters and brothers, who have encouraged me during the time that I have needed to finish one of the main goals in my life.

Susana Saritama

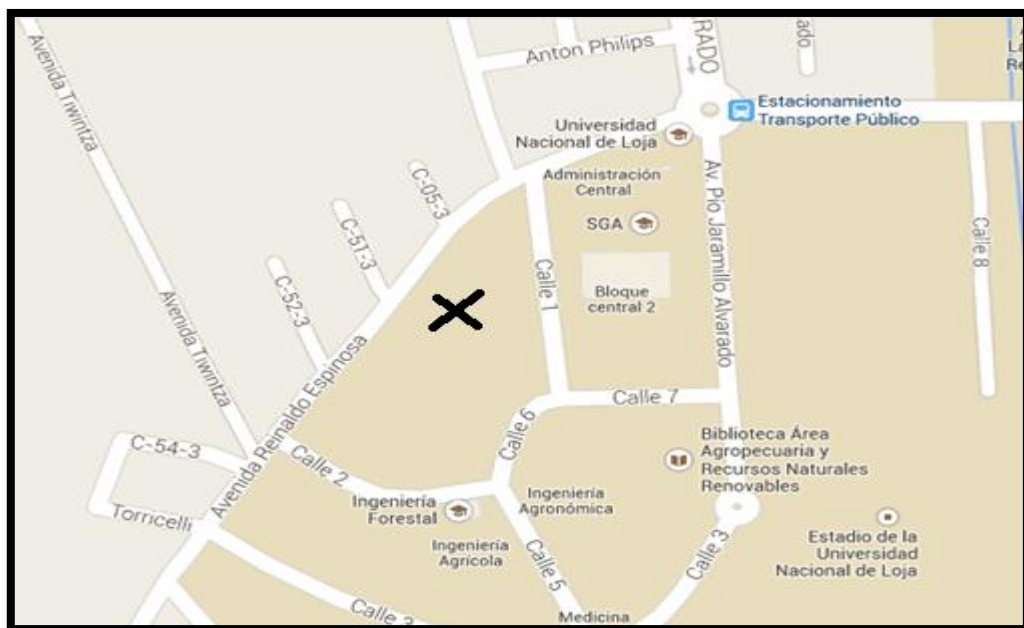
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MAPA GEOGRÁFICO



CROQUIS



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a. TITLE

“THE MICRO-CURRICULAR PLANNING AND THE CLASSROOM MANAGEMENT OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1ST 2ND AND 3RD YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013.

b. RESUMEN

El presente trabajo titulado: LA PLANIFICACIÓN MICRO-CURRICULAR Y EL MANEJO DE CLASE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE 1ro, 2do y 3er AÑOS DE BACHILLERATO DEL COLEGIO “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”, PERIODO ACADEMICO 2012-2013 ha sido realizado con el propósito de determinar cómo la planificación micro-curricular influyen en el manejo de la clase del idioma Inglés.

Para realizar este trabajo de investigación, se utilizó el método científico con el fin de encontrar el hecho sobre el objeto investigado, a través de un contraste entre la teoría y la realidad.

La técnica de la encuesta fue utilizada para obtener información y la misma fue aplicada a maestros y estudiantes de la institución investigada.

Las principales conclusiones determinaron que los profesores no están aplicando suficientes actividades en la planificación micro-curricular y el manejo de la clase del idioma Inglés.

SUMMARY

The present research work entitled: THE MICRO-CURRICULAR PLANNING AND THE CLASSROOM MANAGEMENT OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013 has been made with the purpose of determining how the micro-curricular planning influences the classroom management of the English Language classroom.

In order to undertake this research, the scientific method was used to find the facts about the researched object through a contrast between theory and reality.

The survey technique was selected for gathering the information, and it was applied to teachers and students of the researched institution.

The main conclusions were that the teachers are not applying sufficient strategies or activities in micro-curriculum planning and classroom management of the English Language classroom.

c. INTRODUCTION

Micro-curricular planning contributes directly to the efficiency of the teaching-learning process of English Language because it involves the ways that the teachers are developing the class and it is also closely related to classroom management, which is important to creating and maintaining positive and productive learning.

The purpose of this work is based on micro-curricular planning and classroom management of the English Language class. Teachers are often not aware of the importance that micro-curricular planning has a positive and productive learning. This research also focuses on some activities and strategies that the teachers can use to enhance classroom management.

All these aspects encouraged the researcher to study micro-curricular planning and classroom management of the English Language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

The main goal that guided the research process was to determine the influence that micro-curricular planning has on the classroom management of English language classes with the students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

Based on these guidelines, the specific goals were to identify and analyze the strategies and activities that the teacher includes in the micro-curricular planning

and classroom management of the English Language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

The general hypothesis of this research work states that the micro-curricular planning has an influence in the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.

The main method used in this work was the scientific method, which included the systematic steps to explain logical relations of the researched object drawing conclusions and making recommendations. It was necessary also to use particular methods such as: the descriptive method, to describe the obtained results in the field work; the analytic-synthetic method, to analyze critically the empiric information; and finally, the deductive method, to interpret the logical implications of the hypotheses.

The development of this report has been structured in the following way:

Firstly, an introduction that describes the context of the research problem, reasons, main and specific goals, hypotheses and methods. Second, it includes the summary of this research. Third, the review of literature which details the main theoretical reference that served as support to analyze and interpret the results obtained through surveying.

Next, it includes the methodology used to carry out the research, the methods, techniques, procedures and instruments, which facilitated receiving information about micro-curricular planning and the classroom management of the English Language class.

Then it contains the main results that were obtained through the survey technique, which was applied to teachers and students, analyzing, interpreting and contrasting each question with the theoretical frame. Next, it has the discussion which analyses the most important results in order to verify if the stated hypotheses were accepted or rejected.

The conclusions were based on the analysis of the results, establishing the logical relationship between the variables stated in the specific goals and in the consistency matrix of the research project.

Finally, included are the recommendations, in order to help to improve the weaknesses regarding the problems of micro-curricular planning and the classroom management of the English language class with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

d. REVIEW OF LITERATURE

MICRO-CURRICULAR PLANNING

WHAT IS THE MICRO-CURRICULAR PLANNING?

The micro-curricular planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments.

Lessons not only shape how and what students learn, they also impact student attitudes toward language learning. In the long run, it is the lesson not the curriculum or the unit plan that students actually experience.

Planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience.

TO SET THE MICRO-CURRICULAR PLANNING GOAL

The micro-curricular planning identifies the enabling factors necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective.

Taylor (2007), “Lesson goals are most usefully stated in terms of what students will have done or accomplished at the end of the lesson. Stating goals in this way

allows both teacher and learners to know when the goals have been reached". To set lesson goals:

Identify a topic for the lesson, the topic is not a goal, but it will help you develop your goals. The topic may be determined largely by your curriculum and textbook, and may be part of a larger thematic unit such as Travel or Leisure Activities. If you have some flexibility in choice of topic, consider your students' interests and the availability of authentic materials at the appropriate level.

Identify specific linguistic content, such as vocabulary and points of grammar or language use, to be introduced or reviewed. These are usually prescribed by the course textbook or course curriculum. If they are not, select point that are connected in some significant way with the topic of the lesson.

Identify specific communication tasks to be completed by students. To be authentic, the tasks should allow, but not require, students to use the vocabulary, grammar, and strategies presented in the lesson.

The focus of the tasks should be dynamic, not grammatical. This means that it may be possible for some students to complete the task without using either the grammar point or the strategy presented in the first part of the lesson.

Identify specific learning strategies to be introduced or reviewed in connection with the lesson.

Create goal statements for the linguistic content, communication tasks, and learning strategies that state what you will do and what students will do during the lesson.

WHAT MATTERS IN LESSON PLANNING? STRATEGIES COMMON TO ALL DISCIPLINES

Effective teachers in all disciplines plan lessons. Much of their planning requires attention to features of lessons that have been shown to make a difference in student learning, whether the subject is mathematics, art, or foreign language. Other aspects of lesson planning are discipline-specific. In this guide, we look at a number of factors teachers consider as they develop lesson plans. First, we look at those that are common to all disciplines, and then we will look those that are specific to foreign language instruction.

Duncan (2010), some factors are organizing principles, some are critical features of effective lessons, some are teacher behaviors, and some are instructional decisions that reflect student. All are important for planning and implementing lessons that lead to student learning.

STRATEGIES OF MICRO-CURRICULAR PLANNING

According to Duncan (2010), teachers will enrich and develop the steps of a planning including a variety of strategies to explain, understand, motivate and stimulate the learning in each stage of the micro-curricular planning such a warm-up, presentation, practice, production and assessment.

According to Abisamra (2009), the strategies include a range of abilities and also these strategies have a sequence of teaching. The teacher needs to employ these strategies for achievement of successful outcomes.

The teacher has to apply the five strategies in the micro-curricular planning;

Strategies for introductions:

- Speak slowly and clearly, but not loudly.
- Make the consequences for successful performance attractive.
- Share the completion of the student's work with another student in the class, or with an interested person outside the classroom.
- Use concrete manipulative materials to develop whole concepts. Photocopy notes if the student is unable to write clearly.
- Encourage peers to assist in thinking of ways in which the student can accomplish a task: "How can Steven do this assignment?". Invite the student to assist in lesson presentation, by participating in brainstorming, for example, or by giving out materials.
- Organize the student's materials ahead of time.
- When appropriate, offer a choice of two or three materials or activities.
- Structure the sequence of activities.

Inductive strategies:

In contrast with the deductive method, inductive instruction makes to use of student "noticing". Instead of explaining a given concept and following this

explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to “notice”, by way of the examples, how the concept works.

Deductive strategies:

A deductive approach to instruction is a more teacher-centered approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in different ways.

Whole class involvement

Challenges foster the kind of competition that guides students to achievement they might not otherwise see as a worthy goal. Students can build solar ovens in groups, design an efficient reading lamp, cooperatively write concept-maps on large sheets of paper, play a Jeopardy-style game.

Workgroup

It is important to change student groupings frequently. Many teachers group students according to interests and skills to be developed. Mixed ability grouping of students is also valuable in supporting the participation of underperforming students.

Scaffolding of participation through, e.g. oral language activities and the use of graphic organizers will facilitate equal participation of all students.

PREPARATION ACTIVITIES

According to Duch (2001), teachers have to include different activities in the daily lessons to help to their students to develop the activities of the lesson with the participation of each student through of the application of activities supporting positive classroom management.

Shrawder (2006), suggests some possible activities that creatively prepare students for new learning include: Creating a positive, expectant attitude of successful learning and learning outcomes. Forming and maintaining a creative, relaxed, resourceful mindset with brief meditation, imaging, or breathing exercise breaks. Writing learning goals and reviewing these before each study session. Adopting strict time-management practices such as working on the most difficult learning task first. Maintaining peak levels of self-motivation by suggesting students set some post-class rewards such as enjoying a coffee break, instant messaging a friend or shopping for the latest music releases on-line.

MOTIVATIONAL STRATEGIES IN THE MICRO- CURRICULAR PLANNING

According to Relacio, (2010), teachers can evidence the importance of use strategies because the application of strategies help with the presentation of the

contents, develops the classroom activities, guides the students and maintains them working to obtain excellent classroom management.

Interest – the extent to which the learner’s curiosity is aroused by the lesson and sustained over time.

Relevance – the extent to which the instruction is related to personal needs and goals which are perceived as meaningful.

Expectancy – the learner’s perceived likelihood of success in learning.

Satisfaction – the learner’s intrinsic and extrinsic motivation.

- Attend to alterable factors.
- Avoid over emphasizing external motivation.
- Create learning situations with positive feeling tones.

CLASSROOM MANAGEMENT

PROCEDURES OF CLASSROOM MANAGEMENT

Sheldon (2009), it is a medium to develop a classroom management plan that addresses the following elements and criteria.

Rules – few in number; stated positively; addresses key aspects for productive learning environment; “respect for others” permeates rules.

Daily Protocols – inclusive of all routines necessary to conduct a productive classroom; assists in reducing management time.

Levels of Consequences – short-term techniques to stop inappropriate behavior immediately; 3-4 levels of consequences required; must be sequential and more rigorous for repeated misbehaviors; consequences must be developmentally appropriate.

Intervention Strategies – long-term techniques to reduce episodes of inappropriate behavior over an extended period of time specific to students who continually misbehave, and/or where consequences are ineffective; minimum of 3-4 positive and encouraging developmentally appropriate techniques provided; defer from negatively impacting student self-image.

Preventive Behavior Management and Motivation Techniques used to facilitate appropriate student behavior while minimizing inappropriate behavior; a minimum of 2-3 individual and 2-3 whole-class techniques are required; incentives must reflect a combination of intrinsic and extrinsic rewards.

