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Students and teachers' actions for classroom management: a behavioral incidence in language learning

Camilo Andrés Díaz Pulido
Universidad de La Salle, Bogotá

Maryori Garzón Betancourt
Universidad de La Salle, Bogotá

Oscar David Ramos Díaz
Universidad de La Salle, Bogotá

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STUDENTS AND TEACHERS' ACTIONS FOR CLASSROOM MANAGEMENT:

A BEHAVIORAL INCIDENCE IN LANGUAGE LEARNING

CAMILO ANDRÉS DÍAZ PULIDO

MARYORI GARZÓN BETANCOURT

OSCAR DAVID RAMOS DÍAZ

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Dedications

We want to dedicate our research to every single person who supports our ideas about the project. Jenny Bermudez, the teacher who leads pedagogical practicum at CAFAM Santa Lucia, Freddy Quitora, a CAFAM Santa Lucia school teacher who help us and provides us different resources to facilitate the different activities at school.

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Abstract

Students and teacher's actions for classroom management: A behavioral incidence in language learning is a research project that studies the different issues related to the implementation of five classroom management strategies to work on unexpected behaviors from students and its management in three different courses. This research stems from our teaching practice and observations in second, third, and tenth grade at CAFAM Santa Lucia School. The main goal of this study is to determine the effectiveness of five classroom management strategies to decrease the students' unexpected behaviors, as the violence and lack of interest in the explanation stage.

Also, we apply action research as the methodology to gather data on the types of unexpected behaviors in students during the explanation stage. This information allows us to reflect and take action on the strategies we can use to decrease these behaviors.

Keywords: Students' unexpected behaviors, classroom management strategies, learning environment, classroom stage, Students' awareness.

Resumen

Students and teacher's actions for classroom management: A behavioral incidence in language learning es un proyecto de investigación que estudia los diferentes temas relacionados a la implementación de cinco estrategias de manejo de aula para trabajar sobre los comportamientos imprevistos de los estudiantes y su manejo en tres diferentes grupos. Esta investigación surge de nuestra práctica pedagógica y de las observaciones hechas en segundo, tercero y décimo grado del Colegio CAFAM Santa Lucia. El objetivo principal de este estudio es determinar la efectividad de las cinco estrategias de manejo de aula para disminuir los comportamientos imprevistos, como la violencia y la falta de interés de los estudiantes durante la etapa de explicación.

Además, se aplica la investigación-acción como una herramienta para recopilar datos sobre los tipos de comportamientos imprevistos en los estudiantes durante la etapa de explicación. Esta información nos permite reflexionar y tomar medidas acerca de las estrategias que podemos utilizar para disminuir esos comportamientos.

Palabras clave: Comportamientos imprevistos de los estudiantes, estrategias de manejo de aula, ambiente de aprendizaje, etapas de clase, conciencia de los estudiantes.

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Chapter 1

Introduction

Classroom management (CM) is a topic that involves teachers, students, parents and all the school staff. Teachers permanently take into account theoretical and situational references to create an atmosphere where the relationships of learning between students and teachers are proactive during that process. At this point, theory asserts that an ineffective classroom management generates disinterest and the change of students' behavior (Evertson & Weinstein, 2006). Generally, this situation happens from discipline, willingness and attention towards the class, to a negative and inefficient state in which there are cases of neglect, violence and indiscipline. It means waste of time for students who really want to learn, or to stand a chance for those who may come to imitate the inappropriate attitudes from other classmates. With this study, we prompt to apply a set of classroom management strategies to evaluate their effectiveness into developing an optimum learning environment inside an EFL classroom of a school in Bogota. The assumption of this research is that by keeping control and management of students' behavior, a functional class development may emerge, mainly along the explanation stages of the classroom session.

One of the most important aspects to consider for teachers in education or in academic fields is classroom management. This concept refers not only as a tool to manage unexpected behaviors but also to monitoring educational processes in any group of students. This term is important to consider when teachers work with their students in

academic spaces, whether at school, college or any place where they develop teaching processes. Thus, classroom management becomes as a tool that increases the active practice among students and teachers with dynamic activities, didactics, materials, and those kinds of resources that help to create an optimum learning environment.

For this study, we follow seven particular moments to set the general outcomes of the application of classroom management strategies to deal the students' misbehaviors (attitudes as lack of interest, violence and disobedience from them towards the teacher and the all class in general). At first moment, we take into account our experiences at CAFAM Santa Lucia School to identify and analyze the behaviors that affect their learning process. Then, we seek for all information related to classroom management; its incidence on teaching and learning processes and the strategies that foster it during the explanation stages along the class. After choosing the five strategies that best fit into the group (seating arrangement, rewards, consequences, assigning extra tasks, and developing a positive concept about the students), we implement action research as the method to carry out all the research process.

Once we get the classroom strategies, the enough information about the problem statement and the type of research to follow, we opt to implement the instruments to gather data. These instruments of data collection are observation, sociograms, field notes and open-ended questionnaires. We also need to select the type of data analysis to determine the effectiveness along the application of the classroom management strategies, so we choose the constant comparative method. After we collect all the information, implement the classroom management strategies and review the data on that process, we proceed to

analyze the amount of information collected to state the outcomes and conclusions about all the research work.

Justification

The research process on classroom management is important for the educational context at CAFAM Santa Lucia School and La Salle University by several reasons. Firstly, this is remarkable for the students of second, third and tenth grade and teachers from the school, as well as our fellow students and all the academic community from the university, insofar the results may serve as reference when the above-mentioned staffs face similar students' misbehavior cases. Moreover, in the pedagogical practice, this study provides successful strategies for decreasing students' unexpected behavior inside the classroom such as lack of interest, disobedience and violence.

Secondly, this research has a significant value in terms of education because it offers different views on the importance of classroom management as a methodological tool to deal with a determinate group in terms of misbehavior. In addition, this research could raise awareness in teachers about the effectiveness of classroom management strategies and didactics; they could apply the same ones that we applied to the students during the academic process at CAFAM Santa Lucia School to get similar results in the improvement of the learning atmosphere. Thus, this research gives a reference about different issues that affect classes and the manner to reduce them through different strategies.

In this way, it is important to make a clear explanation on the core concept of the

research. Classroom management is a topic that teachers must consider of relevance. It not only helps to get control of the classes but to improve the student's learning as well. In addition, our research openly shows an array of different factors that affect classroom environment, and make classes and the educational process more difficult to control for the teachers. So, this research provides to all the educational staff insights about how to decrease troubles in different classroom environments.

Finally, this research has an impact for us as future English teachers because it makes us reflect on how we develop our pedagogical practice. It gives us methodological tools, as classroom management strategies, that we may implement when we face a similar situation in future classes. In this way, the advancement in this field will be important on our teaching training process, insofar as it arises from the worry over the interruption of the learning process in a classroom setting.

Problem Statement

The idea of developing an investigation on the students' behavior during the stages of a class session, especially in explanation, resides on the personal teaching experience by members of this research group. An optimal classroom environment refers to the optimal development of the class in terms of the students paying attention to the content that the teacher gives without presenting acts of indiscipline and lack of attention. Based on the preliminary observations of classes at CAFAM Santa Lucia School, we perceived issues that affect the classroom environment in different aspects during our session classes.

During the time we developed our pedagogical practicum at this school, we noticed

a change in the students' behavior from the first class and the next ones. At the beginning of these sessions, most of our classroom activities took place with a positive process of interaction with the students, their behavior showed enough interest in developing an appropriate teaching and learning environment. Then, after a number of classes, several students started to show misbehavior and made the classes harder. There were students who had conflicts with peers and presented dispersed attention and difficulties to integrate themselves in the developed activities. For example, there were five students, four boys and one girl who presented misbehavior in third grade. They had the tendency to fight against each other and to spend their time playing different games in classes. Two other girls spent the whole class talking. They did not stand up from their seats but they remained distracted and in certain occasions, they laughed and screamed aloud. Therefore, we had to spend long time trying to deal with their behavior in class. These types of unexpected behaviors mostly happened in terms of discipline and interest during stages of each session, especially at the stage of explaining content and practicing.

Since that time, those issues did not change, on the contrary more and more students misbehaved with their partners in different ways (they hit each other, got distracted easily, did not pay attention to the class and made others being distracted of the explanations). These issues produced discomfort among those students who seemed to be interested in learning and participating in the activities that took place in the classroom. The discomfort also reached us as teachers of second, third and tenth grade who manage the groups because in these, sometimes we can integrate the students with the planned activities at several moments of the class. However, in other occasions, it is very difficult to deal with them and

the classroom environment boosts the inattention and misbehavior in the students.

These kinds of situations may occur because of different factors. Initially, these factors focus mainly on academic deficiencies, flaws in the parental guidance, and the need to develop an academic culture in which the interest and willingness are benchmarks. Therefore, the misbehavior problems mentioned previously have a direct relation to the application of classroom management strategies for the creation of an optimal and positive learning environment. These strategies focus on students to become active members of the classroom environment; it seeks they can participate and integrate their conceptions, suggestions, and give ideas about the teaching and learning process, as well as to foster some improvements in terms of the socio-cultural context and their personal issues.

The observations made in the pedagogical practices create the need to find strategies that help us to control the learning environment during the explanation stage. It becomes necessary to analyze and implement classroom management strategies that fit successfully to this particular context to manage and reduce the students' misbehavior, their lack of interest and possible cases of violence in the classroom. Due to those issues, we decided to research on classroom management. This research work allows us, first, to implement classroom management strategies for the adequate management of the students' misbehaviors, and then to analyze the development of a nurturing learning environment in the classroom from the application.

Therefore, because of this situation and the cases presented above, we refer to theoretical references about classroom management in which the authors explain how

strategies could promote an appropriate behavior in students and an optimal classroom environment to deal with teaching and learning activities. Because of the observation and analysis of this phenomenon, the following questions route this research process on how to manage unexpected behaviors in students within the classroom through classroom management strategies.

