



**UNIVERSIDAD LATINA
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UNIVERSIDAD LATINA DE COSTA RICA

**ESCUELA DE CIENCIAS SOCIALES
LICENCIATURA EN ENSEÑANZA DEL INGLÉS
SEDE REGIONAL GRECIA**

**APPLICATION OF EFFECTIVE STRATEGIES FOR CLASSROOM
MANAGEMENT TO ENHANCE THE ACADEMIC PERFORMANCE ON
SEVENTH GRADERS DURING THE ENGLISH CLASSES IN NATANIEL
ARIAS MURILLO HIGH SCHOOL FROM CIRCUIT 04 REGIONAL
NORTE.**

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**GRECIA
Enero, 2019**



(TFG E#07)

Yo, Luis Carlos Barrantes Rojas estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la Tesis / Proyecto de Grado titulada (o):

Application of Effective Strategies for Classroom Management to Enhance the Academic Performance on Seventh Graders during the English classes in Nataniel Arias Murillo High School from circuit 04 of Regional Norte

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Universidad Latina Sede Grecia a los 5 días del mes de enero del año 2019.



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Table of Contents

CHAPTER I Introduction	1
1. Introduction	2
1.1 Abstract	3
1.2 Rationale	4
1.3 Purpose	5
<i>1.3.1 General Objective</i>	5
<i>1.3.2 Specific Objectives</i>	5
1.4 Research Questions	5
1.5 Definition of terms	5
<i>1.5.1 Management</i>	7
<i>1.5.2 Strategy</i>	7
<i>1.5.3 Technique</i>	7
<i>1.5.4 Structure</i>	7
<i>1.5.5 Behavior</i>	7
<i>1.5.6 Efficient</i>	7
<i>1.5.7 Effective</i>	7
<i>1.5.8 Variable</i>	8
<i>1.5.9 Rule</i>	8
<i>1.5.10 Routine</i>	8
CHAPTER II Literature Review	9
2.1 Classroom management definition	10
2.2 The influence of a good relationship between teacher-students	11
2.3 Teaching expected behaviors	12
2.4 Variables that affect classroom management	13
<i>2.4.1 Students' characteristics and needs</i>	13
<i>2.4.2 Factors influencing the physical environment of the classroom</i>	14
<i>2.4.3 Teaching in mixed-ability classroom</i>	14
<i>2.4.4 Teacher's roles and styles</i>	15
2.5 Strategies to promote the usage of rules and routines	15
2.6 Strategies for a good classroom management	16

CHAPTER III Design and Method	18
3.1.1 Research approach	19
3.1.2 Sources and subjects of information	19
3.1.3 Population and samples	19
3.1.4 Data collection procedures and tools	19
CHAPTER IV Findings	21
4.1 Findings	22
4.1.1 Data analysis	22
4.1.2 Restatement of questions and discussion of results	24
CHAPTER V Conclusions and Recommendations	25
5.1 Conclusions and Recommendations	26
5.1.1 Conclusions	26
5.1.2 Implications	27
5.1.3 Strengths and limitations	27
5.1.4 Recommendations	28
References	30
Annexes	32

CHAPTER I

Introduction

1. Introduction

Teaching people to meet specific goals can become a real hard task. It is much more than just planning a class, managing groups demand from the teacher the ability to evaluate situations, diagnose, and set limits. At the same time the teacher must work on creating an optimal environment which encourage students on learning. The education given to people in their own homes is always present in their behavior, and in some occasions certain kind of disruptions bring chaos into the class, which ends up on wasting valuable time. Here is where the teacher needs to incorporate some management skills into their classes.

This research aims to work as a guide by following some strategies to promote an efficient learning environment and have an ideal management of the class.

Chapter I marks the reason and the path to follow in regards this investigation, along with the benefits that will result from its completion. Furthermore, involves evidencing the importance of the proposed study and the significant contribution to classroom management. Also, the purpose is established along with the objectives that drives this research. The research questions contained in this section set the points analyzed, the problem and its importance, as well as where and when this study is carried out taken into account the definitions of terms.

Chapter II holds the necessary researched information which provides support to the actions taken.

Chapter III is where the approach being used is presented, together with the sources and subjects of information being analyzed. The tools utilized for data collections and the facts are also presented in this section.

Chapter IV contains the findings that result from the data collected. This section dictates the need for restatement of questions and the discussions of the results.

Chapter V and the last one, embraces the conclusions gather from the research, what implications are determined, and an analysis of the strengths and limitations resulted from the findings. The recommendations are also placed here to reinforce further actions and prevent situations go from optimal to chaotic experiences.

1.1 Abstract

The topic for this research is about the application of effective strategies for classroom management to enhance the academic performance on seventh graders during the English classes.