Implementation Plan – considers how well the plan addresses the varied needs and characteristics of students and the school context in order to facilitate a smooth implementation; anticipates problems and/or concerns in its establishment; and delineates how the management plan will be conveyed and introduced to students.

KEY COMPONENTS OF EFFECTIVE CLASSROOM MANAGEMENT

According to Sheldon, (2009), the correct form that teachers can apply positive classroom management are limits, including daily protocols, rules, assign levels the consequences to actions of students, intervention strategies, motivational techniques, and implement a plan to try control their students taking the decisions and applying rules when the students are destructive to the lesson with their knowledges and experience achieve to classroom management.

Dumbar, (2004) “There is increasing agreement among researchers regarding the type of school and classroom environments needed to support positive behavior among a wide range of students. Current research indicates five components of effective, comprehensive classroom management”:

- Understanding students’ personal and psychological needs.
- Creating an affirmative classroom climate and a community of support by establishing positive teacher–student and peer relationships and maintaining constructive involvement with students’ caregivers.
- Involving students in developing and committing to behavior standards that promote on-task behavior and help support a calm, safe learning environment.
- Using instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group-

- Implementing responses to unproductive student behavior that treat students respectfully and help them develop skills for working effectively in the classroom and school settings Similar to the key “Strategies for Enacting Culturally Responsive Classroom Management” described by Carol Weinstein and her colleagues these skill areas have for years defined best practices in classroom management.

MAIN FACTORS THAT DIFFICULT THE CLASSROOM MANAGEMENT

According to Abisamra (2009), the main factors that difficult the classroom management are: discipline problems, number of the students, unclear instruction, lack of the motivation and lack of clear classroom rules. Teachers can resolve the problems in class create a positive environment using techniques or method of teaching, communicates with their students redacted in the following:

Discipline problems

Watch your students as they come into class. Kelly, (2012), looks for signs of possible problems before class even begins. For example, if you notice a heated discussion or problem before class starts, try to deal with the problem then. Allow the students a few moments to talk with you or with each other before you start your lesson to try and work things out. Separate them if necessary and try to gain agreement that during your class period at least they will drop whatever issue they have.

Number of students

When teachers have problems with the number of students, it is necessary to work on making transitions between parts of lessons smooth. In other words, as you move from whole group discussion to independent work, try to minimize the disruption to the class. Have your papers ready to go or your assignment already written on the board. Many disruptions occur during transitional times during lessons.

Unclear instruction

Come to class prepared with lessons for the day. In fact, over-plan with your lessons. Make sure to have all your materials and methods ready to go. Reducing downtime will help maintain discipline in your classroom.

Lack of motivation

Begin each class period with a positive attitude and high expectations. If you expect your students to misbehave or you approach them negatively, you will get misbehavior. This is an often overlooked aspect of classroom management.

Lack of clear classroom rules

Have a posted discipline plan that you follow consistently for effective classroom management. Depending on the severity of the offense, this should allow students a warning or two before punishment begins. Your plan should be easy to follow and also should cause a minimum of disruption in your class. For example, your

discipline plan might be - First Offense: Verbal Warning, Second Offense: Detention with teacher, Third Offense: Referral.

POSITIVE CLASSROOM MANAGEMENT ACTIVITIES

According to Jones (1998), the teachers in their lesson plan includes different activities, techniques and methods during the class which is the main tool and a guide of teacher, also is important explain goals, content, concepts and ideas clearly and accurately to their students.

Burbacher (1994), it is an environment of inquiry, encouraging teachers and others to work collaboratively and collegially to seek aspects of school improvement he has the following activities.

Individual work the social aspect of activities is just as important as the creative, leisure and learning aspects. Mentors make great efforts to help people join small friendly groups to share experience and skills and support each other in maintaining the group in the long-term.

Work group gives participants an opportunity to share knowledge and skills by doing something together whether brainstorming ideas, solving a problem, doing an exercise or making something.

Grammar and vocabulary exercises there is no doubt that learning vocabulary is a complex process, consisting of a number of different stages and activities of book.

Projects provides creative opportunities for meaningful language use at all language levels, you can introduce short, controlled projects to start to share ideas in class.

Written tasks one of the most important requirements for designing effective writing tasks is to think of coherent, connected activity sets, which include pre-writing, during-writing and post-writing activities. Connected activity sets help students complete the writing task successfully and foster the process of writing.

Role play: Role playing is a form of simulation. Challenges that exist in the real world can be acted out in a role play to explore the best way to handle the situation. By playing different roles, participants get an insight into how other people feel. Role plays also allow participants to share their wisdom and skills in handling a situation. Devise a role play that will enable exploration of a particular problem. Brief participants about the situation and roles and invite volunteers.

Discussions and sharing ideas: Sharing is a technique used to end group activities by giving people an opportunity to discuss what they learned and how they felt during the activity. Sharing is particularly helpful after people have taken a personal risk, such as acting in a role play, or to mark course milestones.

e. MATERIALS AND METHODS

DESIGN OF THE INVESTIGATION

The present research work was considered scientific, descriptive, analytic-synthetic and explicative, based on these analyses was present the recommendations. Also, the purpose of this research was solving the problems in the micro-curricular planning and classroom management.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

The methods used in this research were:

The scientific method was applied because the research demanded an ordered and complex development that needed a stringent process to describe the main events that occurred during the observation of the research object.

The descriptive method was used to describe the current situation of our research object. It also was used to describe the different kind of resources used by teachers.

The analytic-synthetic method was applied to analyze the main results that the researcher achieved through the instruments applied and to make the interpretation of the data, including the critical analysis considering the variables of the hypothesis and establishing the conclusions based on the results of the major tendencies. It was analyzed and allowed to get references and also to process the information which was used to elaborate the theoretical frame.

The explicative method was applied to make a contrast between the results that were obtained about the research object with the theoretical fundamentals. It also allowed identifying the strategies and activities that influence classroom management.

The statistical method was used for analyzing and interpreting the results of the research work.

TECHNIQUES AND INSTRUMENTS

Surveys have been considered as the best alternative for the collection, organizing, processing, analysis and interpretation of the collected data and in relation to the research work.

- **Survey** was applied to all the teachers and students of the institution, to determine the influence in the micro-curricular planning and the classroom management.

PROCEDURES

This research work was developed by using the following procedures:

a) Collecting data

To obtain the information a survey was applied to all the teachers and students of the 1st, 2nd and 3rd years of Bachillerato of “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

b) Tabulation

The tabulation of the data collected in which the descriptive method was used for the closed questions and joining criteria in the reasoning or explanation of every question and also the information from the teachers and students were contrasted in order to get the right information.

c) Organization

The organization of the information was made according to the specific hypothesis so that the information was classified, which served to prove the first and second hypothesis respectively with the results of the survey.

d) Description

The data was described in statistical tables in order to show the frequency and the percentages of the indicators obtained with the applied instruments.

e) Graphic representation

Using the information and taking into account the indicators are displayed graphically in tables and also included graphing the results. This facilitated the interpretation of the data gathered in frequencies and percentages.

f) Interpretation and analysis

The interpretation started with results and analysis of the data. This study was used to support the main categories developed in the theoretical frame.

g) Hypotheses verification

The general and specific hypotheses were studied through a descriptive process generated by a logical or real analysis of the field work while the final results were stated in a descriptive form.

h) Conclusions and recommendations

The conclusions were based with a specific analysis of the results which helped in obtaining the recommendations for the authorities. This contributed to the solutions of the problems which is the principal aim of present research.

Population and sample

To develop this research work it was important to know the population and sample of the institution; there were 8 English teachers and 349 students of 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. In order to get the sample of the students’ population of 1st, 2nd and 3rd years of Bachillerato, is as follows:

The sample is detailed in the next chart:

COURSES	POPULATION	SAMPLE
1 st Years of Bachillerato	206	66
2 nd Years of Bachillerato	101	32
3 rd Years of Bachillerato	118	38
TOTAL	420	136
Teachers ‘population	8	8

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja
Author: Rosa Susana Saritama Díaz

f. RESULTS

Hypothesis One

Teachers do not include strategies to support the classroom management of the English language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

SURVEY APPLIED TO TEACHERS AND STUDENTS

1. Do you think that it is necessary to include teaching strategies in the daily lesson plan to facilitate the classroom management?

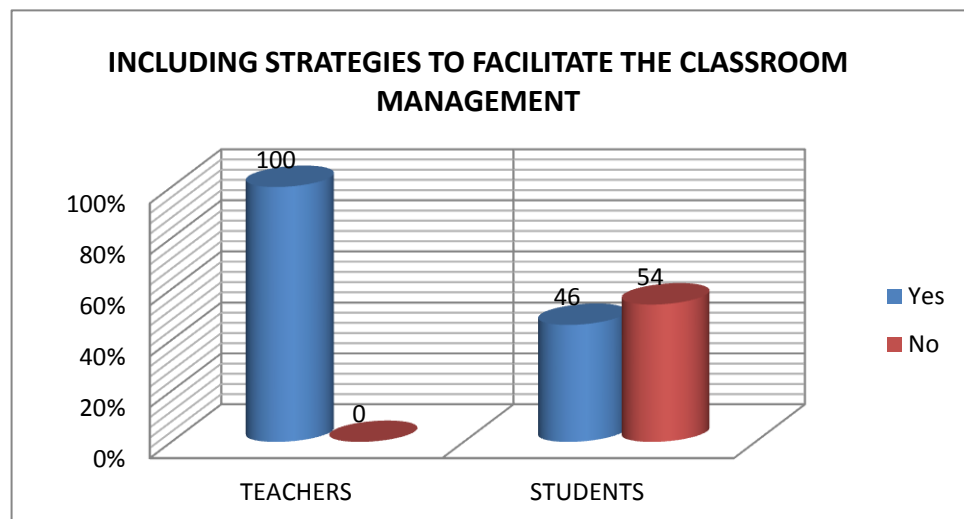
a) Statistic Chart 1

INCLUDING STRATEGIES TO FACILITATE THE CLASSROOM MANAGEMENT	TEACHERS		STUDENTS	
	f	%	f	%
Yes	8	100	62	46
No	0	0	74	54
Total	8	100	136	100

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja

Author: Rosa Susana Saritama Díaz

b) Graphical Representation 1



c) Logical analysis

The results demonstrated that there is a contradiction between teachers and students. This is because all the teachers said that they include strategies in the daily lesson to facilitate the classroom management, whereas just more than half of the students think it is not necessary what the teacher is applying because these teaching strategies probably do not meet the students' expectations.

The teachers said that the micro-curricular strategies help them to develop the activities having the specific objectives clear and defined, which lead the students to the learning and how to make a good use of their abilities, before, during and after the lesson which facilitate the classroom management of the students.

2. Which of the following teaching strategies do you include in the planning to support the classroom management?

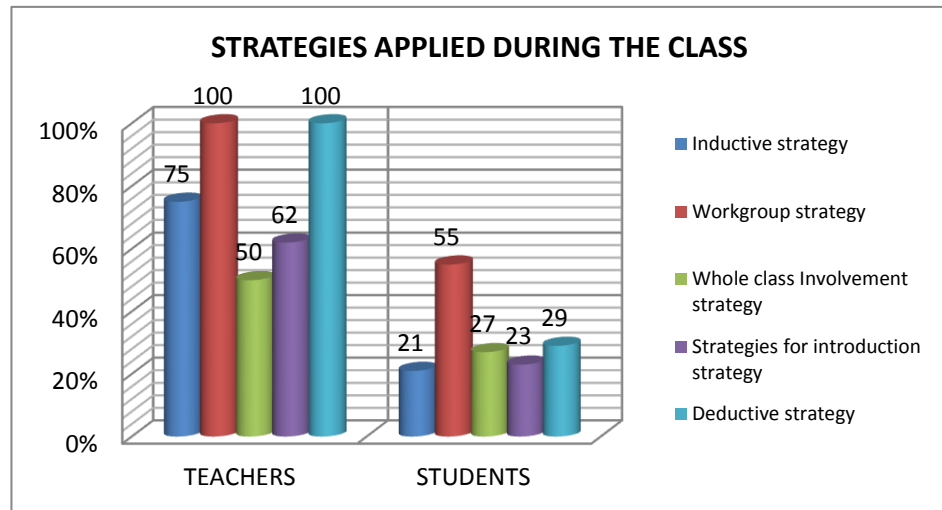
a) Statistical Chart 2

STRATEGIES APPLIED DURING THE CLASS	TEACHERS		STUDENTS	
	f	%	f	%
Inductive strategy	6	75	29	21
Workgroup strategies	8	100	75	55
Whole class Involvement strategy	4	50	38	27
Strategies for introduction strategy	5	62	32	23
Deductive strategy	8	100	40	29

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja

Author: Rosa Susana Saritama Díaz

b) Graphical Representation 2



c) Logical analysis

The data obtained indicated that there is a disagreement between the teachers and students. Most of the teachers responded that they apply the following strategy in class: the option workgroup strategy has the highest percentage for both teachers and students. This indicates that the teachers have to vary the use of strategies in their teaching.