Research Questions

1. What classroom management strategies are effective to create students' awareness of behavior and attention during the explanation stage of the English Saturday classes at CAFAM Santa Lucia School?
2. How do those classroom management strategies progressively promote in the students an acceptable behavior, attention, discipline and interest during the explanation stage in English Saturday classes at CAFAM Santa Lucia School?

Research Objectives

In addition, after giving answers to the questions stated before, this research work looks to fulfill them by dealing with these objectives:

1. To observe and analyze the different students' behaviors that affect an effective classroom-learning environment particularly in the explanation stage of the English class of second, third and tenth graders at CAFAM Santa Lucia School.
2. To identify different classroom management strategies that continuously help students keep focused during the explanation stage in class.
3. To determine the way in which the application of those classroom management

strategies show a progressively improvement in the students' behavior during the explanation stage in the English class.

Chapter 2

Theoretical Framework

When we talk about the facts or events about misbehavior (such as violence, lack of interest and disobedience of the students towards the teacher's activities and explanations) that interfered with the process of formation of the students in each class session, we emphasize on the need for applying classroom management strategies to avoid those unexpected behaviors. Talk about classroom management strategies involves a study of the context conditions that the educational process performs inside a specific community. It requires identifying which external and internal factors of the classroom can be modified, whether in a good or bad way, the process of the students' misbehavior management within the classroom. In this chapter, we present the constructs that give foundation to our research. Those concepts are classroom management, and its inner construct of learning environment, behavior incidence, students' awareness, and age factor.

Classroom Management (CM)

This term has had many conceptions from many approaches or perspectives. Below, we present four views of classroom management:

1. Classroom management is a dimension of effective teaching, and a process through which classroom participants create an effective classroom environment (Good & Brophy, 2008).
2. It focuses on student behavior, especially discipline problems, and deals with issues of low learning motivation and poor self-esteem (Campbell, 1999).

3. It refers broadly to all activities that teachers carry out in the classroom. It aims to promote student involvement and cooperation (Jones & Jones, 2001).
4. It emphasizes the educational value of promoting the growth of students. Its focus is also on proactive and developmental classroom practices, rather than those with negative features of control and punishment (McCaslin & Good, 2006).

In principle, classroom management is one of the most important factors that contribute to the efficiency of teaching and learning activities. Teachers organize their classroom in order to create a suitable environment for students (Bull & Solity, 1987). Viewed from this perspective, this concept relates to methodological actions that help teachers keep students focused on a good disposition in terms of interest and discipline towards to the class; it directly relates to different actions and measures that teachers create in the classroom in order to facilitate students' learning. Classroom management is a set of planning actions that teachers use to manage the environment in terms of control of time and the different activities in the class (Evertson & Weinstein, 2006). This definition is closer to the research problem insofar as it talks about the time of control activities in the explanation stage in class. In this stage of the class, we observed most of problems on the students'attitude because they fail to maintain an adequate behavior (as students who follow the teachers instructions, pay attention to explanations, develop the proposed activities, and self-control throughout the class), if there is no good dynamic between the activities and the time of each one.

Although teachers understand classroom management in different ways, in general they have a common approach to promote classroom discipline. It includes the following

features (Hue, 2005):

1. Adopting effective approaches to teaching and learning.
2. Having plans for avoiding disruption.
3. Establishing a positive relationship with students.
4. Using knowledge of individual students and the class to develop appropriate strategies for discipline.
5. Being sensitive to the influence on classroom management of factors such as the student seating plan, the arrangements for floating classes, and the examination schedule.

In other words, the concept of classroom management focuses on the actions the teacher takes and applies within the classroom to avoid bad behaviors, distractions and low learning process during the class sessions. According to Savage & Savage (2010), classroom management refers to the role of the teacher in order to prepare an appropriate environment for a successful learning process. For these authors, classroom management is a preventive way of having the attention and expectations of the students. In cases where problems of attitude by students arise, it is necessary to use discipline as a reaction for misbehaviors and to keep an adequate learning environment and the students' disposition during the class. In this way, teachers can show themselves as leaders, not just as sources of knowledge and the ones who just give instructions.

In this sense, the teaching practice should not only focus on creating isolated managing strategies on students, but also to promote awareness of the learning process they are developing. These are to make students aware that they must maintain an adequate

behavior to achieve optimal learning outcomes. Doyle (1980) states the classroom management strategies focus on not only establishing and keeping an environment ordered, but the students can engage in a meaningful academic learning. It also aims to enhance students' social and moral growth.

Doyle (1980) proposes two dimensions for the development of classroom management strategies: instructional and behavioral. The instructional dimension refers to the structure of the class such as materials, objectives, procedures and monitoring students' independent work. It helps to develop a good atmosphere for the class. On the other hand, the behavioral dimension helps to prevent misbehavior, so the teacher should establish the rules and the reward structure in order to get the control in an anticipated way. Therefore, the teacher should notice which student presents misbehavior and focus on how she or he could help the student to develop his self-control in order to have a good environment for the other students. In that way, it is possible to generate awareness in the students about their role as active learners and their responsibility to cooperate and to be agents of control of themselves and their classmates during the class process.

At this point, the classroom change the image from a teacher as a person who imposes rules and behaviors about what they have to do and what they do not; to a classroom where the students have the power to control themselves without the authority figure who reminds them their duties. Thus, the autonomy takes a major role in the education process. The classroom is not just a place for academic goals. One of the features that every teacher should have is to help students develop not only academically, but socially and personally (Savage & Savage, 2010).

Following the above perspectives, we postulate that the main goal of classroom management is to facilitate the learning process of our students by trying to structure and control every aspect before and during the classes. The teacher´s role is important because he or she is the one who gives the instructions and leads the activities, and who has the ability to take control of the class in terms of order, discipline and interest of students. Thus, classroom management refers to teachers' actions, as the implementation of classroom management strategies, which lead to the promotion of a learning environment that fosters positive interpersonal interaction and facilitate the effective learning. It aims to enhance the cognitive, personal and social growth of students, developing in particular their self-motivation, self-understanding, self-control, self-evaluation and self-management.

Learning Environment

In addition to the development of the concept of classroom management in this work, its inner constructs are learning environment, behavior incidence, students' awareness, and age factor. These constructs are important insofar they influence the optimal development and management of the classroom.

The first key construct is the learning environment. It is the setting in which the student's learning takes place, "it concerns the classroom physical environment, the social system, norms and values, and the atmosphere" (Creemers & Reezigt, 1999, p. 30). A learning environment is a suitable place and a set of different factors that potentiate the student's learning. Every single factor that Creemers & Reezigt (1999) mention, plays an important role within this process that students are acquiring different skills and improving

the ones they have already had. In order to be more specific, we will show and explain all the factors these authors mentioned and how those could influence within student´s learning.

A classroom physical environment concerns to the different physical factors that surround students during their class time such as location, teacher, partners, furniture and available materials inside the classroom. Those issues that form the physical environment are so important during this process because it facilitates the development of classroom activities and gives them the comfort to carry out the classes.

The social system deals with the set of conducts that students will acquire from their culture. In this case, people who are around students such as family, neighbors, and friends. This issue is so important to consider because students can imitate all the manners and behaviors they learn from people around them and inside the classes as well.

In terms of norms and values, these topics are subjective insofar as the students learn them in different levels from their classroom environment (partners and teachers). The importance of those issues make the students internalize every single moral aspect they absorb from their environment; so they will behave according to a determinate model that guides them to act in an adequate or inadequate way.

Finally, the atmosphere concerns to the environment that students face during classes; it means the different relationships between partners and their teachers. It concerns also to the activities that they perform every day in their class sessions, different students' behaviors and the teacher's methodology too. The atmosphere plays an important role

during the student´s learning process because it is the stage when students are receiving different insights, acquiring some skills and improving others.

According to Sisakhti (1998, p. 30), "an effective learning environment surrounds learners with opportunities to learn new skills and continuously to upgrade existing skills". As this author mentioned, a learning environment is concerned to the atmosphere that students face in classes. Therefore, the different activities and relationships they could have with each other may influence in a negative or positive way. In addition to this, the different aspects such as behavior, performances and activities could influence the improvement and students skills acquisition.

Learning environment is a topic we are interested in because, as far as we are concerned it mostly affects the students learning process. It means the acquisition of a second language at CAFAM Santa Lucia School. Therefore, we take into account the different aspects that build an adequate learning environment in order to improve our practices in second, third and tenth grades. First, we will identify what kind of social context our students belong to and how it can influence in the students misbehavior we detect in the preliminary observations (familiar and partner's issues). Secondly, we are going to test different strategies that decrease students' misbehavior and improve the learning environment. Most of the strategies that we are going to apply address to the implementation of class activities throughout the class.

Behavior Incidence

The second construct that influences the optimal development and management of the classroom is the behavioral incidence. Bull and Solity (1987) propose the appropriate behavior as the different student´s activities that are suitable to increase or improve their own learning process inside the classroom.

It is one of the components of learning environment because this factor influences the students' performance inside the class and affects the classroom management depending on an appropriate or inappropriate behavior. Some factors could emerge from their own familiar and social environment insofar as the students spend the main part of their time within them. In most cases, they absorb and reply the behavior seen as common in those atmospheres. Then, those conducts learned from those places affect in a positive or negative way the development of the classes. When these conducts are negative, they force the teacher to stop the class in order to pay attention to those students who present misbehavior. Probably the time the teacher spend correcting those students, cut back the class time and delay the planned activities and the expected delivery of class content.