The objective is to identify the present constraints which are affecting the classroom management on the seventh graders during the English lesson through observations and interviews, then implement four useful strategies in classroom management which enhance the academic performance to end up evaluating them in order to verify their results.

To go through the first phase of this research, a class observation takes place in which a check list is delivered to find the strengths and limitations present during the English class, followed by a couple of interviews, one for the students and the other for the teacher, aiming to evaluate the situation from both angles and identify, in this way, where the improvements can be done.

The instruments applied, reveal the lack of using strategies to conduct the classes, as of going around the class during production to check on doubts or progress, not giving time limits to students to complete a certain tasks which provokes that one non-complex activity takes the entire lesson; also exposes that the syllabus are more a priority than the actual learning process of the students, even leaving aside the importance to have a good relation between teacher-students and student-student.

With the results obtained, four useful strategies are suggested by the researchers, these are having a structured class, providing clear instructions, monitoring the class, establishing time for tasks and keeping rules visible.

The evaluation of the impact, demonstrates interest since the beginning, time is better handled for more activities and rules are being followed. All this information reflects the importance to apply classroom management strategies to reach a successful teaching and learning process.

Keywords: management, classroom, strategy, structure, effective.

1.2 Rationale

The lack of a good class management in the classroom influences the students' school performance, which cause: disinterest, fatigue, indiscipline, lack of participation, and low grades at the end of each trimester. All these weaknesses in education cause concern to both, teachers and parents. This is why this research aims to analyze the class management strategies applied by the English teacher of Nataniel Arias Murillo High School of Circuit 04 of Regional Norte, and the effects these ones generate on the performance of seventh grades students. The main goal is to determine if teachers apply certain strategies or tips for classroom management, and to detect how efficient and effective they are; once established, the idea is to offer some useful strategies for classroom management, and along with what was already practiced, make the process of teaching English more effective and avoid the weaknesses mentioned above.

The teacher is an active and necessary subject in the teaching process. This is undoubtedly the mediator during the learning; so, it is essential that the educator achieves to reach a good class management and consequently generates a positive environment, which of course is not an easy task.

The figure of the teacher is presented as one of the most important for a student and for anyone because it is a model of authority that has a great influence on the early stages of education and life, that is, primary education, and then the secondary education in which, in general, the student is still an indecisive person and equally susceptible to this great authority.

(...)

The teacher must consider to what extent each of his acts influences, he must take his role very seriously, not only in the classroom, but in the general life of a student, who in the future can thank him emphatically, or make him remember a of the stages that should be remembered with joy and enthusiasm as a stage not so pleasant and somewhat frustrating. (Díaz, 2014).

It can be seen that the author recognizes the importance of the teacher's authority and how students are often subject to it. Many teachers do not believe or are unaware that a well-organized class, under standards of discipline and managing misbehavior can improve student performance. This is why this research represents an important contribution for teachers of English teaching, since it provides the theoretical foundation to understand the importance and influence that a

good class management can have on the learning process; In the same way, with the theoretical bases proposed in this study, some worthy strategies for class management can be determined, as well as to control the bad behavior of some students.

1.3 Purpose

1.3.1 General Objective

a) To apply classroom management strategies to reinforce the academic performance on the seventh graders at Nathaniel Arias Murillo High School.

1.3.2 Specific Objectives

a) To identify the present constraints which are affecting the classroom management on the seventh graders during the English Class through class observations and interviews.

b) To implement four useful classroom management strategies to enhance the students' academic performance and class pacing.

c) To evaluate the improvement of classroom management given by the proposed four strategies through class observation, a checklist and an interview to the teacher.

1.4 Research Questions

The problem is the basis of this research, which aims to analyze the class management strategies applied by the English teacher of the Nataniel Arias Murillo High School of circuit 4 of the Regional Norte and the effects that these ones generate in the seventh graders students, in order to determine the effectiveness of them. Likewise, this study seeks to recommend some strategies for class management and thus improve the acquisition of English as a foreign language (EFL).

Then the problem is formulated as follows:

What are the classroom management constraints present on seventh graders English classes that are affecting the students` academic performance?

What are the classroom management strategies applied by the English teacher from Nataniel Arias Murillo Salazar high school during the seventh graders classes?

What are some worth classroom management strategies which enhance the learning process of the seventh graders from Nataniel Arias Murillo Salazar high school?