According to Abisamra (2009) the strategies include a range of abilities and also these strategies have a sequence of teaching. The teacher needs to employ these strategies to achieve of successful outcomes.

The teacher has to apply the five strategies in the micro-curricular planning: inductive strategies are necessary in the structures of the sequence of activities, workgroup strategies help to organize the workgroups to achieve the different work activities, whole class involvement strategies involve teachers and students sharing ideas during the class, strategies for introduction include

teachers presenting an introduction to the class and specify the learning objectives, and finally with deductive strategies the teachers explain and use practical examples with students in the class.

The teachers have to use a variety of teaching strategies according to the students' needs and these strategies will have a positive result in the classroom management.

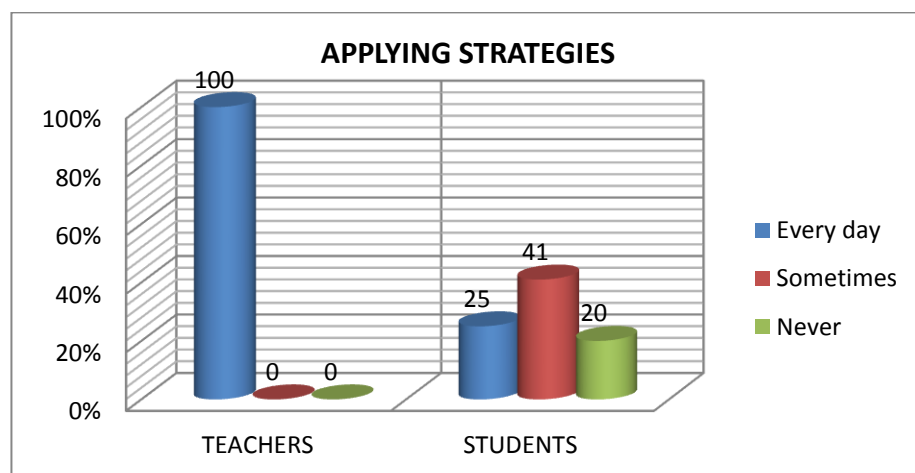
3. How often do you include teaching strategies in the lesson plan in order to use them during the class to support the classroom management?

a) Statistic Chart 3

APPLYING STRATEGIES	TEACHERS		STUDENTS	
	f	%	f	%
Every day	8	100	35	25
Sometimes	0	0	56	41
Never	0	0	27	20
Total	8	75	136	100

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja
 Author: Rosa Susana Saritama Díaz

b) Graphical Representation 3



c) Logical Analysis

There is a contradiction between teachers and students: the majority of the teachers said that they apply teaching strategies every day, while the students indicated that their teachers only sometimes, apply teaching strategies in the lesson plan.

According to Relacio (2010), the teachers can demonstrate the importance of using teaching strategies because the application of strategies help with the presentation of the contents develops the classroom activities guides the students and maintains them working to obtain excellent classroom management. To make the class more effective and more motivating, teachers should include strategies such as: inductive strategy, workgroup strategy, whole class involvement strategy, strategy for introduction or deductive strategy, which promote the goals of the high school and support of classroom management.

4. Which are the main factors that difficult the management of classroom?

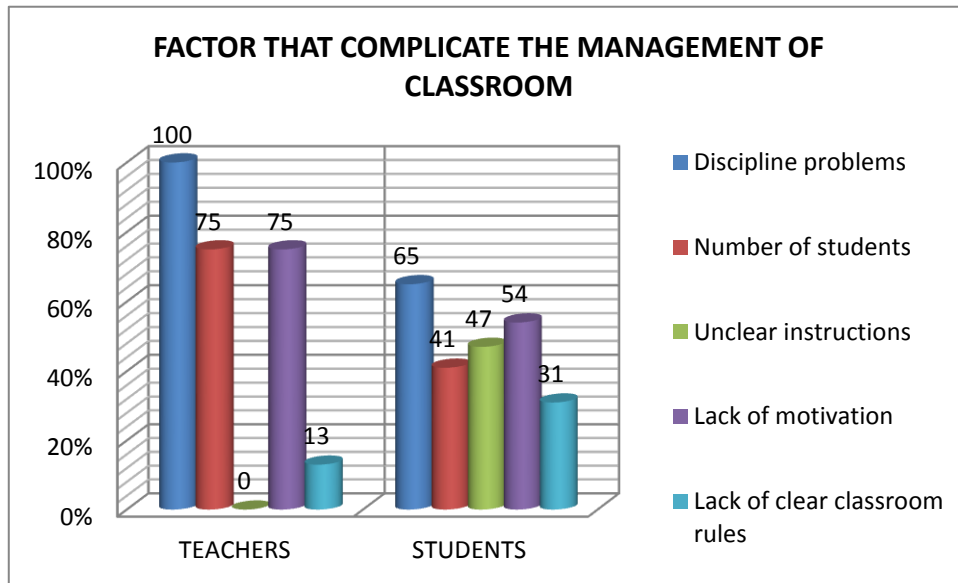
a) Statistic Chart 4

FACTOR THAT COMPLICATE THE MANAGEMENT OF CLASSROOM	TEACHERS		STUDENTS	
	f	%	f	%
Discipline problems	8	100	89	65
Number of students	6	75	56	41
Unclear instructions	0	0	64	47
Lack of motivation	6	75	73	54
Lack of clear classroom rules	1	13	43	31

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja

Author: Rosa Susana Saritama Díaz

b) Graphical Representation 4



c) Logical Analysis

The chart shows that the teachers and students have the same opinion about the management of the class. The majority of the teachers and students answered that disciplinary problems, lack of motivation and high number of students in each class are the impediments that the teachers and students face during the lesson plan.

The problems that complicate the classroom management are caused by both the students and teachers because some students have different behavior problems while some teachers do not explain the classroom rules and they do not motivate to their students during the lesson.

5. How do you consider your classroom management?

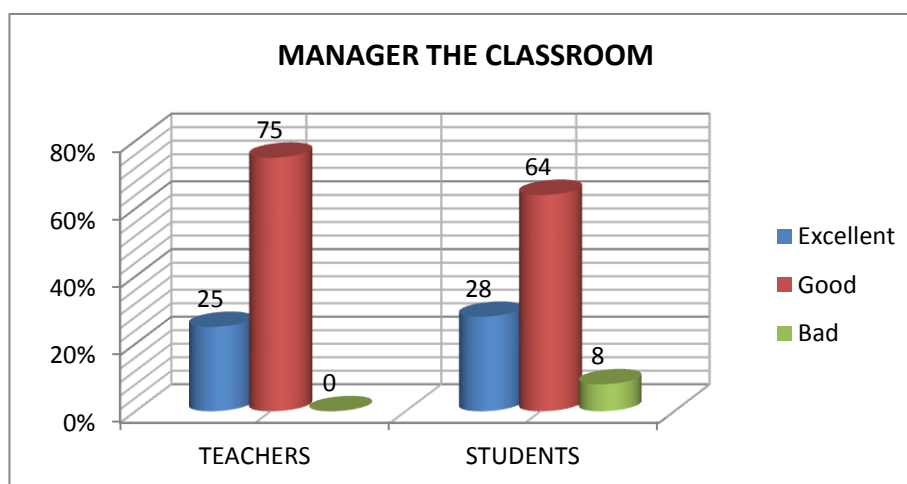
a) Statistic Chart 5

MANAGEMENT OF THE CLASSROOM	TEACHERS		STUDENTS	
	f	%	f	%
Excellent	2	25	38	28
Good	6	75	87	64
Bad	0	0	11	8
Total	8	100	136	100

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja.

Author: Rosa Susana Saritama Díaz

b) Graphical Representation 5



c) Logical Analysis

According to the results, there is an agreement between teachers and students. The majority of teachers and students believe that the classroom management is good. It is important because the teacher is the guide of each student in class for development of micro-curricular planning.

Concerning this question of the classroom management, it is vital that the teachers can manage a positive classroom climate and the students have a

close communication with their teacher, the number of the students is the principal problem, the teachers can manage the classroom organize and implement instruction in ways that optimize students' access to learning and use group management methods that encourage student engagement with academic tasks.

According to Sheldon (2009), teachers can use the following techniques for positive classroom management: daily protocols, rules, assign levels the consequences to actions of students, intervention strategies, motivational techniques, and implement a plan to try to control their students.

Hypothesis Two

Teachers plan few activities in the micro-curricular planning to facilitate the classroom management of the English Language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

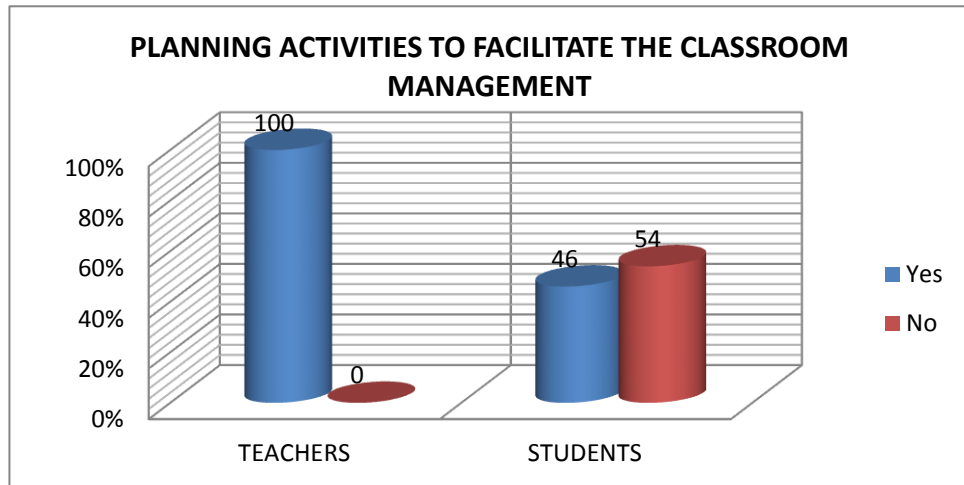
6. Do you think that it is necessary to plan activities to facilitate the classroom management?

a) Statistic Chart 6

PLANNING ACTIVITIES TO FACILITATE THE CLASSROOM MANAGEMENT	TEACHERS		STUDENTS	
	f	%	f	%
Yes	8	100	62	46
No	0	0	74	54
Total	8	100	136	100

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja
Author: Rosa Susana Saritama Díaz

b) Graphical Representation 6



c) Logical Analysis

According to the results, there is a contradiction between teachers and students because teachers think that planning activities is the principal way to facilitate positive classroom management. More than half of the students answered that their teachers do not plan different activities to facilitate the class.

According to Burbacher (1994), it is important that the teacher follows this structure during the presentation of the class: appear confident, be well prepared, impose their presence, actively engage, listen to the students, and pay attention to their student's needs.

The students do not agree with the activities that their teachers plan in the lesson and the lack of motivational activities are the main difficulty that teachers have. There is a need to take into account that the activities like: work group, grammar and vocabulary exercise, projects, role play or written task which are useful in planning because through them, teachers and students share, participate, discuss ideas, play, write and learn the content.

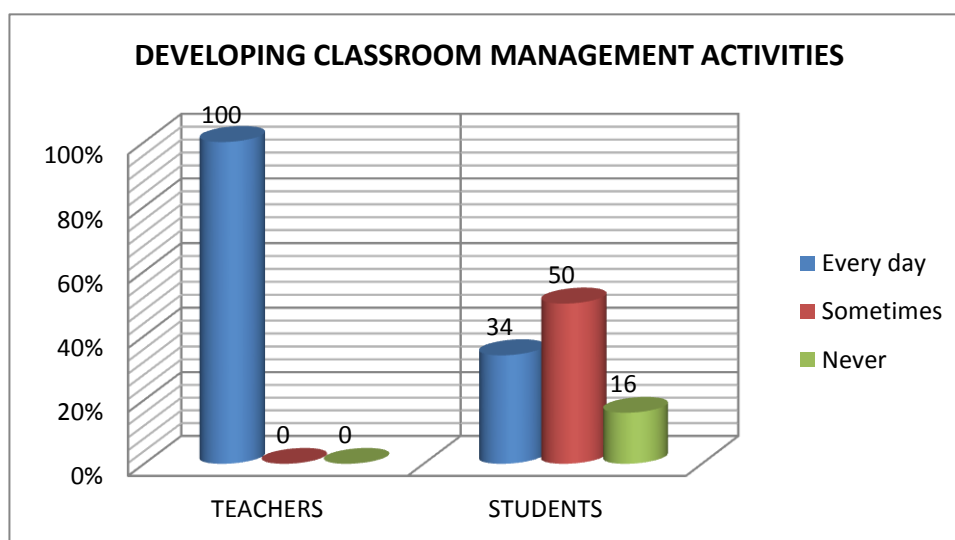
7. How often do you plan activities to facilitate the classroom management?

a) Statistic Chart 7

DEVELOPING CLASSROOM MANAGEMENT ACTIVITIES	TEACHERS		STUDENTS	
	f	%	f	%
Every day	8	100	46	34
Sometimes	0	0	68	50
Never	0	0	22	16
Total	8	100	136	100

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja
 Author: Rosa Susana Saritama Díaz

b) Graphical Representation 7



c) Logical Analysis

The graph shows that there is a disagreement between the teachers and students. Teachers stated that they develop classroom activities every day while half of the students said that their teachers sometimes develop classroom activities. In this part some factors can influence the correct development of

classroom management activities such as: the time, the number of students, the individual attitude of students or unclear instruction.