Behavioral issues opposite to an appropriate behavior affect the classroom management and the learning environment; even those inappropriate behaviors may obstruct the classroom performance. In this way, for our research proposal, we identify certain inappropriate behavior issues in our pedagogical practicum such as physical violence against each other, lack of interest, and indiscipline. According to this, we propose strategies that intend to keep an appropriate students' behavior during the explanation

stages. Those strategies are: seating arrangement, consequences, rewards, assigning extra tasks, and developing a positive concept of misbehaved students. Therefore, we prompt to apply them in the pedagogical design of this study to decrease those issues of misbehavior.

Seating Arrangement

Seating arrangement is a classroom management strategy that refers to the teachers and students' location in the classroom. Tauber & Mester (2007, p. 59) point out "seating arrangement is a factor that both influences the students' attentiveness and the teacher use of the space". This is a behavioral tool that helps to control and decrease misbehavior such as talking, playing, and bullying. It provides the teacher the authority of controlling the discipline of the students and facilitates the development of the plan for the class.

The aim of this strategy is that the teachers could organize their students' placement in order to deal with their misbehavior to maintain the effective communication between the teachers and students too. In that way, Tauber & Mester (2007) mention that the students sitting in certain areas of the room tend to be more attentive and responsive than others. Also, McCorskey (as cited in Evertson & Weinstein, 2006), states there are two main options to arrange the classroom in order to have a better visibility of the students, facilitate learning for those students with special needs, or simply have a better development for collaborative work.

First, one of the seating arrangements is a *row* that consists in setting the desks in straight lines that facilitates the displacement of the teacher and the equal distribution of the natural or artificial light. According to Evertson & Weinstein (2006), rows limit the

student's interaction, facilitate listening, and promote individual work. So behavior is controlled and teachers can always monitor and check the task and activities that students do.

The second is the *horseshoe* arrangement used in small groups. This facilitates the visibility of the teacher and students can be able to interact directly with their partners. Besides, when they talk among them, it is possible to expose the students because the teacher is in front of the class, so he can control this misbehavior easily.

Consequences

The application of "consequences" as classroom management strategy, consists on the teachers can display the results of what the students did. That relates to the students' behavior, whether the students present an adequate behavior or not. Bull and Solity (1987) point out that consequences provided by the teachers often combine two elements: feedback and reinforcement. The first one refers to the knowledge of results as to what the children did was appropriate. The second one refers to a pleasant practice like the reception of rewards from teachers.

By using consequences to decrease students' misbehavior, Bull and Solity (1987) point out that teachers could work to decrease those behaviors correcting the children mistakes and discouraging "troublesome" behavior. This strategy is useful in our classroom because we can correct different students' behaviors that affect the classroom environment such as the lack of interest and the actions that disrupt the class, seen as misbehaviors (the students talk and fight to each other, stand up while the teacher explains, or the use of

distracting elements as cell phones). Therefore, we suggest that teachers should carry out this strategy insofar as it helps them to get a direct interaction with students who present misbehaviors; it allows to keep a good relationship with the misbehaving student in order to identify their problem first, and take actions to decrease their unexpected behaviors.

Rewards

A reward is a classroom management strategy that incentivizes students for their adequate behavior or performance during the classes. In addition, it encourages misbehaved students or students who are not working well to change their inappropriate actions.

Morgan (2009, p. 26) points out the importance of using rewards frequently, because "rewards encourage positive behavior, therefore a typical day needs to include a series of rewards to help focus the children." In addition, he suggests that teachers must change the rewards constantly because children cannot always react well with them, "remember that child's attention is changeable, so a reward that is new and interesting one day may not be the next day. Therefore, be creative and include a variety of them" (Morgan, 2009, p. 29).

When using rewards, students feel good when they receive something for their good performance during classes. Thus, we can negotiate or improve their performance according to the interest and disposition of the students, in order to get more attention towards the class. In that way, Bull and Solity (1987) state that a teacher could work to increase those behaviors that he or she wants the students show, in terms of their classroom interaction: improvement in their academic achievements and good behavior in class.

These authors also mention that we can provide them with rewards such as stars, extra points or the teachers' approval. In addition, we apply another reward,` which was providing short free time for the students who behaved and performed according to the class expectations. So, they could spend five or ten minutes doing a free activity. Based on this, we can adapt different rewards for our groups in order to improve the three issues we mentioned before.

Assigning Extra Tasks

In the pursuit of a positive learning environment, it is necessary to apply strategies that maintain an appropriate behavior and disposition to develop a successful class session. In that sense, we describe the likely strategies to implement and experiment their functionality inside the classroom to avoid the students' inappropriate behavior. At first, the students who have an inappropriate behavior are advised to provide them with extra activities that complement the topic or the content of the class. Those complementary activities must play an important role in the class since teachers have to make students feel like they are not doing an useless work. In that way, Everson (2006) mentions that the use of instructions for assignments makes students spend more time actively engaging with their subject matter, so they increase their achievement. In addition, it makes students respond correctly at levels more in line with the requested instructions.

In this case, we consider appropriate to give an extra activity, as to make a summary of the class in a log or bring additional resources as dictionaries or images for the next class, to a misbehaved student; this might help to consolidate the learning process in a

specific topic and reinforce the fact of having consequences for their behavior. Students could understand that it is a "bad choice" not to pay attention to the class explanations or not to show respect to each other because they will have to give an extra effort to improve their conduct and their own learning process.

Developing a Positive Concept about Misbehaved Students

Bandura (2011, p. 168) points out that "the self-concept is defined as people's beliefs in their capabilities to produce desired effects by their own actions."

By developing a positive concept about the misbehaved students, we want to highlight the misbehaved students' skills to make them feel confident about themselves to change their unexpected actions during the explanation stage. It means that they will be conscious that they can do something more with their capacities instead of wasting their time disrupting the class.

According to that, Bandura (2011) also suggested that people's beliefs have an effect on their efforts, particularly their determination or flexibility, when encountering problems.

Students' Awareness

Another factor that contributes towards an effective classroom management is the student's awareness. Awareness means to be conscious or to have the ability of being alert and ready to perceive and identify the things around us, in this case, in the classroom. However, how can we as language teachers develop this awareness? According to Gettinger (as cited in Evertson & Weinstein, 2006), having a correct communicative

awareness implies actions such as:

1. Holding students accountable for completing work on time.
2. Requiring all the students' participation during the group activities.
3. Circulating through the room during seatwork periods.
4. Providing feedback to students about their performance.

Applying these strategies along the classes, students can focus on the real meaning of the class and they do not have the opportunity to misbehave. It is necessary that teachers develop this ability because it helps to deal the students' behavior in a way so they do not feel alone during the class. Even more important, they will feel that their job matters has a reason. For teachers, it is better to make sure of using this skill so they as classroom leaders do not have to interrupt the class to redirect and repeat instructions, making the classroom environment difficult in terms of interest, enthusiasm and disposition by students towards it. Then, the expectations that we have from the students in terms of behavioral performance will be successfully achieved at the end of the class, and at the end of the year.

Age Factor

Finally, the students' age is an important aspect to consider because we, as in - practice teachers have to deal with the incidence of this issue in every single group in which we teach. Therefore, we need to keep in mind what special behaviors students present between eight and eighteen years old in order to implement the classroom management strategies and design the class activities. According to this issue, in our classrooms of third, fifth and tenth grade, we apply strategies based on the experiences from pedagogical

practices, and theories about the age incidence that decrease those students' misbehaviors. So, it is important to take into account the students' age and its influence when they learn a second language.

According to this, the class preparation becomes an important issue to boost an adequate learning environment for the students. Therefore, it is fundamental to consider factors such as the students' age, their English proficiency, and the population context at time of creating suitable English activities for them. It means activities that are not so difficult and not too easy according to their age group.

As we have seen previously, learning environment, behavior incidence, students' awareness and the age factor play an important role in the students learning process. Even though there are other variables as the social system and the culture, which direct influence the students' behaviors in the classroom. When a student is really close or involved in a social system in which norms and values as respect, self-confidence, autonomy, etc. do not have any worth, he tends to fight with peers and in some cases with teachers because they will make some activities out of the classroom rules, affecting the learning environment. In addition to this, students who are involved in a context with problems of behavior such as indiscipline and violence can directly affect them because they could internalize those as an appropriate behavior. In that way, Lober and Farrintong (as cited in Lerner & Steinberg, 2009) point out that learners with behavior problems are at the risk for multiple problems in academic, social and daily functioning.

All of the above references and proposals for setting strategies to improve the

behavior within the classroom focus on the application during the explanation stage in the class session. The reasons that motivate the implementation of these strategies at this stage are based on the experience and the teaching practice at CAFAM Santa Lucia School. Here, we have realized that students have more behavioral changes during the explanation of a topic than when we start the class or give them the assignments or activities for the next session.

At this point, it is important to understand that during this stage of the class, the concepts or information that the teacher gives analytically and articulately fit to a new mental field of students' knowledge. Llewellyn (2005), states that during the explanation stage, the students may work to assimilate or accommodate new information as they make sense of it. They "construct" new meaning from their experience and conceptual change. The objective sought to focus on achieving successful classroom management strategies, and implement them in a way in which students assimilate all the methodological content in a best way during the explanation stage, without the occurrence of misbehavior cases or other events that affect the students' learning development.

As the above definitions indicate, the five main constructs related to classroom management come from different perspectives: from a way to deal with behaviors through rewards and discipline exercises, to the manner the teacher raises awareness among students about the learning process. These strategies aim towards managing students in the explanation stage during a class session, ensuring that this process is developed actively, in which the students reflect upon what and how they are learning, and they foster awareness being autonomous and responsible for their formative process in terms of adequate

behavior and disposition towards the class.

In that way, for the application of these CM strategies there must be contextual conditions such as cultural, economic, academic and social. These conditions structure the CM strategies proposed for developing optimal learning environments, and thus, improve the educational process and raise awareness in students about their behavior and performance to class.