1.5 Definition of terms

a) Management

According to (Cambridge Dictionary, 2018) management is defined as “*the control and organization of something*”.

b) Strategy

(Oxford Dictionary, 2018) Describe the meaning of strategy as “*A plan of action designed to achieve a long-term or overall aim.*”

c) Technique

“*A way of doing an activity that needs skill.*” (Cambridge Dictionary, 2018).

d) Structure

Based on (MCMILLAN DICTIONARY , N.D) structure is described as “*the way in which the parts of something are organized or arranged into a whole.*”

e) Behavior

“*Behavior is something that a person does that can be observed, measured, and repeated. When we clearly define behavior, we specifically describe actions (e.g., Sam talks during class instruction)*” (Bicard & Bicard, n.d).

f) Efficient

“*Working or operating quickly and effectively in an organized way*” (Cambridge Dictionary, 2018) .

g) Effective

According to (Oxford Dictionary, 2018) *effective is “Successful in producing a desired or intended result”*.

h) Variable

“A variable is a factor that can change in quality, quantity, or size, which you have to take into account in a situation”. (Collins Dictionary, 2018)

i) Rule

“One of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity”. (Oxford Dictionary, 2018).

j) Routine

(Cambridge Dictionary, 2018) defines a routine as *“a usual or fixed way of doing things”*

CHAPTER II

Literature Review

2.1 Classroom management definition

Dealing with a class full of students is one of the biggest challenges that teachers must face every day. This situation could get even more challenging if teachers do not have an effective organization or structural plan in place. An environment without structure, order and previous established rules can prejudice the students' performance in the learning experiences. The lack of good managing in classes can make teachers find themselves refereeing instead of teaching. The problem is that sometimes teachers do not know what classroom management is; even, some of them think that their work is just providing content and materials. However, an enriching teaching process involves more than that; for that reason, teachers must know what classroom management is and all what is involved in this concept. Brophy's (2010) cited by (Rusk, 2016) defined classroom management as "*a process of establishing and maintaining effective learning environments*" (p. 41). But as everybody knows the word "effective" can have different connotations among people. Thus, in order to go beyond of the term effective and with the aim of having a clearer definition (Lemlech 1999, p. xiv) cited by (Schneiderová, 2013) can be mentioned; he establishes the following:

Classroom management is considered an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in students' learning success. Classroom management is connected to a process of organizing and conducting a class that includes time management, students' involvement, student engagement, and classroom communication.

Finally, to conclude with what is involved in this term and its importance it can be mentioned (Prevention first , 2014) which expresses:

Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom and extends into the classroom environment in which students learn as well. Students cannot learn in chaos. Classroom management includes elements of classroom discipline but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and respectful for both the teacher and the students .

Knowing its meaning, it can be seen the necessity of an accurate application of itself. Now, with a clear definition, this subject of matter can be analyzed deeper.

2.2 The influence of a good relationship between teacher-students

The perception that the student has about the relationship between he/she with his/her teacher can influence the educational performance. (University of Cambridge, 2016) states:

A new study has found that having a positive relationship with a teacher around the age of 10-11 years old can markedly influence the development of 'prosocial' behaviors such as cooperation and altruism, as well as significantly reduce problem classroom behaviors such as aggression and oppositional behavior.

Here the study of University of Cambridge talks about children but undoubtedly it does not matter if they are kids or teenagers; the impact that a good relationship can generate affects positively or negatively both of them. (Furrer, Skinner, Pitzer, & Furrer, n.d.) say "*The basis for student-teacher relationships, like all close relationships, is interpersonal liking and trust. (...) When teachers are dependable sources of emotional and instrumental support in difficult times, students feel connected to their teachers and safe at school.*"

Even when teachers try to avoid that students realize about a negative relationship between them, the learners perceive the reality, they know when teachers like them or not. Ashworth (1990) cited by (Camp, 2011) "*children are keenly aware of where they stand in the school community and of how they are perceived by other students and teachers*" (p. 3). Ashworth (1990) adds, "*human beings are social creatures...biologically intended to live, work, play and succeed together...deeply influenced by others and how they treat us*". If students notice that they are important for their teachers, and that they care not only about their educational success but also about their personal life, problems and dreams, the scholars are going to do their best in order to learn in a successful way. (Krashen, 1982) expresses that effective filters can increase or decrease the amount of input that the learner is able to understand.

If the students feel comfortable with the teacher, there would be few things that those students avoid doing in order to improve the educational process. Moreover, as can be seen in the above-mentioned data, not only the educational performance can be improved but also the way in which students behave.

2.3 Teaching expected behaviors

When people talk about expectations, they are referring to those desired behaviors or outcomes which should be performed by the students. In a classroom the teachers can make noticeable his/her expectations about students' behaviors, or in the other way around the teacher can make the students guess about that expectations. However, the second one it is not the most recommended, because it is much easier for students to achieve teachers' expectations when they know what these expectations are. (Peace Corps, 2008) says:

Teachers usually have a clear vision of how students are expected to behave, but many teachers forget to share that vision with their students at the beginning of the year. They assume students already know what behavior is expected or that they will pick it up along the way. It's best not to assume anything! You must spend some time at the beginning of the year teaching these behaviors and coming to some common agreement about what appropriate classroom behavior is in your class.