According to Jones (1998), the planning has different activities, techniques and methods, which is a guide where the teachers have the contents of the lesson, the activities, and the different tasks to develop the class taking into account the sequences of the planning and classroom management. Also, the teacher has to develop a creative learning atmosphere in which learners will not be afraid to fail in their attempts at new learning experiences.

Teachers have to apply more activities to their classes with the objective of improving because the activities are as a map that guide and knowing that teacher want to do next these sequences of activities remind us of the goals and objectives of their lesson for their students and they can develop their skills in a positive classroom.

8. Which of the following activities do you include in the daily plan to facilitate the classroom management?

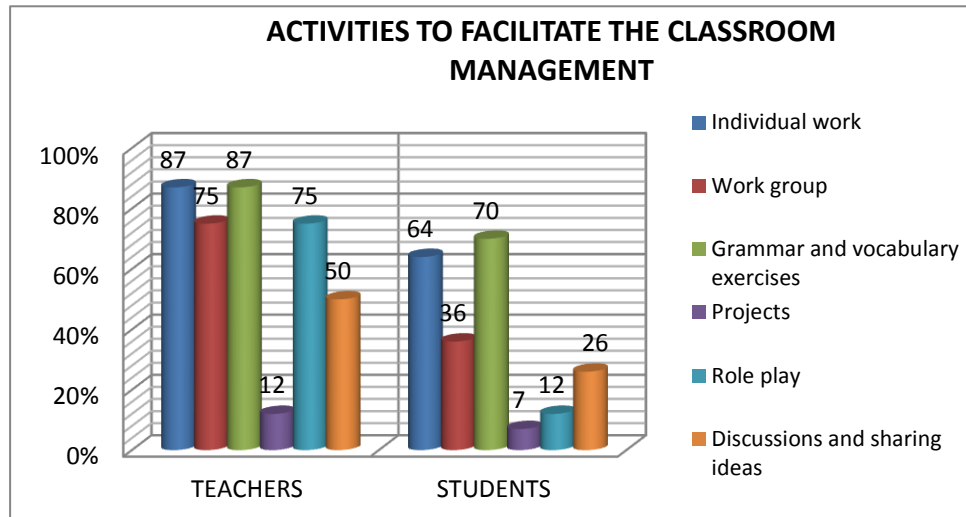
a) Statistic Chart 8

ACTIVITIES TO FACILITATE THE CLASSROOM MANAGEMENT	TEACHERS		STUDENTS	
	f	%	f	%
Individual work	7	87	64	74
Work group	6	75	49	36
Grammar and vocabulary exercises	7	87	95	70
Projects	1	12	9	7
Role play	6	75	17	12
Discussions and sharing ideas	4	50	36	26

Source: Unidad Educativa Anexa a la Universidad Nacional de Loja

Author: Rosa Susana Saritama Díaz

b) Graphical Representation 8



c) Logical Analysis

The data derived from the surveys demonstrated that there is a difference in opinion between teachers and students. This is because most of the teachers answered that they include individual work and group work activity, grammar and vocabulary exercises, role plays, discussions and sharing ideas, whereas most of the students indicated that their teachers include individual work, grammar and vocabulary.

According to Duch (2001), teachers have to include different activities in the daily lessons to help their students to develop the activities of the lesson with the participation of each student through the application of activities supporting positive classroom management. An enthusiastic teacher encourages students to actively participate and responds during the lesson. Students collaborate and participate with their teachers and keep and carry out the corresponding activities that are necessary to the development of micro-curricular planning and classroom management.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

Teachers do not include strategies to support the classroom management of the English language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

b) Demonstration

Question ONE concerned about necessity of applying teaching strategies to facilitate the classroom management, the results demonstrated that 100% of the teachers are including strategies while that 54% of the students do not agree with the strategies during the class to classroom management. This is because the students do not feel that teachers’ activities meet their interest and needs. Therefore the results show that students think it is not necessary what the teacher is applying because these teaching strategies probably do not meet the students’ expectations.

Question TWO related to which strategies teachers include in the micro-curricular planning to support the classroom management, the result indicated that 100% of the teachers and 55% of the students considered that they are developing workgroup during the lesson, which indicate that the teacher has to vary the teaching strategies. There is sufficient data that demonstrates that the teachers are

not including teaching strategies in the micro-curricular planning that support the classroom management.

Question THREE relates to the inclusion of strategies in the lesson plan in order to use them during the class to support the classroom management, 100% of the teacher said that they include strategies every day while 25% of the students stated that the teacher includes strategies every day to support the classroom management. This infers that the rest of students have a perception that the teachers are not applying frequently strategies in the development of the micro-curricular planning which at the same time enhance the classroom management.

Question FOUR relates to the main factors that are difficult for the management of classroom, 100% of the teachers and 65% of the students considered that the main factor is a discipline problem; also 75% of the teachers and 54% of the students affirmed the lack of motivation. Therefore, it is easy to understand that teachers and students have different difficulties in the development the micro-curricular planning for classroom management.

c) Decision

Based on the results and analysis that were done in the previous questions the researcher can decide that the first hypothesis is accepted because teachers are not including appropriate strategies to support the classroom management of English Language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

HYPOTHESIS TWO

a) Statement

Teachers plan few activities in the micro-curricular planning to facilitate the classroom management of the English Language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

b) Demonstration

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Question SIX relates to planning of activities to facilitate the classroom management; 100% of the teachers said that it is necessary to determine activities; while 54 % of the students think that it is not necessary because the activities that they are doing do not meet their expectation. Analyzing this, it is easy to understand the activities that the teachers are planning do not facilitate the classroom management.

Question SEVEN is referring to how often the teacher develops activities to facilitate the classroom management, 100% of the teacher affirmed that they develop classroom management activities every day; while 50% of the students admitted that the teachers sometimes develop activities. The teachers are not developing sufficient activities which are affecting the learning of the students and the classroom management.

Question EIGHT relates to which activities the teacher applies to facilitate classroom management, 87% of the teachers and 74% of the students said that the

teachers apply individual group activities, which their teachers apply to facilitate the classroom management. Consequently, it is easy to find out that teachers need to apply a variety of activities every day during the teaching learning process to facilitate the classroom management.

c) Decision

According to the obtained results and the analysis conducted in the previous questions, the second hypothesis is accepted because teachers plan few activities in the micro-curricular planning to facilitate the classroom management of the English Language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

h. CONCLUSIONS

The main conclusions of the micro-curricular planning and the classroom management of the English Language class will be presented as a summary and discussion of the findings in this research.

- Teachers do not apply enough micro-curricular strategies during the lesson planning for classroom management and this lack of strategies makes it difficult to pay attention and participate in class.
- Teachers conclude that have an acceptable classroom management though; they have some challenges such as: discipline problem and lack of motivation. As a result, the teachers need to know that some students are not satisfied with the classroom management.
- Teachers do not plan adequate activities in order to facilitate the micro-curricular planning or classroom management, which causes the class to not develop in a creative learning atmosphere and student can work the contents.
- Teachers do not apply a variety of activities in daily lesson plan in order to support a positive classroom management and increase students' knowledge.

i. RECOMMENDATIONS

These recommendations are based on conclusions considering the fact that the case of micro-curricular planning and classroom management; however, I will attempt to offer some alternatives for teachers and students.

- In order to improve the micro-curricular planning to facilitate the classroom management of the English Language, the teachers should include a variety of micro-curricular strategies to achieve the objectives of the contents of the lesson.
- Teachers should include strategies such as; inductive strategies to explain the development of the class, whole class involvement strategies to engage students and cooperative learning, strategy for introductions to foresee the needed resources and to the lead in the class and deductive strategies to help students develop their assignments.
- Teachers should always plan the activities for each class according to the students' needs. The activities are the main tool for classroom management also the use of the activities encourages student engagement with academic tasks; promote the development of student skills and to receiving a good teaching of the English Language.
- Teachers should apply a variety of activities to enhance the daily lesson. They can include individual work objectives, written tasks, work group activities, grammar and vocabulary exercises, projects, role play or discussions and sharing ideas. The use of an appropriate balance of

activities and the applying of classroom management strategies such as; initial agreement, setting working rules, routines and the communication, improves the level of the knowledge of the English Language every day.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME:

“THE MICRO-CURRICULAR PLANNING AND THE CLASSROOM MANAGEMENT OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1ST 2ND AND 3RD YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013.

This project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Specialization

AUTHOR:

ROSA SUSANA SARITAMA DIAZ

LOJA - ECUADOR
2013

a. THEME

“THE MICRO-CURRICULAR PLANNING AND THE CLASSROOM MANAGEMENT OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013.

b. PROBLEM STATEMENT

BACKGROUND

The Unidad Educativa Anexa a la Universidad Nacional de Loja” was created on September 28th, 1971; this institution belonged to the Faculty of Art, Literature and Sciences of the Education.

The Ministry of Education and Culture authorized the functioning of 1st Year of Basic Education, academic year 1971-1972. The first principal was Lic. Mario Enrique Jiménez; in the same year the high school started to function with 15 teachers.

In 1977, the National University of Loja created an extension of the high school in the Motupe neighborhood, in “El Valle” parish, the aim was to link the community with the theory and practice of its students and to generate alternatives of change in the development of the education of this important sector of our city. This process was possible thanks to the procedure enterprising by the authorities of the University.

This institution provides excellent scientific-technical educational and in the formation of values such as the human rights. It contributes as a center of practice for teaching, consulting and educational cooperation with enough infrastructures to contribute to the human development in the area of influence of the establishment.

Now, the principal of the institution is Dr. Rolando René Elizalde Córdova, of the Sub area of the English Language is Eng. Hernan Cuenca and the General Inspector is Dr. Francisco Herrera Burgos. (Herrera, Carrión, Elizalde, Sarango & Santos 2006 p. 8-13)

CURRENT SITUATION OF THE RESEARCH OBJECT

The English language is an important tool for communication in the world which all the countries of world has the responsibility to learn with the objective of improve the teaching of English in the educative institutions.

In our country the education of English language has some issues in the micro-curricular planning and the classroom management has affected some aspects in the teaching of English.

The Ecuadorian teachers have problems in the Micro-Curricular Planning to find adequate strategies and to prepare an adequate lesson which is an important device that focuses both on the instructor and the students regarding the purpose of the lesson. This if carefully constructed and followed, enables students to efficiently meet their goals.

The students have poor concentration in class because the lack of activities that focuses on one teaching objective in the classroom. The researches show that in our country a high incidence of classroom management problems has a significant impact on the effectiveness of teaching and learning.

In this respect, it has been found that teachers face such issues as failing to plan and design the appropriate instructional tasks. They also tend to neglect variety in the Micro-Curricular Planning and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, student comprehension or set work is not monitored on a regular basis and another important aspect is the lack of interactive strategies. The teachers and students should become aware of how to use diversity to strengthen the school classroom social group and the Classroom management problems can be dealt with either on an individual basis between teacher and student or by group problem solving in classroom meetings and using adequate Micro-Curricular Planning.

As mutual trust builds up between teacher and students, the students of confidence are gradually released from teacher supervision by becoming individually responsible being essential to ensuring a positive classroom atmosphere.

For all those reasons, this research work has as purpose to research how the of micro-curricular planning could influence in the classroom management in the English Language with the students at “ Unidad Educativa anexa a la Universidad Nacional de Loja”.

RESEARCH PROBLEM

How does the micro-curricular planning influences in the classroom management of the English language with the students of 1st, 2nd and 3rd Year of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic Year 2012-2013?

DELIMITATION OF THE RESEARCH

The present investigation is defined from four dimensions:

TEMPORAL

This research work about of the micro-curricular planning and the classroom management of the English language will be carried out during the period 2012-2013.