To this extent, it is possible to postulate the idea that the CM strategies ensure full development of educational training process within the class. These strategies are useful in creating suitable environments for learning, raising awareness in students, establishing certain principles of behavior, and achieving a continuous development of the class session on the explanation stage to the students. This valuable tool can be helpful for teachers and students when facing a situation of indiscipline or disinterest presented in class. It is expected that by applying the strategies planned and discussed above, it will be possible to identify, manage, and remove the facts that affect the educational process of students in English as a second language at CAFAM Santa Lucia School.

Chapter 3

Methodological Framework

This research study follows the action research methodology. This type of research helps us with the application of the classroom management strategies per *ad hoc* implementations in every session. In classes, we found different issues that affect the students´ learning process and the class development as well, as evidenced in the preliminary observations in the statement of the problem. At the end of every single session, we identified problems of misbehavior.

Based on this preliminary observation, the type of approach that allows us to reflect upon each class and take "measures" in order to decrease those issues is Action Research. With this type of research, we find different questions for reflecting on improving their educational processes because we can observe, plan and take action over their learning context.

Mcniff & Whitehead (2005, p. 136) define action research as "the approach that enables practitioners to create a theory from their work in classrooms". In addition, they mention that this kind of research is useful to investigate issues that teachers may face during their classes. This type of research then allows teachers to reflect on their own work.

Bowles & Alston (2003) state that action research enables continuous provision of feedback from different actions and measures within classes. Action research has a series of cycles that begin and end with actions that let practitioners reflect on every single event along the steps of the implementation.

Finally, Cochran-Smith & Lytle (1993) and Hopkins (2008) mention that action research provides teachers with a powerful strategy for being active partners in leading school improvement. Thus, the use of this type of research makes teachers be more aware of their own practice. In addition, Cochran-Smith & Lytle (1993) point out that action research does not refer to the teachers only; rather it includes other school members such as administrators, specialist, counselors, tutors, aides and others who are involved in the educational context.

These are the action research steps within a specific investigation, based on Putnam and Smith (as cited in Cochran-Smith & Lytle, 1993):

1. Identifying an issue or problem the practitioner wants to explore. This relates to the options that teachers have to choose in a specific area of interest such as behaviors, relationships, learning process or learning environment. Teachers select one of them according to what they have experienced during their classes to improve the issues.
2. Gathering background information through a review of appropriate literature and existing research on the topic. It is necessary to search for the appropriate literature that helps to focus on and guide all the perceptions that teachers have in the daily routine in the classroom. All the results and analyses need sufficient theoretical support. Such literature gives validity and subsequent application in other schools or classrooms. Teachers also select and establish the strategies to improve the aspects that concern to the stated problem.
3. Collecting data. Once teachers have reflected on their job and selected an area to focus on, they start to collect data with the aim of evaluating and finding the facts

that cause that problem. Teachers can use field notes, videos, records, observations, questionnaires and interviews. These instruments help to create a whole perspective of the classroom, students' perceptions and their role in the classroom.

4. Act on evidence. This step identifies aspects, variables, facts and the origin of the investigation problem. The material gathered provides basis for triangulation, for comparison between the observed classes. It also helps the teacher to discard possible causes of the problem. Charts, tables, and summaries are useful for organizing the information obtained.
5. Writing, sharing and implementing the findings. According to the preliminary results, the researcher teacher writes the conclusions from the implementation of the strategies and is able to share them with the other teachers for the application on a similar situation, and support evidence.

We chose action research because its methodology perfectly fits to our educational project. As we mentioned before, action research is an approach that enables observation, planning and taking measures in order to investigate an educational issue. In our research, we want to decrease different misbehaviors that we found along our preliminary observations in the pedagogical practicum at CAFAM Santa Lucia School. By using action research methodology, we can observe every session and identify valuable data later. As a result, for every single class we will develop a strategy for decreasing those students' misbehaviors.

In order to find answers to our research questions, we apply four instruments: open-ended questionnaire, non-participant observation, field notes, and journal logs. For the first

question about the effectiveness of classroom management strategies to create learning environments during the explanation stage of the English class, we use covert non-participant observations and an open-ended questionnaire. For the second question about the manner those classroom management strategies progressively promote in the students an acceptable behavior, attention, discipline and interest during the explanation stage in English class, we apply journal logs and field notes.

However, it is important to mention limitations in the collection of data with the stated instruments. The first one is that we cannot always observe the same students. As we have a different class in each of the three pedagogical practices, we have different populations in the same grades of the study. Another issue is that most of the students who start the class with us were moved to another classroom or dropped out the English classes. As a result, in each new semester, we have to observe different students with behaviors that have a close connection to our research.

Following, we present the definitions, descriptions, and procedures of these instruments in our research study in line with the two research questions stated. Initially, we present the instruments that we apply for the first research question: non-participant observation and open-ended questionnaire.

Non-participant Observation

Non-participant observation exclusively aims at the events that researchers contemplate for study by recording the facts on the ground. As pure category, non-participant observation only exists when hidden cameras and recorders capture the

interaction among people who are under study. In this kind of observation, the researcher must be apart from the context. Therefore, "The researcher does not participate in the group life but only observes as an external spectator" (Chandra & Sharma, 2004, p. 521).

We use non-participant observation for collecting data. For this research, the best way to get real information is by using the covert technique. According to Cohen, Manion, & Morrison (2011), covert observation is like using a two-way mirror where the participants do not realize that they are under observation. These authors explain that researchers may be within the context, but they have to avoid people knowing that they are the observers because it may definitely adulterate the real data.

For this research, covert non-participant observation lets us know what of those strategies are decreasing the misbehavior issues such as violence and lack of interest in second, third and tenth grade. The reason we apply covert non-participant observation is that this instrument can reveal the process we follow within classes in the application of strategies. In addition to this, by using covert non-participant observation, we can obtain real data about students' behavior during the whole sessions. It means, covert non-participant observation allows us to know their real behavior inside the class and to determine the different strategies to decrease their misbehavior.

Open-ended Questionnaire

In line with Johnson & Christensen (2012), an open-ended questionnaire is a suitable instrument of collecting information about a study of a problem. Researches usually apply this kind of questionnaire to get information about perceptions, feelings,

personality and behavioral intentions of subjects. Planning a questionnaire implies designing a group of questions for which the answers provided give evidence, establish ideas, beliefs or assumptions about the researcher self-perception in relation to the study problem. They point out four steps to develop an open-ended questionnaire process:

1. Limit of the size of questionnaires, the idea is that people dedicate little time answering.

2. The questions structure permits to reduce in a minimal way the open-answers.

3. Redacting all the introductory material. The initial idea is that people know about the research finality before answering the questionnaires.

4. The participants in the questionnaires could know the research results.

We apply an open-ended questionnaire as an instrument to collect data in a written way. Therefore, we construct a format with a set of questions that help us know the students' interest about the acquisition of a second language and the way they learn it.

The next two instruments are the ones we apply for the second research question. These are journal logs and field notes.

Journal Logs

A journal log refers to "a regularly kept record of performance and is used by social scientist, writers, teachers, and others to record certain types of information" (Holly, 2002, p. 6). A log is a recording of facts pertaining to specific occurrences or information. Zabalza (2004, pp. 24 - 27) points out that a journal log is a description instrument. It does

not always have to be used as a tool of the activities in a normal day of the students. Nevertheless, it might help teachers to notice the particular patterns, strengths and weaknesses to adjust the classes to students' needs for a better development of them.

In our research, we use journal logs to extract necessary and specific information for the identification of the progress in the classroom management strategies application. The first part of our application is to build journal log formats that systematize the expected information to collect. Such formats contain the date, strategy in application, and one section about the student's behaviors that affect the classroom environment. This last part of the format is a gap-filling section. In every single class, we apply one or two strategies. Later, we post the strategy name and fill in the gaps about the students' behaviors that decreased or not. In this way, we can detect the students' progress in terms of behavior. The different results we get by using this instrument help us detect which classroom management strategies progressively decrease the students´ misbehavior, violence and lack of interest.

Field Notes

According to Hatch (2002, p. 77), in field notes, the observers need to make a record of what they observe in the setting where they are studying. In addition, field notes must be recorded during the observation with the informant. You can use two types of notes:

1. Condensed field notes that are basic ideas notes recorded by subject, for chips.

2. Field Notes (extended or expanded) are in line with the requirements of the study.

With field notes, observers need to write in detail and to make expanded notes. They need to include all details and features as an ethnographic study demands. They should produce maps of physical space, graphics, relational networks between people, and join secondary information. According to De Tezanos (2010), observation records of field notes are not a task for only one person. It requires the presence of at least two people. Every field note is an input to build the whole description of the event. Recordings, films, photographs, and maps supplement the manual records.

We use field notes because we need to record the facts that happen in each application of the classroom management strategies. We note down the manner the students display specific behaviors according to each strategy applied. This instrument lets us describe all the necessary information around the context such as location, atmosphere, and the setting. This instrument reveals information about the students' different behaviors during the explanation stage, plus the application of the strategies we consider we have to apply in that moment. In the same way, we use condensed field notes to be specific about the information collected. For such clarity, we write detailed information related to the students' behavior before and after the application of the strategies. This shows whether the students' behavior changes or not with the application of the strategies.

Pedagogical Implementation

During Saturday classes at CAFAM Santa Lucia School, we notice that the students have attitudes that prevent and interrupt the activities prepared for the class, mostly during the explanation stage. It implies that we need to repeat the instructions leaving other

students without enjoyment of an appropriate learning environment. Through these preliminary observations, we realize that there are common and repetitive behaviors such as violence, disobedience and lack of interest, usually in the explanation stage, no matter the class. Taking advantage of the classroom management strategies, we pretend to decrease and improve those misbehaviors that affect their classes in this stage.

Classroom Management Strategies for Application

In order to decrease the students' misbehavior, we determine to implement the following classroom management strategies during the explanation stage in the Saturday English classes at CAFAM Santa Lucia School. The definition of each strategy is in the theoretical framework.