If the teacher thinks that students must know the behaviors they should apply in class, the best idea would be to change that thinking, because the most probably is that if the students do not have clear parameters or rules they are going to feel confused, and at the end it is the teacher who are going to waste plenty of time correcting them. (Boynton & Boynton, 2005) states:

Students who have not been taught rules for acceptable behaviors may test the waters to find out how far they can push the envelope. Investing time in communicating and teaching your classroom discipline plan and rules of conduct is extremely worthwhile, as it ultimately yields increased learning time for all students.

As it was mentioned, the establishment of expected behaviors is almost a requirement for the correct development of the class. It would be an excellent idea making the students part in the formation of those rules. In this way they are going to feel more committed to follow them. Making clear the expected behavior is the key to prevent disruptive or misbehave students.

2.4 Variables that affect classroom management

The Classroom management is an essential part of the learning and teaching process; but this indispensable fragment of the educational process is influenced by many factors. Some of those variables which can disturb the classroom management are the following:

2.4.1 Students' characteristics and needs: When teachers prepare their lessons design, materials and the evaluations they must take into account the students' needs, if the teacher does not pay attention to your students' needs and characteristics, the classes are not going to be effective. (SARIÇOBAN & SAKIZLI, 2006) mention:

It is also necessary to learn child's family and cultural setting so that the teacher can pay attention to students' cultural values and family background as well as incorporate them into teaching and learning situation. It is teacher's responsibility to design teaching and learning process according to the factors that are present in the classroom, school and community. The summary of different learner needs, and characteristics are given in the following list. Learners may have differences in their characteristics such as:

- Age
- Personality
- Attitude
- Aptitude
- Motivation
- Learning styles and strategies
- Multiple intelligences

Learners may also have differences in their needs such as:

- Personal needs
- Developmental needs
- Cultural needs

Preparing the lesson plan is a high challenge, because it must cover every characteristic mentioned before. Some people would think that it is impossible, but it will depend on the teacher creativity and his/her love for the education. If those needs and characteristics are taken into account, the teacher can see his/her students interested on and engaged with your classes,

because they are going to feel that they are important and that the teacher teaches important things for their life. Contents and aspects relevant for their reality.

2.4.2 Factors influencing the physical environment of the classroom: Developing a class is more than only the lesson plan. It involves the place in which that lesson plan is developed. Sometimes people can see that the students are uncomfortable and tired, but they do not why. Here is when teachers must analyzed if the physical environment is the generator of those behaviors, because without any doubt this is going to produce problems with the classroom management, sometimes a hot classroom, an overcrowded class among other environment problems can be the originators of disruptions. (SARIÇOBAN & SAKIZLI, 2006) indicate:

Seating arrangement is an important physical factor that affects teacher- student, student-teacher and student-student interaction in classroom procedures. If our aim is communication and interaction in the target language, it is important to design these seating systems in such a way that students are able to communicate with each other. Semi- circles or U-shapes are really desirable as they allow students to face each other; as a result, they feel socially secure.

Educators should find the environment or physical aspect which is causing troubles and find a solution. If the problem is the quantity of students, try to establish a good seat arrangement; if the problem is a hot classroom, try to get an appliance that can help you. It does not matter what is the physical constraint, try to solve it, because is the only way to achieve the classes ´goals. Do not ignore those problems because planning a good and nice class is not enough.

2.4.3 Teaching in mixed-ability classroom: Every single classroom has mixed- ability students. They have different kinds of intelligences, learning styles, characteristics and needs. This represents a big challenge for teachers because they have to cover all the different necessities, if they do not, the students become restless and they start to disturb the other students. (SARIÇOBAN & SAKIZLI, 2006) add:

As a result, it is really difficult for the teacher to keep the class together as with these different-ability students positive class atmosphere changes into a chaos which results in waste of valuable class hour. It is assumed that there are different ways of dealing with mixed-ability students. As Prodromou (1992:6) states that it is possible to appeal to the needs and interests of the students with a variety of activities such games, jokes, puzzles, stories, project work, and the use of simplified readers. It is, of course, teachers' duty to decide on the activities and materials to be used with these students as the activities and materials should be designed in line with the levels, needs, interests and learning styles.

2.4.4 Teacher's roles and styles: (SARIÇOBAN & SAKIZLI, 2006) express:

If the roles and styles of the teachers are not set properly; they may be potential factors that cause classroom management problems. In line with the approaches and methods being employed, the teachers play certain roles such as conductor, provider, facilitator, director, initiator, and etc.... It is important for the teachers to be aware of their roles and to be consistent in conducting them.