SPATIAL

This research work will be developed at: “Unidad Educativa Anexa a la Universidad Nacional de Loja”

OBSERVATION UNITS

- ✓ English teachers of the institution
- ✓ Students of the 1st, 2nd and 3rd Years of Bachillerato

SUB-PROBLEMS

- ✓ Which strategies do the teachers include in the micro-curricular planning to support the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic Year 2012-2013?

- ✓ Do the teachers plan activities in the micro-curricular planning to facilitate the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional Loja". Academic Year 2012-2013.

c. JUSTIFICATION

The English language is an important resource of communication in our country which is facing some problems like are similar to lack of activities and strategies into micro-curricular planning and classroom management.

The purpose of this Research work is to demonstrate how the micro-curricular planning influences the classroom management allowing the students to do or learn something that would be difficult to do without planning and having appropriate strategies.

It is also justified because it is important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not evident.

It is acceptable in the social point of view because it will contribute to determine the importance of planning and keeping a classroom management strategy in order to improve the quality of the education and academic problems at school.

Also in the educational point of view this researched work is valuable because I have detected at “Unidad Educativa anexa a la Universidad Nacional de Loja” a lack of planning that is affecting the classroom management and I consider that they need to get some formal assistance in order to improve their teaching.

I have decided to research this topic because the development of this work is a requirement in obtaining the degree in Sciences of Education, English Language career.

d. OBJECTIVES

GENERAL

- ✓ To determine the influence that the micro-curricular planning has in the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.

SPECIFIC

- ✓ To identify the strategies that the teacher includes in the micro-curricular planning to support the classroom management of the English Language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.
- ✓ To analyze the activities that the teacher plans in the micro-curricular planning to facilitate the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.

e. THEORETICAL FRAME

MICRO-CURRICULAR PLANNING

The micro-curricular planning begins with the goals of a particular teaching learning situation; encompasses means of attaining those goals, including material and activities; and terminate with effective procedures for evaluating the degree to which the instructional goals have been achievement.

TYPES OF PLANS

We have the following plans:

Macro-planning: Macro-planning shows how the units of work are sequences and distributed along the school year or semester.

Meso-planning: Meso-planning focuses on organization the unit of work relating to the long term plan.

Micro-planning: Micro-planning consists on planning the contents for each class or day's work. All of them contribute to the accomplishment of the major objectives of education.

WHAT IS THE MICRO-CURRICULAR PLANNING?

The micro-curricular planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments.

Lessons not only shape how and what students learn, they also impact student attitudes toward language learning. In the long run, it is the lesson not the curriculum or the unit plan that students actually experience.

It is through the lessons they teach each day that teachers communicate what language learning is all about and what they believe matters in language learning. As they experience the lesson, students may decide whether they will or will not invest their time and energy to learn the material.

IMPORTANCE OF MICRO-CURRICULAR PLANNING FOR LANGUAGE LEARNING

It allows you to manage your time, effort and resources efficiently. It gives you a bird's eye of view of things to be taught and learned every day. It provides the teacher many ways to keep the teaching process not monotonous and redundant.

Keep in mind that the time your students spent in paying attention to the class is just equivalent to half of their age, and a lesson plan is the best way to keep the interests of students and pupils interests all throughout.

Geminiano (2011), expresses you can able to determine when to insert icebreakers and interesting facts and lessons to keep your student and pupils glued to their lessons.

Variations in the activities are easily whipped up which will benefit your students. Bear in mind that you are dealing with a class that has multiple intelligence and different activities will cater to all types of students and pupils.

WHAT MATTERS IN LESSON PLANNING? STRATEGIES COMMON TO ALL DISCIPLINES

Effective teachers in all disciplines plan lessons. Much of their planning requires attention to features of lessons that have been shown to make a difference in student learning, whether the subject is mathematics, art, or foreign language. Other aspects of lesson planning are discipline-specific. In this guide, we look at a number of factors teachers consider as they develop lesson plans. First, we look at those that are common to all disciplines, and then we will look those that are specific to foreign language instruction.

Duncan (2010), some factors are organizing principles, some are critical features of effective lessons, some are teacher behaviors, and some are instructional decisions that reflect student. All are important for planning and implementing lessons that lead to student learning.

GENERALLY ACCEPTED MICRO-CURRICULAR FEATURES AND INSTRUCTIONAL STRATEGIES

The following are generally accepted lesson features and instructional strategies that should always be considered when designing lessons

- Setting purpose and agenda
- Backward design
- Context of the lesson within the unit
- Research-based instructional strategies
- Assessment

- Feedback
- Student-centered instruction
- Brain-compatible instruction
- Differentiation
- Motivation Scaffolding
- Developing mentally appropriate practices
- Bloom's Taxonomy
- Closure

ELEMENTS OF MICRO-CURRICULAR PLANNING

Brown (2001) manifest that “A micro-curricular planning involves consideration of more than just what is going to be taught (the objective) and how it will be taught (materials, equipment, and activities). The following elements also need to be thought about and planned for:

Sequencing— do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?

Pacing— are activities the right length and varied so that learners remain engaged and enthused?

Gauging difficulty— do the learners have enough skill and knowledge to do the planned activities? Are the instructions clear?

Accounting for individual differences— do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved?

Monitoring learner versus teacher talk— what is the balance between learner talk and teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?

Timing— was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next class be adjusted to finish the material?

USE OF MICRO-CURRICULAR PLAN AS AUTHENTIC MATERIAL

Brown (2001), the micro-curricular-planning as authentic material stimulates teachers to consider more deeply what can and should be accomplished in a class. All the elements of a great class modeling, sequencing, reviewing, and checking are more effective if planned for than left to chance”.

Also it helps teachers be prepared, feel more confident, and deal better with surprises.

A good lesson plan can help a teacher feel grounded, more confident, and able to foresee challenges and students' questions. By the same token, with this grounding the teacher is better able to handle digressions and unforeseen challenges and, ironically, be more flexible.

Thorough lesson planning can push a teacher to make certain she knows the content, understands how to apply the skills to be covered in the planned class or classes, and, after the class assesses how things actually went.

IDENTIFY MATERIALS AND ACTIVITIES

The materials for a specific lesson will fall into two categories: those that are required, such as course textbooks and lab materials, and authentic materials that the teacher incorporates into classroom activities.

For required materials, determine what information must be presented in class and decide which exercise to use in class and which for out-of-class work. For teacher-provided materials, use materials that are genuinely related to realistic communication activities. Don't be tempted to try to create a communication situation around something just because it's a really cool video or beautiful brochure. Truly authentic communication tasks have several features:

- They involve solving a true problem or discussing a topic of interest
- They require using language to accomplish a goal, not using language merely to use language
- They allow students to use all of the language skills they have, rather than specific forms or vocabulary, and to self-correct when they realize they need to
- The criterion of success is clear: completion of a defined task

TO SET THE MICRO-CURRICULAR PLANNING GOAL

The micro-curricular planning identifies the enabling factors necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective.

Taylor (2007), “Lesson goals are most usefully stated in terms of what students will have done or accomplished at the end of the lesson. Stating goals in this way allows both teacher and learners to know when the goals have been reached”.

To set lesson goals:

Identify a topic for the lesson, the topic is not a goal, but it will help you develop your goals. The topic may be determined largely by your curriculum and textbook, and may be part of a larger thematic unit such as Travel or Leisure Activities. If you have some flexibility in choice of topic, consider your students’ interests and the availability of authentic materials at the appropriate level.

Identify specific linguistic content, such as vocabulary and points of grammar or language use, to be introduced or reviewed. These are usually prescribed by the course textbook or course curriculum. If they are not, select points that are connected in some significant way with the topic of the lesson.

Identify specific communication tasks to be completed by students. To be authentic, the tasks should allow, but not require, students to use the vocabulary, grammar, and strategies presented in the lesson.

The focus of the tasks should be topical, not grammatical. This means that it may be possible for some students to complete the task without using either the grammar point or the strategy presented in the first part of the lesson.

Identify specific learning strategies to be introduced or reviewed in connection with the lesson.

Create goal statements for the linguistic content, communication tasks, and learning strategies that state what you will do and what students will do during the lesson.

WHAT ARE THE STEPS OF MICRO-CURRICULAR PLANNING?

Good lesson design begins with a review of previously learned material. New material is then introduced, followed by opportunities for learners to practice and be evaluated on what they are learning. In general, a lesson is composed of the following stages points the following steps:

Warm-up/Review, encourages learners to use what they have been taught in previous lessons.

Preparation, as the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics.

Use discussion or homework review to elicit knowledge related to the grammar and language use points to be covered

Use comparison with the native language to elicit strategies that students may already be using.

Use discussion of what students do and/or like to do to elicit their knowledge of the topic they will address in communication activities.

Presentation, introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage. Move from preparation into presentation of the linguistic and topical content of the lesson and relevant learning strategies.

Present the strategy first if it will help students absorb the lesson content.

Practice, provides opportunities to practice and apply the new language or information. In this part of the lesson, the focus shifts from the instructor as presenter to the students as completers of a designated task. Students work in pairs or small groups on a topic based task with a specific outcome. Completion of the task may require the bridging of an information gap. The instructor observes the groups and acts as a resource when students have questions that they cannot resolve themselves.

Evaluation, enables the instructor and learners to assess how well. When all students have completed the communication practice task, reconvene the class as a group to recap the lesson. Ask students to give examples of how they used the linguistic content and learning or communication strategies to carry out the communication task.

Expansion, activities allow students to apply the knowledge they have gained in the classroom to situations outside it. Expansion activities include out-of-class observation assignments, in which the instructor asks students to find examples of something or to use a strategy and then report back.

BENEFIT OF MICRO-CURRICULAR PLANNING

Students and teachers across the country know the benefits of education lesson plans each day. Regardless of the subject you teach, lesson plans are ideal for creating order and keeping your tasks organized. Here are a few more reasons why education lesson plans can benefit you.

When teachers plan a lesson, they have a valuable record they can reflect on and then improve for the next time the lesson is taught. Lesson planning may seem like a very time consuming task. It does take time to plan an effective lesson.

Experts in a variety of fields stress the importance of visualization. Current brain research indicates that visualization is a powerful learning tool. In the field of sports, athletes commonly practice visualization, rehearsing each aspect of what they are going to do before they actually do it.

Relacio (2010). Teachers have an enormous responsibility every day they go to work. They deal with countless pressures, and there always seems to be an unending list of “things-to-do”. Teachers face many challenges outside of the actual lessons being taught. Reports, discipline issues, parent conferences: the list could go on indefinitely.

STRATEGIES OF MICRO-CURRICULAR PLANNING

According to Ducan (2010) stated, the teachers will enrich and develop the steps of a planning including a variety of strategies to explain, understand, motivate and stimulate the learning in each stage of the micro-curricular planning such a warm-up, presentation, practice, production and assessment.

According to Abisamra (2009) said, the strategies include a range of abilities and also these strategies have a sequence of teaching. The teacher needs to employ these strategies for achievement of successful outcomes. The teacher has to apply the five strategies in the micro-curricular planning;

STRATEGIES FOR INTRODUCTIONS:

- Speak slowly and clearly, but not loudly.
- Make the consequences for successful performance attractive.
- Share the completion of the student's work with another student in the class, or with an interested person outside the classroom.
- Use concrete manipulative materials to develop whole concepts. Photocopy notes if the student is unable to write clearly.
- Encourage peers to assist in thinking of ways in which the student can accomplish a task
- Invite the student to assist in lesson presentation, by participating in brainstorming, for example, or by giving out materials.
- Organize the student's materials ahead of time.
- When appropriate, offer a choice of two or three materials or activities.
- Structure the sequence of activities.

INDUCTIVE STRATEGIES:

In contrast with the deductive method, inductive instruction makes use of student “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how

the concept is used. The intent is for students to “notice”, by way of the examples, how the concept works.

DEDUCTIVE STRATEGIES:

A deductive approach to instruction is a more teacher-centered approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.

WHOLE CLASS INVOLVEMENT

Challenges foster the kind of competition that guide students to achievement they might not otherwise see as a worthy goal. Students can build solar ovens in groups, design an efficient reading lamp, cooperatively write concept-maps on large sheets of paper and play a Jeopardy-style game.

WORKGROUP

It is important to change student groupings frequently. Many teachers group students according to interests and skills to be developed. Mixed ability grouping of students is also valuable in supporting the participation of underperforming students. Scaffolding of participation through, e.g., oral language activities and the use of graphic organizers will facilitate equal participation of all students.

SUGGESTIONS FOR USING LEARNING ACTIVITIES

Duch (2001), make sure that the activity has a purpose directly tied to the content being taught. As you plan, here are some things to keep in mind:

1. First, determine what concept(s) you are trying to teach. (What do you want them to learn?)
2. Second, determine how you will know if the concept has been learned?
3. Then, determine which activity (or activities) will best help teach that concept.

Characteristics of good activities should:

Relate to one or more learning outcomes or critical thinking skills.