1. Assigning different tasks for students who present misbehavior.
2. Developing a positive concept about themselves.
3. Using consequences to decrease misbehavior in students.
4. Using rewards.
5. Seating arrangement.

Objectives of the Pedagogical Implication

By applying these classroom management strategies, we, as the teachers in charge of the Saturday English classes, expect that students:

1. Are able to realize their bad attitudes to prevent an unexpected learning process.
2. Are able to change their misbehavior.
3. Are able to identify what proper behaviors they can follow in order to have a

dynamic and participative class

4. Increase their self-esteem as they notice that the teachers encourage and focus on their abilities and process instead of their misbehaviors.

The table below indicates the five classroom management strategies we apply during the explanation stage of the Saturday English classes, with their respective objectives and corrective actions.

Table 1. *Pedagogical implementation.*

Students' misbehaviors	Strategy	Objectives	Expectations after the implementation of the strategies
Lack of interest: - The students do not pay attention to development of the class. - The students use toys, mp3 or cellphones in the class *Violence:* - A student who tends to hit others - A student who is rude to others - A student who does not follow the teacher's instructions *Disobedience:* - A student who interrupts the activities - A student who is running or walking around the class.	Assigning different tasks for students who present misbehavior.	- To warn students that the teacher will provide them extra activities - To show students how they will have to give an extra effort to improve their conduct and their own learning process.	*Disposition:* - A student who shows interest in the English classes. - A student who is committed with the class. *Participation:* - A student who spends his/her time doing the assigned task. - A student who asks and solves questions from his partner during the class. - A students who brings: notebook, dictionary and the material required for the development of the class *Respect:* - A student who allows the development of a normal class.
	Using consequences to decrease misbehavior in students.	- To decrease those behaviors by correcting the children's mistakes and discouraging "troublesome" behavior. - To create a good relationship with the misbehaved student in order to identify their problem first. - To promote reflection that decreases their misbehavior.	
	Seating Arrangement	- To control and decrease misbehavior such as talking, playing, and bullying. - To control the discipline of the students and facilitate the development of the plan for the class.	
	Developing a positive concept about themselves.	- To focus on students' abilities and encourage their performance during the class - To make them feel comfortable and important for the development of the class.	
	Using Rewards.	- To make students feel good when they receive something for their good performance during classes. - To reinforce the interest and performance of Students, in order to get more attention and disposition towards the class.	

Data Analysis Approach

In order to analyze data under the action research process, we use the constant comparative method (Hopkins, 2008). Constant comparative method is a data analysis approach to work with sociological data. Glaser and Strauss (as cited in Hopkins, 2008) provide four stages for the comparative method:

1. Comparing incidents applicable to each category. This stage allows the visiting and revisiting of the information collected in order to extract commonalities in data. Such commonalities define the categories with which the researchers denote the incidents. Such categories need comparison among them in order to define the incidents in detail.
2. Integrating categories and their properties. In this stage, the researchers have the opportunity to intertwine the information and definitions of the categories. This process informs about the validity of the results and the saturation of data. If more information is necessary, more application of instruments comes about.
3. Delimiting the theory. This penultimate stage guarantees the insights of the study. With the information collected and analyzed, the researchers draw the theory that surrounds the event under study.
4. Writing the theory. This final stage deals with the writing process of establishing the theory (results) of the event under study. A particularity of this theory resides on the fact that it can possibly be the result of a particular event, but with an incidence in other similar contexts or foundations to further research of the same field.

As our research pretends to find the most suitable classroom management strategies

to apply in the explanation stage in order to modify the students' behavior, we take into account the constant comparative method for the data analysis. With this method of analyzing data, we are able to express the results with experiences, interpretations, motivations, impressions and behaviors from each of the three groups under observation.

Such insights are the collection of evidences with the instruments of open-ended questionnaire, non-participant observation, field notes, and journal logs. A remarkable limitation in this qualitative research is that the insights are the result of our own perspective. As we define the research problem in the context, design the instruments, apply and evaluate them, the results might not be completely objective since our interpretations as researchers are always present. However, we interchange the classes and evaluate them not to adjust the result to our convenience, just to show how the classroom management strategies are influencing the students' attitude and behavior. This is a principle in the constant comparative method. Practically, we are three different researchers applying the same strategies in three different spaces. This process of analysis constantly helps us compare and evaluate the findings. Consequently, we can reduce the subjective perspective in the results.

Chapter 4

Data Analysis and Results

We apply the classroom management strategies of changing students from their seating placement, giving students rewards for participating and developing the class activities correctly, encouraging them by developing a positive concept, assigning extra tasks for those who misbehave, and using consequences to decrease misbehavior. These strategies are the means by which we try to manage the classroom environment and decrease the students' misbehavior.

Seating Arrangement

Seating arrangement is the first strategy applied inside the classrooms of second, third and tenth grade at CAFAM Santa Lucia School. This strategy can help the teachers solve or decrease students' misbehaviors, and improve communication when problems related to misbehavior are noticeable among students. At first, seating arrangement consists on the way the teachers organize the classroom depending on the students' profile without taking into account if they are well behaved or not. Besides, by using this strategy, the teachers can control the arrangement of seats, by moving misbehaved students to another seat so that it decreases the misbehavior that affect the learning environment. The effectiveness of seating arrangement emerges when the teachers change the students who are presenting misbehavior and place them with new classmates. The misbehaved students do not have the enough confidence to promote the indiscipline again. At the same time, it helps other students to refrain from imitating the same bad actions during the class to avoid

that the teachers change them of their usual seating placement.

We apply this strategy throughout the explanation stage. This stage can happen at any time along the class, in the different activities that the teachers provide. Thus, we implemented seating arrangement once we saw the students misbehaving several times during the explanation stage of the activities. We decided to re-organize the classroom by exchanging the students' places of seating. Therefore, we could identify the students who always misbehaved during the class. This new arrangement allowed us to avoid those misbehaviors in future classes.

In Second Grade

Working with children demands more abilities of management. Languages teachers cannot ask them to behave as adults. Thus, in this type of classroom, the teachers can always find children crying, running, wanting to go to the bathroom and so on. At CAFAM Santa Lucia, it is common to have misbehavior in this grade. Since we cannot capture the students' attention along the whole class, then we decided to apply the strategy only in the explanation stage, as we believe this stage is the most relevant part of the class to learn about the topics or the progress of the class.

For second grade, the effectiveness of this strategy arises when we applied it as a warning for the students who tend to misbehave and for the students who do not. Once we applied this strategy with one student, the other ones stopped showing the same bad attitudes. This application helps to spread the effect of changing misbehavior. Since students learn from others' example, they realize they should pay attention to the class and

follow the teacher's instructions according to the activities planned. Nevertheless, the effect of this strategy is quite short because it does not last during the whole class, just for explanation stage. Once the teacher finishes giving instructions about the activity and lets the students develop the assigned task, they start to misbehave again.

For example, once, one student showed some cards to his partner and suddenly, other two students got closer to watch and show theirs too. The teacher took the cards and then moved the first two students to another place. Immediately, those students stopped talking and paid attention to the explanation of the activity and the other ones focused on the class. They realized that they should pay attention to the class if they wanted to stay with their friend. In that way, the teacher was able to continue with the class.

In Third Grade

By using seating arrangement as a classroom management strategy, we find, this is effective in the main part of the explanation stage. Most of the students who misbehaved stopped doing the bad actions when the teachers changed from their places. Students who walked, talked, ran, and hit each other started working in the class activities, and stopped doing the same bad actions too. It is important to highlight that these students presented misbehavior once the explanation had passed.

However, in terms of behavior, the students who talked to each other and hit their classmates stopped doing that during the explanation stage. Based on this, the students decreased their misbehavior because the isolation made them change their attitude. In other words, they do not have a person to talk to or to fight with, so they can only focus on the

class activity. For example, during the animals of the farm topic, we found two students who were fighting between them. Thus, the teacher decided to move one of the students to another seat. The teacher asked him to sit next to a girl.

As a result, the student became shy because of the girl. They stopped the violent action and he concentrated on the teachers' activity.

Due to the strategy application, the students do not feel comfortable with their classmates who are next to a new sitting placement, because they do not have enough confidence to do the actions that they do with his or her close friend. We find an amelioration of the student's attention; they followed the teacher's instructions during the explanation stage. It is important to keep in mind that students started misbehaving once they feel confident with their new partners. Thus, different issues such as students walking and talking with each other returned.

In terms of interest, the students kept focused on the class activities during the explanation stage. However, the ones who did not like the class turned their good behavior into misbehavior again. In addition, those students during that time worked in the class but they never felt motivated to participate in the class activities.

Also, we notice awareness in the students who were not moved from their seats. Thus, the students who presented misbehavior realized that if they wanted to stay with their friends, they would have to work in class. We need to consider the fact that those students who were not changed from their place started talking again.

During the strategy application, we noticed that the classroom environment

improved. When we moved those students from their place, they started paying attention. It allows us to continue with the activity without interruptions. In addition, we spent our time answering student's questions and encouraging them to learn new vocabulary.

In Tenth Grade

With tenth grade students at CAFAM Santa Lucia School, the implementation of this strategy was eventually effective insofar as the students changed their misbehavior after the teacher asked them to change their regular sitting location to other, in order to manage the correct development of the class during the explanation stage. However, changing students from their place was not a completely useful strategy, since throughout the first class sessions, groups of students with high confidence tended to misbehave several times during the class. In this case, the students stopped attending classes, making these groups split and the other ones had to join people from other courses.