It is the teacher's job to maintain his/her role, sometimes and unfortunately teachers provide the contents and after that spend their time behind the desk; this is not correct, educators must complete with their labor which is provide the content, be a guide, monitor the class, provide feedback, check the students' work and so on, paying attention always to their voice and body language.

2.5 Strategies to promote the usage of rules and routines

Routines provide a sense of structure and familiarity. It brings up a sense of ownership, order, and organization. This is also transmitted positively to the students who react very well in the presence of an organized class. (Hannah, 2013) refers to strategies which aim to promote the usage of rules and routines:

There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class... The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students... Another strategy that can be utilized by teachers is how they organize their desks and resources. Another way to modify the seating arrangement is to organize the desks in a circle around the classroom... The teacher can also vary the method of discussion to break routine for the students. One day they can take turns speaking clockwise. Another day they can call on people to speak next. There can even be days where the teacher draws names from a bowl at random until everyone has spoken... They can post the rules on the wall so that each student knows exactly what is expected of them and the consequences if they choose not to follow them. They can keep resources in a single location that is easily accessible to the students. They can have specific files where they turn in work or find missing assignments.

Rules and routines are important to carry out good classroom practices. The usage of strategies like the ones mentioned above encourage students to follow set of rules which

guarantee optimal behavior and allows to the teacher along with the students to establish the necessary routines to go on with the class focusing primarily on the learning process.

2.6 Strategies for a good classroom management

Understand the power of day 1: It is said that the first impression is the one that counts the most. It is the first chance to develop and establish the bases of a relationship. This is the opportunity for the teacher to get to know the pupils and make decisions to adjust the plans to the context. (Prevention first , 2014) expresses:

Day 1 is the first day you are in the classroom with the students. Day 1 is the most important day you will spend with students because you set the tone for the classroom and the rules and class norms are established. Work to create a classroom that is warm, inviting, and inclusive. Show enthusiasm for the lessons you are teaching and show students you are excited about being able to spend time with them. We want students to leave the classroom after Day 1 and look forward to the next lesson and the time they will spend in the classroom while you are facilitating.

Routines or establishment of a classroom structure: Many students, mainly those with disruptive behavior need routines or structured lessons in order to work accurately and understand what the expectations about their behaviors are. Environments in where there is not order the successful academic performance is highly difficult to achieve. On the contrary, when students know the classes 'routines, they work more efficiently, and the waste of time can get reduced. (Lester, Allanson, & Notar, E., 2017) say:

Classroom management is the key to learning. Routines are the foundation of classroom management. Students require structure in their lives. Routines provide that in all of their life from the time they awake until the time they go to bed. Routines in a school and in the classroom provide the environment for learning to take place.

It is essential that every class has an opening in which the students realize about what they are going to learn and why is that specific topic important for their lives. Also, the class needs an explicit explanation about the new topic, then a guided practice and a semi controlled practice should take place and finally a closing is necessary in order to check for understanding.

Be effective when giving instructions: Besides having routines and structure lessons, it is indispensable to provide students with clear instructions about what they have to do. (Prevention first , 2014) mentions:

Once we have gained the student's attention it is important to: A- Wait until students are seated and not moving around the room. B-Give one instruction at a time. C- Use a clear firm voice and repeat each instruction. D- Wait for student compliance. E-Provide an opportunity for students to acknowledge understanding of the instruction given. This can be done by asking for thumbs up or thumbs down and answering questions or concerns of the students with their thumbs down. F-. If a class is struggling with following verbal directions you might want to write out ahead of time and post directions for an activity. Having a posted copy of the instructions allows students to refer to this information if they are confused or have questions or concerns.

Circulate the room: After, the teacher feels sure that the students understood what they have to do, he/she must monitor the students 'work. (Prevention first , 2014) indicates:

Facilitators should circulate the room as a way to keep students engaged and attentive. Not only do students have to pay attention and follow where you are, but it allows you the opportunity to check to make sure students are on-task.

Be willing to give a little to get a lot: Teachers should understand that their lessons are not the complete or whole life of the students. A lesson is only one part of their lives, and sometimes the learners come to classes indisposed. They can come without energy and the will to work as hard and effective as teachers want, it does mean that this can happen every single class, or that teachers must allow them to do whatever they want, but sometimes teachers should be flexible and made arrangements. (Prevention first , 2014) establishes:

Some days students enter the classroom and you can tell the energy level is high and it is going to be an enormous challenge to keep students focused and on-task. Whether it's the weather, a school holiday or break is coming up, or a student has a birthday, offering a small incentive might be just the key to get students to tune in and be alert. Incentives don't have to cost money but can offer students an opportunity to interact with each other and relax. You can tell students if they work hard, stay focused and on-task for the 45-minute lesson they can have the last 2-3 minutes of class to talk to each other, stand up, and use up some of their energy. While we don't want to give up our facilitation time, many times offering an incentive can help your facilitation time go smoothly and instead of dealing with constant disruptions, you can focus on the lesson and make the most of your time in the classroom.