Be appropriate for the learning outcomes. (For example, it is very difficult for a student to practice problem solving on a multiple-choice test.) Motivate and engage students. Integrate assessment and feedback.

Facilitate transfer to real world applications. Require students to make decisions based on facts, information, logic, and/or reasoning (Duch, 2001a)

May require students to determine what information is needed and/or what steps or procedures need to be taken (Duch, 2001b)

May be given in stages with additional information in the second or later stages (Duch, 2001c)

Be complex enough to engage whole group directly. (Duch, 2001d)

Include the appropriate informational resources to support the learner such as lecture, textbook, research materials, and so on. Depending on the use of a specific activity, it may not meet all of these characteristics. For example, an activity used to assess prior student knowledge may not meet the criteria of practice with learning content and transfer to real world application. The same may be true of a content activity used in place of a lecture as a way for students to generate the learning content. Finally: be creative and be flexible. Do your own “reflection” after the activity to assess for its effectiveness, what you would change, how you might use it again in the future.

THE MICRO-CURRICULAR PLANNING: ACTIVITIES

Rosen (2009), the procedure is the body of your lesson plan, the ways in which you'll share information with students and the methods you'll use to help them assume a measure of mastery of that material. Here are some other methods to consider for this all-important first stage:

Tapping background knowledge. Students bring a certain amount of background knowledge or prior experiences to any lesson. Use this opportunity to find out what students know before beginning any lesson.

Self-questioning. I've found that when students of any age are provided opportunities to generate their own questions about a topic, they will be motivated to seek the answers to those questions.

Predicting. Predictions are educated guesses about what might or might not happen. Predictions are valuable for providing students with some self-initiated directions for a lesson.

Brainstorming. Brainstorming allows students to share much of their prior knowledge in a supportive arena. Encourage students to brainstorm for everything they may know about a topic. Remember that the emphasis in brainstorming is on gathering a quantity of ideas, regardless of their quality.

Reading aloud. Read a book, a piece of children's or adolescent literature, or other written resource to students to pique their interest and stimulate their curiosity.

Establishing relationships. It's valuable for you to demonstrate how a lesson is related to other lessons. Students must understand that no single lesson exists apart from other lessons, but has a relationship with other previously presented material.

Organizing graphically. Use graphic organizers (charts, graphs, or outlines of the essential information in a lesson) to provide students with a pictorial representation of the major points in a lesson and how those points are related to each other.

Stating the lesson objectives. Often students perceive a lesson as something a teacher concocts on the spot. Unfortunately, that perception sends a signal that lessons are not designed with students' needs and interests in mind.

In addition, planning for a variety of exploration activities is beneficial because each requires the use of different cognitive or thinking abilities, often referred to as “ways of knowing”.

Exploration activities usually concentrate or accentuate one or more ways of knowing, the seven ways of knowing are:

Verbal/linguistic, encompassing written and spoken words, memory, and recall.

Logical/mathematical, knowing includes reasoning, abstractions, and relationships.

Visual/spatial, including acute visualization, mental imagining, graphics, and manipulation of space.

Body/kinesthetic, relating to bodily movement and mime activities.

Musical/rhythmic, entailing sensitivity to sounds, tones, and rhythms.

Interpersonal, encompassing effectiveness in interpersonal and group verbal and nonverbal communication.

PREPARATION ACTIVITIES

According to Duch (2001) demonstrated, the teachers have to include different activities in the daily lessons to help to their students to develop the activities of the lesson with the participation of each student through of the application of activities supporting positive classroom management

Shrawder, (2006) some possible activities that creatively prepare students for new learning include: creating a positive, expectant attitude of successful learning and learning outcomes. Forming and maintaining a creative, relaxed, resourceful mindset with brief meditation, imaging, or breathing exercise breaks. Writing learning goals and reviewing these before each study session. Adopting strict time-management practices such as working on the most difficult learning task first. Maintaining peak levels of self-motivation by suggesting students set some post-class rewards such as enjoying a coffee break, instant messaging a friend or shopping for the latest music releases on-line.

LEARNER MOTIVATION IN THE MICRO-CURRICULAR PLANNING

If school is not inviting and if the tasks are not clear, interesting and at an appropriate level, how can we expect learners to carry out their tasks?

Jones (1998), quote several authors who state that lessons that engage and motivate learners are a key aspect of effective classroom management. Motivation is improved when the learning environment is based on creating the following conditions:

Establishing inclusion – creating a learning atmosphere in which learners and educators feel respected by and connected to each other.

Developing attitude – creating a learning atmosphere in which learners will not be afraid to fail in their attempts at new learning experiences.

1. **Enhancing meaning** – creating challenging, thoughtful learning experiences that include learner perspectives and values.
2. **Engendering competence** – creating an understanding that learners are effective at learning something they value. If educators are to create appropriate learning environments that would motivate learners to learn, they must have knowledge of applicable motivational theories.

MOTIVATIONAL STRATEGIES IN THE MICRO-CURRICULAR PLANNING

According to Relacio, (2010) demonstrated, the teachers can evidence the importance of use strategies because the application of strategies help with the presentation of the contents, develops the classroom activities, guides the students and maintains them working to obtain excellent classroom management.

Understanding the following dimensions of learner motivation can help educators to design teaching strategies to motivate learners to learn eagerly:

Interest – the extent to which the learner’s curiosity is aroused by the lesson and sustained over time.

Relevance – the extent to which the instruction is related to personal needs and goals which are perceived as meaningful.

Expectancy – the learner’s perceived likelihood of success in learning.

Satisfaction – the learner’s intrinsic and extrinsic motivation.

- Attend to alterable factors.
- Avoid over emphasizing external motivation.
- Create learning situations with positive feeling tones.
- Build on learners’ interest and intrinsic values.
- Structure learning to accomplish flow.
- Use knowledge of results and do not excuse failure.
- Attend to learners’ needs, especially their need for self-determination.
- Facilitate group development and cohesion.
- Many strategies that educators could employ to ensure learner participation are not available because educators do not fully understand the nature of the learning phenomenon in an outcomes-based environment.

CLASSROOM MANAGEMENT

Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve Coetzee (2008).

WHAT CLASSROOM MANAGEMENT

“Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning

can occur". Research on student directed management approach, which is rooted in the belief that students have the primary responsibility for controlling their behavior and are capable of controlling their behavior.

DEFINITION OF CLASSROOM MANAGEMENT

In short, classroom management can be defined as: discipline highlight on individual rather than classroom. It connotes negative behavior only

Brown (2003), classroom management is teachers' strategies that create and maintain an orderly learning environment and discipline means teachers' responses to student's misbehaviour. Classroom management is closely linked to issues of motivation, discipline and respect

Whereas, classroom management is the term we will use to highlight all of those positive behaviors and decisions teachers make to facilitate the learning process of their students.

It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules.

CRITERIA CLASSROOM MANAGEMENT

Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can

occur. 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.

Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.

CLASSROOM MANAGEMENT AS A PROCESS

Brown, (2009) characterize classroom management as the actions taken to create an environment that supports and facilitates academic and social–emotional learning. Toward this goal, teachers must (1) develop caring, supportive relationships with and among students; (2) organize and implement instruction in ways that optimize students’ access to learning; (3) use group management methods that encourage students’ engagement in academic tasks; (4) promote the development of students’ social skills and self–regulation; and (5) use appropriate interventions to assist students with behavior problems.

Classroom management is as a process consisting of key tasks that teachers must attend to in order to development an environment conducive to learning. These tasks include: (1) organizing the physical environment, (2) establishing rules and routines, (3) developing caring relationships, (4) implementing engaging instruction and (5) preventing and responding to discipline problems.

CLASSROOM MANAGEMENT STYLE.

The authoritative style encourages independence, is warm and nurturing, control occurs along with explanation, and adolescents are permitted to express their views. The authoritative approach is the best form of classroom management style because it is the one most closely associated with appropriate student behaviors.

- **The authoritative style** is characterized by behavioral principles, high expectations of appropriate behavior, clear statements about why certain behaviors are acceptable and others not acceptable, and warm student-teacher relationships.
- **The authoritarian style** tends to be characterized by numerous behavioral regulations, is often seen as punitive and restrictive, and students have neither a say in their management, nor are they seem to need explanations; the teacher's character is sometimes perceived as being cold, even punishing.
- **The permissive style** is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom.
- **The indulgent style** presents an environment where there are no demands on the student of any sort, and the students are actively supported in their efforts to seek their own ends using any reasonable means.

TEACHER MANAGEMENT STYLE

It has focused our attention thus far on understanding student behavior, from student Assessment to strategies for improving inappropriate behavior. However,

an equally important topic concerns the teacher's management style (Wenning, 2008):

- **The authoritarian teacher** places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. This teacher rarely gives hall passes or recognizes excused absences. Often, it is quiet and the students know they should not interrupt the teacher.
- **The indifferent teacher** just doesn't want to impose on the students and often feels that class preparation is not worth the effort. Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students.
- **The laissez-faire teacher** accepts the students' impulses and actions and is less likely to monitor their behaviour. If a student disrupts the class, the teacher may assume that the student is not getting enough attention.
- **The authoritative teacher** places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This environment offers students the opportunity to learn and practice communication skills.

PROCEDURES OF CLASSROOM MANAGEMENT

Sheldon (2009), It is a medium Develop a classroom management plan that addresses the following elements and criteria:

- **Rules** – few in number (5-7 maximum); stated positively; addresses key aspects for productive learning environment; “respect for others” permeates rules.
- **Daily Protocols** – inclusive of all routines necessary to conduct a productive classroom; assists in reducing management time.
- **Levels of Consequences** – short-term techniques to stop inappropriate behavior immediately; 3-4 levels of consequences required; must be sequential and more rigorous for repeated misbehaviors; consequences must be developmentally appropriate.
- **Intervention Strategies** – long-term techniques to reduce episodes of inappropriate behavior over an extended period of time specific to students who continually misbehave, and/or where consequences are ineffective; minimum of 3-4 positive and encouraging developmentally appropriate techniques provided; defer from negatively impacting student self-image.
- **Preventive Behavior Management and Motivation Techniques** used to facilitate appropriate student behavior while minimizing inappropriate behavior; a minimum of 2-3 individual and 2-3 whole-class techniques are required; incentives must reflect a combination of intrinsic and extrinsic rewards.
- **Implementation Plan** – considers how well the plan addresses the varied needs and characteristics of students and the school context in order to facilitate a smooth implementation; anticipates problems and/or concerns in its establishment; and delineates how the management plan will be conveyed and introduced to students.

KEY COMPONENTS OF EFFECTIVE CLASSROOM MANAGEMENT

According to Sheldon, (2009), the correct form that teachers can apply positive classroom management are limits, including daily protocols, rules, assign levels the consequences to actions of students, intervention strategies, motivational techniques, and implement a plan to try control their students taking the decisions and applying rules when the students are destructive to the lesson with their knowledges and experience achieve to classroom management.

Dumbar, (2004) there is increasing agreement among researchers regarding the type of school and classroom environments needed to support positive behavior among a wide range of students. Current research indicates five components of effective, comprehensive classroom management:

- Understanding students' personal and psychological needs.
- Creating an affirmative classroom climate and a community of support by establishing positive teacher–student and peer relationships and maintaining constructive involvement with students' caregivers. Involving students in developing and committing to behavior standards that promote on-task behavior and help support a calm, safe learning environment
- Using instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group
- Implementing responses to unproductive student behavior that treat students respectfully and help them develop skills for working effectively in the classroom and school settings Similar to the key “Strategies for Enacting

Culturally Responsive Classroom Management” described by Carol Weinstein and her colleagues these skill areas have for years defined best practices in classroom management.

MAIN FACTORS OF THAT DIFFICULT THE CLASSROOM MANAGEMENT

According to Abisamra (2009) said, the teachers can resolve the problems in class, also help the students in tasks, create a positive environment using techniques or method of teaching, communicates with their students to know that the students are not understanding and also necessary to advise and implement the rules or code of conduct during the class:

Discipline problems

Watch your students as they come into class. Kelly (2012). Look for signs of possible problems before class even begins. For example, if you notice a heated discussion or problem before class starts, try to deal with the problem then. Allow the students a few moments to talk with you or with each other before you start your lesson to try and work things out. Separate them if necessary and try to gain agreement that during your class period at least they will drop whatever issue they have.

Number of students. When teachers have problems with the number of students, is necessary work on making transitions between parts of lessons smooth. In other words, as you move from whole group discussion to independent work, try to

minimize the disruption to the class. Have your papers ready to go or your assignment already written on the board. Many disruptions occur during transitional times during lessons

Unclear instruction. Come to class prepared with lessons for the day. In fact, overplan with your lessons. Make sure to have all your materials and methods ready to go. Reducing downtime will help maintain discipline in your classroom.