Thus, we noticed the effectiveness of this strategy once we changed the students who presented misbehavior from their regular location. Therefore, they did not have enough confidence to talk or to laugh with their classmates as they do with their close friends; as a consequence, they tried to concentrate and pay attention to the instructions, and even participate in activities during the explanation stage in class. Therefore, the lack of confidence is a factor that allows the teachers to get optimal results on the learning environment, after the implementation of seating arrangement with the students who present misbehavior.

On the other hand, by implementing seating arrangement strategy, we realized other

benefits: this CM strategy helps to integrate shy students with other classmates, and it allows us to engage them with the proposed assignments and activities during the explanation stage. Thus, the students are motivated to participate and display a good disposition or interest in terms of paying attention to explanations, not disrupt the explanation by the teacher, and follow the instructions.

For example, over first classes, the students came from different groups of tenth and eleventh grades to participate in the Saturday English classes. During the first class sessions, some of them did not participate of the activities planned; even if they knew the answer to the teachers' questions, they did not answer it. Therefore, after changing students' sitting placement, we noticed two main effects. At first, the strategy allowed the students who presented misbehavior to be near levelheaded students, making them change their behavior due to the lack of confidence among them. Secondly, it engaged students with the activities and assignments during the explanation stage, making them a more important part of the whole group.

Comparison Among the Three Groups for Seating Arrangement

Considering the results in second and third grade, we point out that seating arrangement was useful in order to control misbehaviors during the explanation stage. As soon as students' locations were changed, they stopped having those bad attitudes because they could not share the same with an unknown partner.

They also noticed that if they wanted to work with their regular friend they should stop misbehaving. They paid attention in order to avoid being changed of their regular

location. This means that their motivation is not real insofar they present misbehavior again some minutes later. This strategy does not allow a real awareness about the importance of paying attention for learning English. The strategy becomes a threat more than an option to encourage their learning process.

Based on the results that we collected from third and tenth grade, we state the following: the effectiveness of the strategy arises while the teachers move the misbehaved students' regular location. For instance, we found the students who misbehaved during the class, changed those bad actions once they were moved with a new classmate. These students did not have enough confidence with the new classmates to talk and play around the classroom. Thus, the students who misbehaved started focusing on the class activities. Nevertheless, in third and tenth grades, when those students felt confident with the new classmates, they started playing and chatting again.

According to the findings of second and tenth grade, we state the effectiveness of the strategy with some variations on the outcomes. In second grade, it was effective to deal with the students' behavior by implementing this strategy just once within the class. It spread the effect of awareness with other students who were quiet and avoided being moved from their seats. In contrast, in tenth grade, we implemented this strategy once, twice, even three times by class session, because there were two students who continued misbehaving after we changed them from their first sitting placement. In addition, other students did not take into account the implications of misbehaving in class, so they kept on misbehaving during the classes.

Thus, we can assert that by applying the seating arrangement strategy, students

from lower grades have more awareness about the implication of misbehaving. Applying it once, it helps the teachers to manage the classroom environment during all the explanation stage. Nevertheless, in tenth grade at the beginning, it does not have enough effectiveness, so it is necessary to implement it in more than one session and join it with other classroom management strategies. Therefore, the students realize that there are consequences of being moved from their seats if their misbehavior does not change.

Rewards

This strategy seeks to motivate misbehaved students through different prizes such as fruits, candies, stars, even extra points. In that way, the teachers encourage the students by providing some prizes when they develop the class activity correctly, maintain the discipline, and participate actively of it as well. It also consists of preventing the students´ misbehavior by motivating through giving students an extra point; prizes like a smiley face or a good note to the parents. In other words, the students' motivation arises when we reward them for their participation and their hard work in the class. This strategy stimulates and promotes a good behavior on students since the beginning of the implementation, because it captures all their attention. In addition, it allows an appropriate learning environment, avoiding disruptions and decreasing misbehaviors. The teacher has the control of the classroom and can give as many good points as necessary.

We apply this strategy during the explanation stage in order to get the attention and interest from the students. It is easy to use it because the teacher has to show the reward they are going to provide for the students who participate, work hard, and maintain the discipline. In this way, the students feel that it is worth to pay attention and follow the

instructions given. In addition, the perception of the students could be obtaining a prize instead of just receiving a grade on the bulletin. The purpose of rewards is to involve as many students as possible to work hard, participate and maintain the discipline in order to have an appropriate learning environment.

In Second Grade

We can notice that second grade students incorporate this strategy to their Saturday classes. They like to show good results to their parents and they even ask the teacher for the prize. They like to receive good teacher's comments for the work developed during the class. The students feel satisfied, happy, and comfortable with their performance and behavior. They have something good to show to their parents so it definitely makes them feel proud.

Students expect that we give them smiley faces every class, during the whole classes in order to accumulate the most quantity of them and compete with the classmate.

For example, during a class, the students should draw and color a plant and its parts in their notebooks, and as a prize, the teacher had to write a good review to their parents. This specific case was remarkable because there was a student who always presented misbehavior. However, in this occasion, he wanted to work on the class. When the teacher wrote: "well done :), congrats", he felt very happy and said: "my parents will be happy at last". Then the teacher checked the notebook and noticed it had many bad notes to them.

In Third Grade

This strategy has a meaningful result during the explanation stage in third grade. During the class, the main part of the students are happy and they are paying attention to the class about fruits. Nevertheless, in the explanation stage, we found three students who were fighting with their classmates. In addition, those students did not follow the teacher´s instructions. When the time went by, those students realized that the teachers were providing some prizes for students who worked in the class. As a result, these students reacted and changed their misbehavior. In other words, those misbehaved students stopped fighting with their friends and started focusing on the class.

Regarding behavior, students who were fighting with their classmates had a huge change during the explanation stage. When those students realized teachers were providing fruits for well-behaved students and students who participate in the class, they changed their misbehavior. For this case, we got the expected result. The total number of misbehaved students stopped fighting and focused on the class activity.

Once misbehaved students stopped fighting with others, they felt interested in the class activity. In other words, students felt motivated to work and kept themselves focused on the class activity about grapes and apples.

When these students felt interested in the class because of the prize, they followed the teachers' instructions. Therefore, the students were paying attention to the topic. In addition, they started creating methods to win their classmates. For instance, they started memorizing some fruit names fast to earn the prize. It is important to consider that the

misbehaved students demonstrated an adequate behavior and attention during the rest of the explanation stage.

Finally, we found that students were aware about their own actions in the class. It means that the students realized they never got a prize when they kept on behaving in that way. In addition, they noticed they must work and learn the topic for obtaining the fruits that teachers were providing as a prize. For us, it was great to notice how those students improved the bad actions that affect the classroom environment.

In Tenth Grade

The implementation of rewards is a good way to incentivize students along the explanation stage. It allows the increase of confidence towards the teacher and the class when students do not have it. In this case, the tenth grade students were eager to join in the activity. They also paid more attention to instructions of the explanation stage, after giving them an incentive.

We apply this strategy by requesting students' good behavior in exchange of a "reward", in this case, extra points. The students changed misbehavior with this kind of negotiation. They began to join the class activities. When the students feel more engaged, the classroom environment is more dynamic. The implementation of this strategy allows more confidence and communication among teachers and students, even when students seem to be shy or lonely in the group. This strategy helps the students be more aware about their learning process. It also improves their academic and behavioral performance, and decreases their lack of disposition.

By giving extra points to students for changing their misbehavior, and by motivating them to join the activities and assignments of the class, it was possible to evidence a positive response from them when they change their attitude, particularly from one who misbehaved different times during the class by interrupting and talking with their peers. In addition, this strategy has good outcomes with a couple of students that did not have any interest in the activities that the teachers proposed during the class, so they rejected to participate in that activity. After the teachers proposed the students to give them extra points if they participate in the activities for that class session, this group tried to make their best in terms of giving opinions and suggestions, moving of their place when teachers requested, paying attention and following the given instructions. In fact, the whole group displayed a good disposition and interest since they knew teachers would give them extra points by their performances, because some students had low scores and they needed these points for improving their grades.

To sum up, after the implementation of the strategy, we state that this is a good way to engage the students with activities, giving the chance to get more confidence about the teacher-student relationship, increase the level of students' awareness for getting a good learning environment, and give the chance to enhance their performance.

Comparison Among the Three Groups for Rewards

According to the results for second and third grade, this classroom management strategy is effective for decreasing misbehavior during the explanation stage. This strategy generates expectations on students and promotes a well behave during the whole session it means the effect last more time than the other strategies.

The students want to be recognized, they want to be rewarded for their work so they do their best for getting the prize. They focus on the development of the activities planned with the motivation of having a good note, a smiley face or as in the case of third grade, or a fruit. According to that, we find that they are able to change their bad actions just to get the reward.

Based on the results collected from third and tenth grade, we state the following. This strategy is effective to decrease the students' misbehavior. In addition, it promotes the students' participation in the class.

In both grades, the students felt motivated when the teachers were providing prizes. That means, the students who showed a positive change felt motivated when the teacher rewarded them for it. Besides, those students who did not feel interested in the activity started working within the class. For instance, in third grade, the misbehaved started working in the activity, when they noticed that the teachers were providing grapes to students who were paying attention to the class and working in it. So that, the students after getting a prize, they started memorizing vocabulary about fruits. The students did it to give a good answer when the teacher asked for it.

Something similar happened in tenth grade. Students who presented lack of interest started working once the teachers provided extra points for those who developed the activity and showed a good behavior as well. Thus, tenth graders increased their interest in the class and decreased their misbehavior. In addition, it promoted the student's integration.

Finally, according to the findings of second and tenth grade, the effectiveness of this

strategy is positive in both groups. In second grade, it was effective to control the students' behavior and for highlighting their possible strengths according to the activity proposed. The rewards in this group had the purpose to make the students aware about their skills and made them to participate in the class activities too. Therefore, in this lesson we talked to the students to motivate them to get better scores in their learning process. Whilst in tenth grade, this strategy was a mean that helped students to have more points by fulfilling of assignments and activities that the teachers requested. In that way, this strategy becomes "an extra point" or an additional activity that they can avoid just in case they fail the Saturday lessons. Thus, students have another reason for being well behaved, and being conscious of their academic performance too.