CHAPTER III

Design and Method

3.1 Design and Method

3.1.1 Research approach

According to the research proposed and based on the classification that is made of the different types of research, it can be said that this is constituted as a qualitative, descriptive and analytical investigation. It is a qualitative research because it is a social science research, that gathers and works with non-numerical data. Also, it is a descriptive investigation because the researcher can define what will be measured, and who will collect the information (people, groups, communities, and objects, so on). Finally, this research is analytical because it tries to understand situations in terms of the relationships of its components.

3.1.2 Sources and subjects of information

The information is obtained through surveys applied to students and English teachers of educational institutions. For the purpose of this research, the subjects are the seventh-grade students of the Nataniel Arias Murillo High School and the English teachers of circuit 04 from San Carlos´ Regional office. The interviewees were four English teachers and ten seventh grade students.

3.1.3 Population and samples

In this case the population will be represented by the ten seventh grade students of the Nataniel Arias Murillo High School along with four English teachers.

The design of the sample determines the limits of the research, the universe of the population to study and the representativeness of the study sample .

3.1.4 Data collection procedures and tools

In order to identify the classroom management weaknesses, first a class observation is conducted to gather the necessary information through a checklist. The aim for the checklist is to document the weaknesses and strengths present during the class.

Once the class observation is completed, one survey is applied on students and the teacher to determine whether or not strategies are being used to manage the class development.

CHAPTER IV

Findings

4.1 Findings

4.1.1 Data analysis

From the facts taken with the checklist on the class observations the data obtained revealed that some of the strengths shown by the teacher were greeting the students prior to begin the class, the attitude of the teacher eagers the students to be motivated during the lesson, the mediations activities were accurate to the students' level ending up on meeting successfully the goal for the class.

On the other hand, some of the weaknesses observed on the class were the absence of a structure, meaning that there was not a clear sense of starting or ending, the subject was just given and the practice was done. In addition, the dynamic of the class was center on the completion of the practice, no monitoring was displayed by the teacher during the work and the checking took place on the board, not individually; which followed to the disinterest of the teacher to ask for any doubts. Taken into account the activity, it was noticed that no time limits were established; but, the time given was more than enough, giving place for the wasting of time.

The instrument applied to the teacher displayed that even though the teacher considers not being the only responsible to keep the order in the class, students also play an important part, the educator is aware that a good set of managing classroom strategies leads to a good academic performance. Rules are presented and discussed with the pupils since the beginning of the scholar period. Likewise the educator affirms that strategies like circulating the room, detecting bad behaviors, establishment of classroom structures, clear and effective instructions are being used during the development of the class and agrees on the importance of those. The teacher also added that other useful strategies are the recognition of good behavior and changing the students' seats. The professor is conscious that there is room for improvements; however, also perceives the actual classroom management as a guarantee of a good academic performance.

The survey applied to ten students, exposes the following information. Half of the interviewed students considered that the teacher is the primary responsible for the class management while the other 50% of the sample agreed on the shared responsibility meaning both teacher and students play an important part. Additionally, the students questioned demonstrated

to feel comfortable with the order in general, giving credit to a proper development of the class; moreover, the 80% of the section tested agreed with the idea of a good relationship between the teacher and the students is crucial and influences the academic performance.

Furthermore, 100% of the sample expressed that rules are emphasized since the first lesson and 60% showed that the educator has consequences for those who disrespect the rules.

As it was mentioned previously in the literature review, some strategies for classroom management are circulate the room, establishment of classroom structure, giving clear and effective instructions and assigning time to every task. The collected data originated the next results, stating that 70% of the students asked, revealed that the teacher does not circulate the room and 30% expressed that the teacher does it. In the section about structure of the class, 60% agreed that the class does not have a clear structure. In relation to the instructions given, 100% of the sample confirmed that they are always clear. On the contrary, the strategy of assigning time to activities was absent according to 100% of the interviewed students.

After observing the class and apply the instruments, the constrains found were discussed with the teacher, in which these four strategies were suggested:

- a) During the completion of the students' work is important to keep monitoring and move around to check the progress.
- b) In addition to the presentation and practice stages it is also significant the use of a warm up to catch the attention and as well as a closure to wrap up the content learned.
- c) It was recommended to make use of pictures as representations of the rules since students need to be constantly reminding them.
- d) It was also suggested to take advantage of the lesson by assigning time to each task.