Lack of motivation. Begin each class period with a positive attitude and high expectations. If you expect your students to misbehave or you approach them negatively, you will get misbehavior. This is an often overlooked aspect of classroom management.

Lack of clear classroom rules . Have a posted discipline plan that you follow consistently for effective classroom management. Depending on the severity of the offense, this should allow students a warning or two before punishment begins. Your plan should be easy to follow and also should cause a minimum of disruption in your class. For example, your discipline plan might be - First Offense: Verbal Warning, Second Offense: Detention with teacher, Third Offense: Referral.

MANAGING DISRUPTIVE BEHAVIOR CLASSROOM MANAGEMENT

While in the classroom, students engage in variety of activities. Their behavior either helps them learn the predesigned instruction conducted by the teacher or it hinders the learning process. Before we set out to analyze the manifold social and

school factors influencing student behavior, let's examine a simple classification of student behavior. Here are some factors that influence the behavior of students:

On-task behavior Students who cooperate with the teacher and do what their teacher planned for them to do display on-task behavior. Students can be on-task both during allocated time and transition time. When students remain on-task during allocated, they are said to be engaged.

Off-task behavior when a student is not attempting to follow the instructions of the teacher and not engaged in disruptive behavior, his/her behavior can be described as being off-task.

Disruptive behavior When the behavior of a student is not only off-task but also prevents or discourages other students from being on-task, that behavior is described as being disruptive. Disruptive behaviors are the sources of most of teachers' fears and worries. For students to be successful in their studies, they should maximize their on-task behavior and minimize their off-task and disruptive behavior. The teacher must be equipped with the skills necessary to achieve this goal.

Social factors influencing student behavior although teachers cannot directly alter the social factors that contribute to students' behavior, understanding them will enable teachers to place students' failure and disruptive behavior in perspective and to create environment that reduces rather than intensify their effects. Research has proved that student behavior in the classroom is greatly influenced by factors outside the classroom. The following social factors have

been noted to be of paramount importance: family structure and stability, poverty young abuse and negligence work of parents, student drug use

School factors influencing student behavior studies have shown that teachers and schools make dramatic differences in the lives of many children. The extent to which children learn academic material, how they feel about themselves as learners and how responsibly they behave are significantly influenced by what happens in the schools. Teachers have control over many factors that significantly influence the achievement and behavior of students.

TYPES OF LEARNER BEHAVIOUR

The learner behavior divided into six types of learner behavior . These behaviors are illustrated of the following way:

Attention This is defined as any instance when the learner chooses to focus on the instructional activity rather than on other non-instructional activities.

Time on task Evidence of this behavior is provided when the learner spends sufficient time engaged in the learning activity.

Effort this is demonstrated when the learner works intensively, investing the energy and ability required to do the task at hand.

Feeling tone this is evident when the learner appears happy, self-confident and eager in the learning situation.

Extension Examples of this include situations in which the learner goes beyond the standards required by the particular activity. **Performance** when the learner masters the task, performance has been demonstrated.

CLASSROOM MANAGEMENT STRATEGIES

Coetzee, (2008), classroom management requires an orchestration of effective teaching, proactive preventive strategies, practical corrective strategies, and positive supportive techniques. This approach helps teachers motivate students through active involvement in their own learning and discipline processes with the goals of acquiring learning, self-management, and a repertoire of responsible behaviors.

Proactive options. Plan, organize, and design the class at the beginning, so that you are being proactive and not reactive. Planning and preparing reaps many benefits. You manage your lessons so that things run smoothly with little down time. You clarify expectations of all with the students.

Accountability options. Plan, organize, and design how you will hold students accountable for their learning tasks. How will you structure things so that students can be successful in your class? What standards (how well something has to be done) will you set for their work? The challenge is to manage student work so you and the students can keep track of it. Decide what to do about missed work. Plan techniques to have all students responding simultaneously at times. This will assist you in checking if they all understand the learning.

Choices. Involve students in appropriate curriculum decisions so they feel ownership of what they are learning. Provide them with structured choices as to how they do their assignments, which assignments they may choose from a list of potential assignments, or a combination of the two. Student choice also applies to setting the environment.

Environment options. Create a classroom climate conducive to learning. It needs to be predetermined, taught to the students, and jointly constructed, adopted, and maintained. Establishing the environment includes: **Rules/code of conduct, Procedures, Arranging the room and Working the room.** When you put all four together proactive options, accountability options, choices, and environment options to set the pace in your classroom, you have a well-developed prevention component. You avoid many problems before they even develop. You need to use less of the corrective intervention strategies for the moment of misbehavior.

ESTABLISHING A RAPPORT WITH YOUR STUDENTS

The first time in front of a class by yourself can be nerve-wracking. They may well know that you are not a qualified teacher and, particularly with adolescents, you will have to earn their trust and respect. Your main wish might be to be friendly and liked by these students but this will come with time. Burbacher, (1994) can use the following steps:

Appear confident. If you are very nervous it will bother them and some will take advantage. Remember the trainee teachers you had at secondary school?

Establish a professional and not a personal relationship. Be welcoming and make a real effort to learn their names and use them. Make a seating plan and get them to make name cards for their desks if this helps you.

Be well prepared. Set the agenda and have a plan which you all follow. Don't ask them what they would like to do or what they want to talk about. They need to see you as responsible and reliable. Later in the year with older learners there may be times when you can choose discussion topics together, but not in the initial stages.

Impose your presence. This does not mean that you take center stage and do all the talking. Your speaking style (clear and loud enough for all) and your physical presence in a large class help to manage the room. Avoid sitting behind a desk or standing in a corner. Move around, interact with all pupils at the questioning stages, scan the room and make eye contact as if in the theatre. Looking as if you are the teacher reassures learners, and being lively will show that you are enthusiastic about teaching and learning.

Listen to the students. Show interest and listen to their replies to your questions. Be patient if they take time to reply. Wait a bit longer for students to reply as they need to get used to your voice and think about your questions.

Pay attention to your own voice and speech. Modify your speed without distorting sounds or putting in artificial pauses mid-sentence. Pause after each sentence a bit longer than you would for a native speaker. One disadvantage of working with adolescents is that they are not always enthusiastic when you suggest an activity, but once they get involved in it any objections disappear.

STRUCTURE, INSTRUCTION, AND DISCIPLINE

Proactive classroom management comprises three interactive classroom features: structure, instruction, and discipline. How teachers structure their daily classroom program, the way they communicate with students, and the creativity they put into their lessons has as much to do with student behavior as the characteristics of individual students.

Structure refers to organizational practices, routines, and procedures that form a platform for daily activities. Structure involves such concrete issues as how desks are arranged and influences such abstract concerns as group dynamics. Structure evolves with time. It is flexible and responsive to learners' needs. Flexibility allows for changes that will improve the learning climate.

Instruction When students are engaged in their lessons, disruptions are minimal. Conversely, monotonous, dull lessons create boredom, which in turn leads students to seek out distractions.

Effective classroom managers are enthusiastic, they know their curriculum, they take their students' needs and interests into account when planning, and they use a variety of teaching methods.

Discipline refers to the approaches and strategies teachers use to guide and promote constructive student behavior. Discipline is as immediate as correcting misbehavior and as far-reaching as developing a trusting relationship. Discipline is often misunderstood.

Some people think of discipline as punishment. We as teachers want students to follow classroom rules, but we also want them to be cooperative and accountable for their behavior.

POSITIVE CLASSROOM CLIMATE

Muggete (2006), it is not enough, however, simply to feel good in the classroom without any constructive learning taking place. Learners should not like to be in your class because it is only play and no work. The skill in this case is to get the learning and work done successfully while everybody enjoys being in your class advances the following options.

Creating a learning milieu

Research indicates that a clear distinction can be made between work-oriented and learning-oriented classrooms.

In the first classroom the focus is on production. Learners follow instructions carefully to complete their tasks. This classroom is usually well managed and quiet, but the responsibility for the learning taking place lies with the educator.

In the second type of classroom the focus is on learning. The learners still have to follow instructions, but they are also encouraged to question directions and explore possibilities. This classroom is usually noisy, with a lot of learner activity and the responsibility for learning lies with the learners.

Learner motivation

Educators generally believe that learners who are motivated to perform competently on academic tasks will learn in accordance with their academic abilities. While this aspect alone makes it worthwhile to encourage learners' motivation, a beneficial byproduct of having motivated learners in class is that they make the educator's task of managing the classroom easier.

Discipline

It indicates that the public consistently identifies the lack of discipline in public schools as the most serious problem facing schools today. Although disciplinary problems impact on the school as a whole, it is the classroom educator who is the first line of defence. Effective discipline is a combination of effective management at the school level and effective management at the classroom level.

Two disturbing facts arising from this research are:

1. Educators generally believe that they are not only unprepared for dealing with disruptive behaviour, but that the increasing amount of disruptive behavior substantially interferes with their teaching.
2. It is estimated that only about half of all classroom time is used for instruction and that disciplinary problems occupy most of the other half.

Coetzee, (2008). Effective discipline is a combination of effective management at the school level and effective management at the classroom level.

CREATING A POSITIVE LEARNING ENVIRONMENT

Good teachers use a variety of activities for promoting a positive environment in which learning can occur. They realize that students' motivational levels are often related to the students' expectation of success and the value they place on the task. (Rosen, 2007) the following are included among these "good teaching" and motivational activities:

- Set attainable but challenging goals for the students. Provide opportunities for each student to succeed.
- Provide appealing, interesting, and novel activities.
- Supply new or better tools, supplies, or materials, including the use of personal computers.
- Encourage students to actively participate and respond.
- Solicit, listen to, and act on useful suggestions from students.
- Provide opportunities for students to interact with peers.
- Be friendly greet students cordially, get to know them well enough to converse with them, and include illustrations of the things that interest them.
- Teach students to assess their own performance and to set goals.
- Express enthusiasm for the teaching material.
- Provide a pleasant, physical classroom environment.

- Comment on and praise students' accomplishments, even those that they are expected to perform.

POSITIVE CLASSROOM MANAGEMENT ACTIVITIES

According to Jones (1998), the teachers that develop the activities every day the planning has different activities, techniques and methods which is the main tool that the teacher develops during the class and is a guide where teachers have the contents of the lesson, also change the activities in each class using different tasks with the objective to complete all the contents of the textbook and to take into account the sequences of the planning and classroom management

Burbacher (1994), it is an environment of inquiry, encouraging teachers and others to work collaboratively and collegially to seek aspects of school improvement he has the following activities.

Individual work the social aspect of activities is just as important as the creative, leisure and learning aspects. Mentors make great efforts to help people join small friendly groups to share experience and skills and support each other in maintaining the group in the long-term.

Work group gives participants an opportunity to share knowledge and skills by doing something together whether brainstorming ideas, solving a problem, doing an exercise or making something.

Grammar and vocabulary exercises there is no doubt that learning vocabulary is a complex process, consisting of a number of different stages and activities of book.

Projects provides creative opportunities for meaningful language use at all language levels, you can introduce short, controlled projects to start to share ideas in class.

Written tasks one of the most important requirements for designing effective writing tasks is to think of coherent, connected activity sets, which include pre-writing, during-writing and post-writing activities. Connected activity sets help students complete the writing task successfully and foster the process of writing.

Role play: Role playing is a form of simulation. Challenges that exist in the real world can be acted out in a role play to explore the best way to handle the situation. By playing different roles, participants get an insight into how other people feel. Role plays also allow participants to share their wisdom and skills in handling a situation. Devise a role play that will enable exploration of a particular problem. Brief participants about the situation and roles and invite volunteers.

Discussions and sharing ideas: Sharing is a technique used to end group activities by giving people an opportunity to discuss what they learned and how they felt during the activity. Sharing is particularly helpful after people have taken a personal risk, such as acting in a role play, or to mark course milestones.

USE SPECIFIC TECHNIQUES TO ESTABLISH AN APPROPRIATE LEVEL OF DOMINANCE IN THE CLASSROOM.

The core of effective teacher-student relationships is a healthy balance between dominance and cooperation, assertive behavior is “the ability to stand up for one’s

legitimate rights in ways that make it less likely that others. It can be thought of as a set of relatively specific teacher behaviors that involve three primary categories: will ignore or circumvent them.”

- 1. Use of assertive body language:** Making and keeping eye contact; maintaining an erect posture, facing the offending student but keeping enough distance so as not to appear threatening; matching one’s facial expression with the content of the message being presented to students.
- 2. Use of appropriate tone of voice:** Speaking clearly and deliberately; using a pitch that is slightly but not greatly elevated from normal classroom speech; avoiding any indication of emotion in one’s voice.
- 3. Persisting until the appropriate behavior is displayed:** Not ignoring an inappropriate behavior; not being diverted by a student denying, arguing, or blaming; but listening to legitimate explanations.