Consequences

This classroom management strategy consists on providing piece of advice for misbehaved students. Once the teachers identify the students who present misbehavior, they talk in private to warn them about the result that they will get if their bad behavior remains. The main aim of this strategy is to warn students about their bad actions. Also, it intends to show them the actions the teacher will take if those students keep on behaving in that way during the explanation stage in second, third and tenth grade.

In Second Grade

This strategy prompts decreasing misbehavior during the explanation stage by using consequences. On the contrary, this strategy shows a non-expected result of the implementation. The teachers notice the students are not aware of the importance of

avoiding misbehavior during the classes.

Looking for upholder on the educational community at CAFAM Santa Lucia, the teachers select two options for the application of the strategy: sending a note to the parents and taking the students to the English Coordinator's office. The teachers consider that by applying those actions, they may prevent students to present misbehavior during the explanation stage. As a result, the students pay attention and allow an appropriate learning environment.

At the beginning of the explanation stage, the teacher let them know that a consequence of playing, hitting or talking with each other, is writing a note to their parents or sending to Coordinator's office.

When the time goes by, the teachers noticed that students did not care about the consequences of misbehaving because they started to talk and play again. For instance, a student started playing with a ball, distracting other students and forcing the teacher to stop the explanation. Then the teacher decided to send him to Coordinator's office in order to get a more severe punishment for the bad attitudes. As a result, the student came back with a smile in his face because the coordinator did not tell him anything more than: "You should not bring toys to the school". Therefore, the student did not feel any hard consequence and he continued misbehaving, as well as his partners that did not notice the impact of the strategy.

In another session, a student did not want to pay attention to the explanation and just closed his notebook and started talking to his partner. Immediately, the teacher took his

notebook and wrote a note to his parents looking for more pressure to decrease his misbehavior. As a surprise, they did not consider the message and did not reply to it. When the teacher asked the student for the parents' answer, he said that they did not care at all. It did not affect the regular classes.

According to the examples named, the teachers did not find any positive result from the implemented strategy. First, because students and even parents see the Saturday classes as an unimportant academic space so it allows them to present misbehavior and does not require a strict control from any of the parts. Secondly, we expected more support from the academic directors trying to deal those cases.

In Third Grade

We find this strategy is effective for a certain time during the explanation stage. In third grade, we reunited misbehaved students in private to give a piece of advice and tell them about the measures to control their misbehavior. We need to mention, the effectiveness of this strategy came from the student's fear of the consequences. They feel scared that the teacher would take them to the principal or send a note to their parents.

Regarding behavior, misbehaved students kept their toys in their bags. In addition, they stopped hitting their classmates and focused on the class. As we mentioned, those students started doing the same bad actions when the explanation stage was passing. Thus, the teachers decided to send the student to the Coordinator's office and for other student we sent a message to their parents. On the next Saturday, we did not receive any answer from his parents.

During the class, misbehaved students were not interested in the class. However, for a short time those students paid attention to the class activities. They started working in the provided activities without interest. As a result, they got distracted and started talking to the classmate. Some others were playing with their toys when the explanation stage was passing.

Finally, the students were aware of their behavior. We noticed this, when they stopped misbehaving. Once we mentioned we were going to take them to the principal or send a note to their parents, they returned to their seats. In addition, they changed their bad actions and paid attention to the class. At the same time, while those students were changing their misbehavior, the teachers noticed an improvement in the learning environment. We could realize the activities without interruptions and the total number of students were doing the activity.

In Tenth Grade

This classroom management strategy was positive because students stopped misbehaving at some times. However, it was not completely effective during all the class, especially at the ending time.

The students did not care about the consequences that bring misbehaving during the class. Therefore, at the beginning, the teacher had to warn them of lowering their scores, but they continued disrupting the class. In that way, the teachers promised them some low points to the next assignment if they did not stop bothering, but the students continued misbehaving.

Then, the teachers changed the consequence of lowering their scores for another that engaged them more. This consequence consisted in that the student who presented misbehavior had to do a sign with his/her body movements. Because of the students feel ashamed of their peers, they immediately changed their misbehavior to prevent their peers making fun from them. That is the reason why just one student had to make those movements with his body because of his misbehavior during the class. .

By implementing this strategy in the first times, the teachers were able to control the students' misbehavior. However, after implementing consequences more and more in the same class, the students turned to misbehave again.

We assert that this strategy is useful for being applied few times on a same class. This is because the students get familiar easily when the time goes by. Thus, the effect of being aware of their own action could lost when we apply this several times in the same session.

Comparison Among the Three Groups for Consequences

According to the results collected in third and tenth grade, we state the following. This strategy is effective just for a moment in the explanation stage. In tenth grade, teachers warned the students about the consequences such as bad scores, dancing in front of their classmates or singing for the class. Therefore, they stopped doing the bad actions as laughing and talking in the class. Something similar happened in third grade. Once the students who presented misbehavior heard the consequences such as being taken to the Coordinator's office or sending a note for their parents, they stopped doing bad actions as

laughing and playing during the class. It is important to highlight, the strategy was not completely effective. In third and tenth grade, the students started misbehaving again when the time went by in the explanation stage.

According to the results exposed in second and third grade, we can say that students do not respond positively to a "negative" strategy. In this case, the students do not feel comfortable with the measure applied by the teacher as asking someone else to watch their behaviors (parents or the coordinator). Their motivation does not increase with this kind of strategy. The teachers should make them feel that they are responsible people who do not need someone else to watch them over. If we want students to be aware of their learning process, we should provide them with tools other than punishment. Otherwise, children decrease their misbehavior by "threatening" them with the people mentioned before but they do not feel motivation for doing it significantly.

Finally, we state these outcomes according to the results obtained from second and tenth grade. At first, students from higher grades take more care about their personal image. When they feel their reputation affected in front of their partners, it makes them to be more aware and change their behavior. However, in second grade, this strategy had no significant results by the parents and students' lack of awareness; they do not care about any consequence at all. Therefore, this strategy is useful by using a consequence that affects the students' image. It will be more effective than the others will from beginners to higher levels, as students from second grade.

Assigning Extra Tasks

This strategy is about recognizing misbehaved students, and give them an extra task in order to make them know that they have to work harder when they misbehave. If the students persist on those misbehaviors that the teachers asked them for changing previously, the student should have to develop an extra task designed by the teacher.

By implementing this strategy, the teachers expected to manage and decrease those kinds of attitudes that interrupt the explanation stage.

In Second Grade

In second grade at CAFAM Santa Lucia School, the effectiveness of this strategy was low on those who misbehaved. The teacher's expectation was that if he exposed since the beginning that there is extra task for those students who present misbehaviors, they would instantly change and improve their attitudes. As a result, the students could develop the lesson plan in an appropriate learning environment without any interruption.

The teacher notices that most of the students presented well behavior during the class. However, there was a student who did not care about the warning that the teacher mentioned previously, so they started showing bad actions.

For instance, that student who was playing and fighting with the others did not pay attention during the explanation of the activity of taking care of the environment. The teacher decided to assign him another task, to look for a list of words related to the topic and to write the meaning in his notebook. Even he did not want to do the task he finally did it, but he kept on presenting misbehavior during the class.

This shows the low effectiveness of this strategy. There is no a real engagement between the students and their behavior during the explanation stage. Probably, a reason for that is that this is an optional class for Saturdays and it does not affect their regular performance in the school.

In Third Grade

By using an extra task as classroom management strategy, we find, the strategy is not successful. When the teacher provided the extra task, the students refused to do it. As a result, one of those students left the English classes on Saturdays. In addition, the others forgot the homework teachers provided them.

We did not get any positive result from the misbehaved students even when teachers provided them the extra task. They did not do the task or change their behavior. Therefore, they continued playing with toys, walking, running and interrupting the class. Something similar happened to the students´ interest. Misbehaved students were not interested in the class activities. In that way, some of them never stopped talking with each other, running, walking and interrupting the class.

Regarding attention, those students never paid attention to the teachers´ instructions neither the activity. Misbehaved students did not do the extra task and kept on bothering in the explanation stage.

In terms of the students' awareness, they were not conscious of their misbehavior during the explanation stage. Despite this, we applied the extra task to deal with their misbehavior but the same boys continued talking and running around the classroom.

In Tenth grade

We found that the strategy was successful; insofar the students who misbehaved changed their bad attitude and their bad actions as well. The application of this strategy had two main purposes. At first, it was useful to control and get the misbehaved students' attention while they were misbehaving during the class. In addition, it was important for making students practice on issues or topics in which they demonstrated weaknesses.

We applied this strategy few times, only when it was necessary. For instance, a student spent the whole class talking and playing with his friends. Therefore, the teachers requested him to change his behavior at first. As he kept on interrupting the class repeatedly, the teachers decided to assign him an extra activity. This activity consisted on making a brief written summary of the class, to deal with his misbehavior. At the beginning, he refused to do it because he felt ashamed because of his peers´ laughs. Nevertheless, as long the session class wore on and the assignments were increasing, he began to do this task. Then, the whole class turned to pay more attention into the activities proposed. Moreover, the misbehaved student was quiet and focused on his extra assignment along the class.

By assigning this activity, we realized that the student was practicing vocabulary and improving his written skills. It was because after classes his writings showed improvements, and were one of the best among their peers' works.

Comparison Among the Three Groups for Assigning Extra Tasks

For third grade, the strategy was not successful. When the teachers applied the

strategy with the misbehaved students, they refused to do the assignment. In addition, other students decided to drop the Saturday classes once we asked them to do the extra task related to the topic we were working.