Once the suggested strategies were applied, two checklists were implemented to prove the effectiveness of them, one completed by the researchers and the other by the teacher. At the end both parties concluded that circulating the room, having pictures to refresh the rules of the class, implement time for each activity and having a structured class helped to obtained a better development of the class.

4.1.2 Restatement of questions and discussion of results

During the beginning of this investigation, three important questions came up, which gave place to the problem of this research. The first step taken was to look for the constraints present in the development of the class. Secondly, identify what strategies were used by the teacher so the weaknesses could be strengthened by using a proposal of other classroom management strategies. In relation to this, it can be said that the strategies applied by the teacher were changing seats, establishing the rules on the first day and create a motivational environment. But in the other hand, some limitations were found, there was an absence of initiation or warm up that catches the audience attention since the teacher just went straight to the presentation stage followed by just one activity that took the entire lesson to complete. Moreover, while the students were working on the task there was no monitoring or individual assessing present. It should be noted that almost all the class and explanations were given in Spanish with very little emphasis on the English language. Also there was no closure of the class, it ended with a few students going in front of the board to complete the exercise for all the learners. Analyzing those constraints is where the answer for the third question of this research is brought up; some of the classroom management strategies needed to improve the learning process were circulate the room, use pictures to refresh the rules and make the students be aware of them every day, as well as providing a proper structure for the class were the initial, middle and final stages are clear to ensure maximum advantage of learning, taken into account that every task needs to have a time assigned. These are the four strategies applied as a remedial plan to reinforce the management of the class.

CHAPTER V

Conclusions and Recommendations

5.1 Conclusions and Recommendations

5.1.1 Conclusions

- a- Even though some colleagues in education devalue this topic, achieving an optimal management of the classroom is essential to guarantee a successful academic performance and for taking full advantage of the learning process.
- b- Based on the checklist applied during the observation some facts came up. First, the students were properly welcomed and the teacher's attitude generated a well motivated environment during the whole class; however, a remarkable detail observed was the use of Spanish to develop the entire class excluding the use of the target language.
- c- During the class development there was just one activity applied as a controlled practice in which the students' real production could not be measured properly.
- d- An interesting point resulted in the lack of truthfulness from the teacher who stated to agree and apply most of the strategies presented in this research, but the truth is that when the students provided their opinion and the observation took place, it was demonstrated the opposite, because the teacher did not monitor the class, there was no class structure, no feedback was provided at the end of the class and there was not a clear sense of time for the completion of the task.
- e- Even though the teacher stated the rules since the beginning of the class period, there was no constant reminder of them which weakened them at some point.
- f- Once faced the constrains present in the class development, the strategies suggested were picturing the rules with images for the students to start getting related to them, circulate the room to increase the teacher-student interaction and also to be aware of the students' work, to have an structured class meaning that there is an initial, during and closure phase; and finally provide time to tasks.
- g- With the checklist applied on the last observation, both researchers and the teacher agreed that circulate the room and monitor the students' work, enhance the practice completion and keep everyone interested. The use of pictures for the rules made the students comply better with them. When applying timing on the tasks two results showed up, the first one was that the students were not accustomed to have time on tasks, so at the end they were claiming for more; yet the number of activities could increase taking more advantage of

the class. Giving a structure to the class gave a better sense of the students' response towards the work since their attention was captured from the warm up to the wrap up.

5.1.2 Implications

Part of the findings in this research evidenced implications which has to do with students, teachers and education in general.

- a- The first fact that came up once all the gathered information was analyzed, was that there are English teachers that take classroom management for granted.
- b- The necessity to complete the syllabus sometimes is the number one priority for most teachers, who in order to rest the complexity they skip English for most of the class, if is not entirely.
- c- Taking it further, this research infers that even the institution is also worried just about the summative results, because there is no prove that the teachers are being assessed or reinforced by the institution on classroom management, and there is not also any directive from the ministry of education which aims to this purpose.
- d- During this investigation the lack of truthfulness showed up, due to fact that the English teacher assured to know the importance of applying strategies for classroom management; however, that was not demonstrated on the classes observed.
- e- In regards to students, the misuse or absence of proper classroom management strategies by the teacher, implies a bad utilization of the learning process.

5.1.3 Strengths and limitations

The application of effective strategies for classroom management revealed in this research that some areas of improvement are:

- a- The class order can head to a proper learning environment.
- b- The quality of the students' production increases since the educator is more aware of the current class work.

- c- Using effective strategies, principally timing tasks, bring off a better use of the lesson time, giving the chance to apply more activities which leads to assess the students more accurately.
- d- The relationship between teacher and students improves, as well as the interactions among classmates.