STUDENT FACTORS THAT INFLUENCE LEARNING AND BEHAVIOR

Attention—the behavior serves the need to draw attention away from others and to oneself.

Avoidance/Escape—the behavior serves the need to end an event or activity that the student does not like, or to avoid an event.

Control—the behavior serves the need to control events

Revenge—the behavior serves the need to punish others for something that was done to the student

↯ Self-Regulation/Coping—the behavior serves the need to regulate feelings (e.g., boredom, embarrassment, anger, fear, anxiety) or energy levels

↯ Play—the behavior serves the need to have fun.

DISCIPLINE PROBLEMS AND SOLUTIONS

Stronge, (2002), typical problems and some suggested approaches. One student starts talking to another and keeps on doing it. Ask one of the students a question as soon as you realise they are becoming disruptive. Move nearer to them as you move around the room and try to make eye contact. If eye contact and interruption are not sufficient then move the students to different seats.

Students are all talking and no one is listening. Try to establish silence without raising your voice. Clap loudly, tap a ruler on the board, count down from ten (some students will join in chorus). When silence is reached hold the silence for a minute or so before resuming. If disruption is due to lack of interest in the task, go on to something else (a filler) to change pace.

A student deliberately refuses to do an activity you have prepared. Assign a different role if it is an oral task, e.g. this student records the dialogue on a tape or becomes the group secretary in a discussion by writing notes on what is said. Explain that any work not completed in class must be done at home as homework. If it continues, see if the student can be removed from the group for your lessons.

A student starts shouting at you. It is difficult not to shout back or lose your cool but try to remain calm and firm. Wait for the student to calm down but if this fails and the situation escalates, call for assistance or send another student for

assistance. Try to resolve the situation by assigning a task to the rest of the class and taking the angry student aside for a quiet word.

- Threats
- Giving lines
- Public humiliation by putting them in the corner giving written homework.

MOTIVATION IN CLASSROOM

- Make the learning task challenging.
- Place less emphasis on testing and grades.
- Provide assistance without overprotecting.
- Move from extrinsic to intrinsic rewards.
- Use praise appropriately.
- Have high expectations of each learner.
- Provide knowledge of results.
- Promote successful learning for all class members.
- Increase the learners' perception that they control the learning situation.

HYPOTHESIS

GENERAL HYPOTHESIS

- ✓ The micro-curricular planning has an influence in the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

SPECIFIC HYPOTHESIS

- ✓ Teachers do not include strategies to support the classroom management of the English language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.
- ✓ Teachers plan few activities in the micro-curricular planning to facilitate the classroom management of the English Language with students of 1st, 2nd and 3rd Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Year 2012-2013.

f. METHODOLOGY

GENERAL DESIGN OF THE RESEARCH

The present research work is considered scientific, descriptive, analytic-synthetic and explicative analysis, based on these analyses will be able to present recommendations. Also, the purpose of this research is to solve the problems in the development of the micro-curricular planning and classroom management.

METHODS, TECHNIQUES AND INSTRUMENTS

Methods

To develop this research work the researcher will apply the following methodology: To develop this research work the researcher will apply the following methodology:

Scientific Method will be applied because the research demanded an ordered and complex development that needed an austere process to describe the main events occurred during the observation of the research object

Descriptive Method will be used to describe the current situation of our research object. It also will use to describe the different kind of resources used by teachers.

Analytical Synthetic Method will analyze the main results that the researcher will achieve through the instruments applied and to make the interpretation of the data, including the critical analysis considering the variables of the hypothesis and establish the conclusions based on the results of the major tendency. It also will

analyze and allow to get references and also to process the information which was used to elaborate the theoretical frame.

The explicative method will be used to explain all the results in order to contrast them with the theoretical references. It also will allow identifying the strategies and activities that influences in the classroom management.

The statistical method it will be used for analyzing and interpreting the results of the research work.

Techniques and Instruments

It surveys have been considered as the best alternative for the collection, organization, procedure, analysis and interpretation of data and in relation to the research work, use the following instrument:

Survey will be applied to all the teachers and students of the institution, to determine the influence in the Micro-Curricular Planning and the Classroom Management.

PROCEDURES

Collecting data

To obtain the empiric information will be applied a survey to all the teachers of the institution and students of 1st, 2nd and 3rd years of Bachillerato of “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

Tabulating In the tabulation of the data collected will use the descriptive method for the closed questions and joining criteria from the reason or explanation of every question, also the information of the teachers and students will contrast in order to get the right information.

Organization

The organization of the information will made according to the specific hypothesis so that the information will classified, which served to prove the first and second hypothesis respectively with the results of the survey.

Description

The data will be described in statistic tables in order to show the frequency and the percentages of the obtained indicators with the applied instruments.

Graphic representation

Using the information and taking into account the indicators will display graphically in tables and graphing the results. This will facilitate the interpretation of the data gathered in frequencies and percentages.

Interpretation and analysis

The analyses and interpretation will start with results and analyses of the data. This study will be used to support the main categories developed in the theoretical frame.

Hypotheses Verification

The general and specific hypotheses will be studied through a descriptive process generated by a logical or real analysis of the field work while the final results will be stated in a descriptive form.

Conclusions and recommendations

The conclusions will be based in a specific analysis of the results which will help in obtaining the recommendations for the authorities. This will contribute to the solutions of the problems which is the principal aim of present research.

POPULATION AND SAMPLE

To develop this research work it is important to know the population and sample of the institution; there are 349 students of 1st, 2nd and 3rd years of Bachillerato at “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. With respect to the teachers will work with all the population because there are only 8 English teachers. In order to get the sample of the students’ population of 1st, 2nd and 3rd years of Bachillerato, is necessary to apply the following formula:

$$\frac{PQ * N}{(N - 1) \frac{E^2}{K^2} - PQ}$$

PQ = First quartile (0,25)

N= Population (420)

K =Proportionality Constant (2)²

E =Sample Error (10%,) (0,1)²

$$n = \frac{0,25 * 420}{(480 - 1) \frac{(0,1)^2}{(2)^2} - 0,25}$$
$$n = \frac{105}{1,3}$$
$$n = 136$$

Sample distribution

To get the simple of each group was used this formula:

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

F = distribution factor

n = sample size

N = population

$$F = \frac{136}{420}$$

$$F = 0,32$$

This factor is multiplied by student's population of every year of Bachillerato at "UnidadEducativaAnexa a la Universidad Nacional de Loja", therefore in this way we obtain the sample per course.

$$s = 223 * 0,32 = 39,84 = 40$$

The sample is detailed in the next chart:

COURSES	POPULATION	SAMPLE
1 st Year of Bachillerato	206	66
2 nd Year of Bachillerato	101	32
3 rd Year of Bachillerato	118	38
TOTAL	420	136
Teachers	8	8

g. TIMETABLE

ACTIVITIES	MONTHS													
	2012	2013			2014									
	JUN	JUN	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	SEP	OCT	NOV
Appointment of the teacher advisor	■													
Project approval		■												
Appointment of the thesis advisor			■											
Thesis revision				■										
Thesis presentation					■									
Final revision						■								
Thesis approval							■							
Submission of the folders								■						
Private qualification									■					
Corrections of the thesis										■	■			
Public sustentation and incorporation												■	■	■

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

RESOURCES

Human

- The researcher.
- Thesis coordinator.
- Student's of "Unidad Educativa Anexa a la Universidad Nacional de Loja".
- The English teachers of "Unidad Educativa Anexa a la Universidad Nacional de Loja".

Material

- Computer
- Office material
- Books
- Thesis
- Internet

Institutional

- Universidad Nacional de Loja
- English Career
- Unidad Educativa Anexa a la Universidad Nacional de Loja
- Library of "Universidad Nacional de Loja"

BUDGET

Elaboration of the research work	\$20.00
Impressions and photocopies	\$25,00
Transport	\$10.00
Thesiswork	\$150.00
Internet	\$10.00
Unexpected expenses	\$ 40.00
TOTAL	\$255.00

FINANCING

The financing of the expenses derived from the present work will be assumed by the research author.

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ANNEXES 2

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN DEL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER
TEACHERS' SURVEY

Dear teacher, I need your help answering the following questions that will serve to collect information about the research work titled: The micro-curricular planning and the classroom management of the English Language thank you.

- 1. Do you think that it is necessary to include teaching strategies in the daily lesson plan to facilitate the classroom management?**

Yes ()

No ()

Why? _____

- 2. Which of the following teaching strategies do you include in the micro-curricular plan to support the classroom management?**

• **Inductive strategies:**the teacher presents students with many examples showing how the concept is used. ()

• **Workgroup:** The students are organized in group to work. ()

• **Whole Class Involvement:** The teacher and students share ideas during the lesson. ()

• **Strategies for introductions:** The teacher presents the class and specifying learning activities. ()

• **Deductive strategies:** the teacher gives the students a new concept, explains it, and the students practice using the concept. ()

3. How often do you include teaching strategies in the lesson plan in order to use them during the class to support the classroom management?

Every day ()

Sometimes ()

Never ()

4. Which are the main factors that difficult the management of classroom?

Discipline problems ()

Number of students ()

Unclear instructions ()

Lack of motivation ()

Lack of clear classroom rules ()

5. How do you consider your classroom management?

Excellent ()

Good ()

Bad ()

6. Do you think that it is necessary to plan activities to facilitate the classroom management?

Yes ()

No ()

Why? _____

7. How often do you plan activities to facilitate the classroom management?

Every day ()

Sometimes ()

Never ()

8. Which of the following activities do you include in the daily plan to facilitate the classroom management?

Individual work ()

Work group ()

Grammar and vocabulary exercises ()

Projects ()

Written tasks ()

Role play ()

Discussions and sharing ideas ()

THANK YOU



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN DEL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

STUDENTS' SURVEY

Dear students, I need your help answering the following questions that will serve to collect information about the research work titled: The micro-curricular planning and the classroom management of the English Language that I am carrying out thanks.

1. Does your teacher apply any teaching strategies to facilitate the classroom management?

Yes ()

No ()

2. Which of the following teaching strategies does your teacher apply during the class?

- **Inductive strategies:** the teacher presents students with many examples showing how the concept is used. ()
- **Workgroup:** The students are organized in group to work. ()
- **Whole Class Involvement:** The teacher and students share ideas during the lesson. ()
- **Strategies for introductions:** The teacher presents the class and specifying learning activities. ()
- **Deductive strategies:** the teacher gives the students a new concept, explains it, and the students practice using the concept. ()

3. How often does your teacher apply teaching strategies to manage the class?

Every day ()

Sometimes ()

Never ()

4. Which are the main factors that difficult the management of classroom?

Discipline problems ()

Number of students ()

Unclear instructions ()

Lack of motivation ()

Lack of clear classroom rules ()

5. How do you consider the way that your teacher manager the class?

Excellent

Good ()

Bad ()

6. Does your teacher develop different activities in class during the lesson?

Yes ()

No ()

7. How often does your teacher develop activities to facilitate the classroom management?

- Every day ()
- Sometimes ()
- Never ()

8. Which of the following activities does your teacher apply to facilitate the classroom management?

- Individual work ()
- Work group ()
- Grammar and vocabulary exercises ()
- Projects ()
- Written tasks ()
- Role play ()
- Discussions and sharing ideas ()

THANK YOU

MATRIX OF CONSISTENCY

THEME: “THE MICRO-CURRICULAR PLANNING AND THE CLASSROOM MANAGEMENT OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>How does the micro-curricular planning influences in the classroom management of the English language with the students of 1st, 2nd and 3rd Year of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic Year 2012-2013?</p> <p>SUB-PROBLEMS</p> <p>Which strategies do the teachers include in the micro-curricular planning to support the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic Year 2012-2013?</p> <p>Do the teachers plan activities in the micro-curricular planning to facilitate the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013?</p>	<p>To determine the influence that the micro-curricular planning has in the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.</p> <p>SPECIFIC OBJECTIVES</p> <p>To identify the strategies that the teacher includes in the micro-curricular planning to support the classroom management of the English Language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.</p> <p>To analyze the activities that the teacher plans in the micro-curricular planning to facilitate the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.</p>	<p>The micro-curricular planning has an influence in the classroom management of the English language with the students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.</p> <p>SPECIFIC HYPOTHESES</p> <p>Teachers do not include strategies to support the classroom management of the English language with students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.</p> <p>Teachers plan few activities in the micro-curricular planning to facilitate the classroom management of the English Language with students of 1st, 2nd and 3rd Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Year 2012-2013.</p>	<p>Independent:</p> <p>Micro-curricular Planning</p> <p>Dependent:</p> <p>Classroom Management</p>	<ul style="list-style-type: none"> • Micro-curricular planning • Elements of micro-curricular planning. • Strategies of Micro-curricular planning. • Activities of micro-curricular planning. • Classroom Management • Importance of classroom management. • Classroom management styles. • Strategies of classroom management.

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