As in third grade, on the second the effectiveness of this strategy was low. The teachers could not get the student´s attention through the assignation of extra task. The students did not feel the needed of changing their misbehavior even the teacher warned them at the beginning of the class. They continued playing and chatting with their partners. The extra task did not motivate them to be focused on the activity to help improve the development of an appropriate learning environment.

On the other hand, in tenth grade, the student who spent the main part of the class bothering stopped his misbehavior. We noticed when the teacher asked him to make a summary of the topic. At the end, the teachers realized that the student paid attention to the class. In addition, he increased the vocabulary of the topic while he was developing the task.

According to the results on second and tenth grade, we realized that there are similarities on the outcomes of this strategy and the strategy of consequences. For instance, we evidence more awareness about the consequences, as assigning extra tasks, on students from higher levels of school.

Whilst in second grade the misbehaved student made the extra activity, even of being against his will to do it, he kept on misbehaving and distracting the whole group during the explanation stage. In tenth grade, also, the misbehaved student refused to

perform the assigned task; he did it for avoiding a bad score or having more work dammed. The only difference was that, after the implementation of this strategy in this group, the students' behavior improved, especially in the student who had to develop the assigned extra task. He was concentrated on this, not having enough time to bother with his classmates and disrupt the class.

Therefore, by analyzing these outcomes, we realize that the older students have more awareness about their educative process and the disposition and behavior they must keep during a class session.

Developing a Positive Concept About Themselves

This strategy is about getting the attention of the student by talking in private with them. During the talk, the teachers should highlight the positive aspects of their personality to make the students understand that their active participation in the class is important. The students should feel that they have all the potential for learning English and for contributing to the learning process of themselves and their partners as well.

In Second Grade

In second grade, it was not useful at all. The teacher applied the strategy twice with the same student but the outcome was not the expected. He was a little boy who never wanted to do anything. He was shy and never talked to anyone. Once, he took the cellphone from his partner without permission, so it was a great opportunity to talk with this student. The teacher called his attention by talking about his talent for drawing, telling him that he was a great boy and he could get anything in life. When the teacher started asking for his

parents and the relation between them, the teacher noticed that his behavior was the result of the hard situation that he lived in his house. As a result, we found that the talking did not show a significant change in the student because he continued presenting lack of interest throughout the classes.

We evidence that probably the behaviors that the students present in class are the consequence of what they learn at home so any strategy could be good enough in those cases. In addition, we evidenced that we must apply this strategy more than once with the same student to get a significant result must.

In Third Grade

By using this strategy, we decreased the student's misbehavior. That was just for a short time during the explanation stage.

The aim was to have a meeting with the students who presented misbehavior and talk to them in private. Later, the teachers mentioned their qualities as students to encourage them to work harder. As a result, the students went back to their places, kept in silence and worked in the provided activities.

When the activity changed, the teachers asked everybody to stand up. We find that the misbehaved students promoted bad actions as running around the classroom and hitting others during that activity again.

Regarding attention, the students focused on the class and followed the teachers' instructions. It just lasted a short time because they got distracted again and started doing the bad actions when the time was passing.

In Tenth Grade

We found this strategy is successful in this course; insofar the students displayed a good disposition and attention to the activities developed along the class. At first, it is remarkable to say that by giving positive acknowledgments to students, they recognize their skills and have more awareness about their own learning process. In addition, after the application of the strategy they felt more committed with their partners and themselves to keep a good behavior, being quiet and displaying a positive disposition to teachers' explanations.

After the application of this strategy, we found another advantage that was that by implementing it one time, there is no the necessity of implementing this strategy again. For instance, one student misbehaved all the time, speaking and distracting his peers in the activities proposed during the class. When asked him questions, he answered well and even though I requested him good behavior, he did not change his bad attitude. We intervened using this strategy by talking with him in private, highlighting his strengths in the class, hinting that he was very smart and that his bad behavior affected his own learning process and the process of his peers too. Then, he changed his behavior and became quiet, showing a positive disposition, and participating actively on the activities that teachers did. In that way, he and all class students kept a positive behavior, allowing the class to be developed successfully.

Comparison Among the Three Groups for Developing a Positive Concept About Themselves

In third and tenth grade, the strategy was successful. In third and tenth grade, the students were more aware about their behavior, so they started paying attention to the class. In addition, they stopped talking and chatting during the explanation stage. However, in third grade, when the explanation stage was passing, those students started doing the bad actions again. In contrast, in tenth grade, those misbehaved students maintained a good behavior once the teacher applied the strategy.

According to the outcomes of second and tenth grade, we found that this strategy did not decrease the student's misbehavior in second grade because the student did not care about the talk he had with the teacher. In contrast, in tenth grade, the strategy application showed a significant result. Once the teacher talked to the students about their qualities and strengths, they stopped chatting. In addition to this, the same students maintained a good attitude as participating in the class during the rest of the class.

Based on the above-mentioned, we state that the older students as tenth grade are more conscious of their own actions and their own learning process. On the other hand, in lower grades as second grade, the students did not understand the importance of maintaining a good behavior as a fundamental part of having a meaningful learning process

Chapter 5

Conclusions and Pedagogical Implications

According to the results in this research study, we find that the most effective classroom management strategy in second, third and tenth grade is to give rewards. This is evident in the analysis of observations and the survey. At first, we noticed that rewards have a meaningful result during the explanation stage. The misbehaved students were motivated to work and keep focus on the activities to get a prize. This strategy is useful to improve the students' misbehavior. It engages them to work harder and keep a good behavior towards the class. Even for the well behaved, this strategy helps them to maintain a good performance during the class.

Also, we find a meaningful result by applying consequences for misbehaved students in tenth grade. In this grade, the students change their misbehavior once the teacher provides the consequence from their bad actions. In contrast, in second and third grade, the misbehaved students change their misbehavior but only for little time. After that, they continue misbehaving as usual. Thus, once it is applied, we notice that students do not care about the consequences of misbehaving because they start to talk and play again. We do not find any positive result from the implementation of this strategy. The students' motivation do not increase with this strategy in the three grades. If we want students to be aware of their learning process, we should provide them with other tools but consequences because they do not respond positively to a "negative" strategy.

In second and third grade, the strategies such as seating arrangement and developing a positive concept about themselves were eventually effective. The strategy of seating arrangement can help solve or decrease the students' misbehaviors and improve communication when problems related to misbehavior are noticeable among them. This strategy demands working with children's needs and abilities of management. Once we applied this strategy with one student, the others stop hitting others and chatting.

Nevertheless, the effect of seating arrangement is eventually short. Once the teacher ends giving instructions about the activity and lets the students develop the task assigned, they start misbehaving again. The effect resumes when the students' locations are changed. They stopped having those bad attitudes because they could not share the same with an unknown partner. Therefore, this strategy of seating arrangement is effective to control the students' behavior by implementing it only once during the class.

With respect to the strategy of developing positive concept about themselves, we state that students from lower grades did not understand the importance of maintaining a good behavior as a fundamental part of having a meaningful learning process. As a result, those students are not interested in being motivated by the teacher neither participate in the class activities.

We consider important to highlight that, in tenth grade, there were strategies such as assigning extra tasks, developing a positive concept about themselves, and seating arrangement that have a positive effect but just for a certain time during the explanation stage. However, once we apply these strategies, the students begin to present bad actions when the time passes.

In contrast, by implementing assigning extra task we control and decrease those kinds of attitudes that interrupt the explanation stage. The teachers warn the students since the beginning that there is extra task for those students who present misbehavior. We notice that probably because of the number of students during the class, they are well behaved in general and easily change their misbehavior. During the time of the implementation, the students do not want to do the task, but they finally do it in spite of the fact that they continue chatting and playing in the class. It shows the low effectiveness of this strategy. There is not a real commitment between the students and their behavior during the explanation stage. Probably a reason for this is the perception of an optional class for Saturdays that does not affect their regular performance in the school. Therefore, this strategy requires real engagement between the students, the teacher, and the contents, as well as regular classes for regular students' performance.

In that way, the classroom management strategies applied progressively promote a positive awareness in different levels. At first, we find there is a directly proportional relationship between the students' level of awareness and their misbehavior in the classroom. Eventually, the more the students acquire a higher level of awareness about their own learning process and academic training, the less the misbehavior decreases significantly. Therefore, if they are aware about their improvement of behavior, the learning environment will be optimum. The strategies directly focus on that point, to increase awareness among students about their own learning and to take responsibility of it.

Based on the theoretical concepts of this research, the five classroom management strategies are effective throughout the classes, whether we applied them individually or we

combine them. Even though, when we apply these strategies, we realize that they did not get the effectiveness we expected. For instance, assigning extra task was not effective enough because the students did not accept the assignment. They were not aware about the importance of maintaining a good behavior (as active work and participation in the class activities), and the implications of their misbehavior for the classroom environment and for themselves.

Thus, by analyzing the outcomes above, we highlight the following; first, throughout the classes, the students could evidence an external control by the teachers' actions as the classroom management strategies applied in classes. According to the survey, the students noticed all the strategies applied by the teachers in order to decrease the students 'misbehavior. Also, the students evidenced the teachers ´actions to control the misbehavior once strategies as seating arrangement, rewards and consequences were applied. As a result, the students stopped presenting misbehavior to fit with the rules proposed to the teacher and to avoid taking a note for their parents or just to get a prize.

Secondly, regarding punctually in the CM, these strategies could have powerful effectiveness if we combine them. During the application of the strategies, we notice that seating arrangement, developing a positive concept about themselves, and assigning extra task were not effective at all. Nevertheless, if we alternated them along the same class during the explanation stage, we could get meaningful results to decrease misbehaviors. The in-practice teachers should have the ability of analyzing the misbehaved students and being aware of how these strategies can decrease and change the misbehavior. It allows

having an appropriate learning environment during the explanation stage, as well as the strategies allow students to be more conscious of an appropriate behavior inside the class.

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