During the research application some limitations were present, so of them were:

- a- The group in which this research was applied was not in charge of the researchers, it was assigned and the teacher was the one in charge of managing the group.
- b- Due to the national strike, the time was very limited in order to measure the research's impact.
- c- The lack of honesty of the English teachers when it comes to answer the questions of the interview.

5.1.4 Recommendations

For any reader who would like to take classroom management topic further, the following recommendations work as guide to go beyond:

- a- Teachers should always aim to incorporate classroom management strategies, since it was demonstrated to be the basis of leading to an effective development of the class, this when a good academic performance is persuaded. Strategies like circulating the room, timing tasks, printing the rules and provide clear instructions should be part of the daily use.
- b- The professor ought to look to maintain a good structure of the class, meaning to have a warm up, development and then a wrap up. This is due to the fact the students' attention will be taken since the beginning and even with this practice, could help the teacher control misbehaviors since the students get enrolled in an organized process.
- c- Despite of the importance of discussing the class rules since the first lesson, it is recommended for educators to reinforce the use of these by printing them or using images that students can be related with every day.

- d- The institution should ensure that teachers are applying a good set of practices for classroom management by visiting the classrooms and as well as provide constant training in relation to this matter.
- e- Being the Ministry of Education the head of the educational system, this organization needs to make sure that every institution keeps optimal levels in regards to classroom management. The Ministry of Education should take part on this and somehow introduce training on this matter.

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Annexes

These are the instruments and tools used to collect information.

Instrument for students

Instructions Read carefully. Mark with an X if you agree or disagree.	Completely disagree (no)	Completely agree (yes)
	1	2
1- Is the teacher responsible for the class order?		
2- Do you believe that the environment and the order during the English class is good and helps to improve the students' class work?		
3- Is the relationship teacher-student influential for a good academic performance?		
4- Does the teacher establish all the rules and expected behaviors since the first lesson?		
5- Does the teacher try to avoid bad behaviors in the classroom?		
6- Does the teacher have specific punishments or consequences for those who do not follow the established rules or present bad behavior?		
7- Does the teacher apply the following strategies for classroom management?		
- Circulate the room		
- Establishment of classroom structure		
- Pacing		
- Rules and expected behavior set since the beginning		
- Clear and effective instructions		
8- Do you consider the previous strategies as ones of the best to maintain a good class management?		

Instruments for teachers

Instructions Read carefully. Mark with an X if you agree or disagree.	Completely disagree (no)	Completely Agree (yes)
	1	2
1-Do you consider that the teacher is the only responsible for achieving an optimal order in the class?		
2- Is the class management given by the teacher what marks a good academic performance?		
3- Is the relationship teacher-student influential for a good academic performance?		
4- Do you establish all the rules and expected behaviors since the first lesson?		
5- Do you note in the groups bad behaviors that would affect the performance in class?		
6- Should the teacher be given the task of investigating possible causes of bad behavior during class?		
7- Do you apply the following strategies for classroom management?		
- Circulate the room		
- Establishment of classroom structure		
- Rules and expected behavior set since the beginning		
- Clear and effective instructions		
8- Do you consider the previous strategies as ones of the best to maintain a good class management?		
9- Do you apply clear strategies like those previously mentioned for class management? If you chose yes, please add the main ones. _____ _____		
10- Do you consider the actual achieved classroom management as a facilitator for the good students 'academic performance?		
*Observations: If you think that does not apply, mark disagree. If you think that applies, mark agree.		

Checklist for class observation

Checklist	Yes	No
Are the students greeted in an involving way?		
Does the teacher's attitude eagers the students to be motivated during the class?		
Are the mediation activities accurate for the students' population?		
Does the physical environment alter negatively the student's performance?		
Are the students clear on the way they have to behave?		
Does the teacher constantly monitors the students during the class?		
Does the class have an initial, during and closing organized structure?		
Are every instruction well presented?		
Are the expected goals achieved at the end of the class?		
Is there any feedback of wrap up provided at the end of the class?		
Are the tasks time based?		
Is there enough time given for the tasks completion?		
Do students receive any kind of incentive to encourage during the class?		

Checklist for strategies implementation

Checklist	Yes	No
Do you consider that circulate the room and monitor the students' work enhanced the practice completion and had everyone interested?		
Having showed the rules by pictures and have them distributed around the classroom did encourage the application of them?		
Do you think that providing an incentive boosted the respect of the established rules?		
Did the time implementation on every task let more room for more activities during the lesson?		
Did the time given was enough to complete every task?		
Was the structured class an influence to enhance the student's academic performance and left more chances to explore different activities?		
Were the suggested strategies useful to improve the management of the class?		