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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

STRATEGIES TO DEVELOP CLASSROOM MANAGEMENT IN THE
LEARNING TEACHING PROCESS, IN THE FIRST YEAR OF BASIC
EDUCATION.

SANTILLAN DUCHI ROXANNA ESTEFANIA

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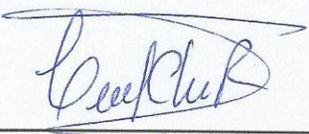
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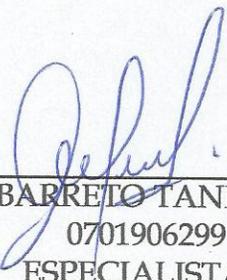
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DEDICATION

This work is dedicated to God for giving me the opportunity to reach this safe world thanking his blessings can already be concluding a step of my life.

To my parents for giving me the necessary resources and always supporting me and advising me at all, for making me a better person through their advice, teachings and love motivate me to continue preparing and giving the best of me.

To my family and friends that one way or another have filled me with advice and wisdom to conclude this work.

EXECUTIVE SUMMARY

STRATEGIES TO DEVELOP CLASSROOM MANAGEMENT IN THE LEARNING-TEACHING PROCESS, IN FIRST YEAR OF BASIC EDUCATION.

Author: SANTILLAN DUCHI ROXANNA ESTEFANIA.

The main theoretical dimension of practical research is to be solved by the research of strategies to develop efficient classroom management in which teachers and students learn and create a supportive environment without misbehavior among them.

The resources used to solve this research are the following: strategies to teach English, common classroom management, learning process, teaching process, teaching environments. A typical English class in the first year of basic education in 9 Octubre High School, shows that many students have misbehavior during a lesson and the teachers do not know basic rules to motivate the class and also neither apply any classroom management strategy to solve the problem.

It is important to mention some questions which will serve to solve this study case, what does classroom management means in teaching English? What is a Classroom management interaction? How to give instructions? What are Models and Approaches of Classroom? What is a Classroom Management Skill? What are the most common Approaches used in Classroom management? Why is important the Teacher's role in Classroom Management in teaching English?

In addition, the current research will apply the inductive method, it will allow to make conclusions and it will explain all about general to the particular information, and the main goal of this research is the experience as an English teacher.

KEY WORDS:

Classroom management, skills, approaches, rules, techniques, students, teacher's role, learning-teaching process, strategies.

RESUMEN

ESTRATEGIAS PARA DESARROLLAR EL MANEJO DEL AULA EN EL PROCESO DE ENSEÑANZA APRENDIZAJE, EN EL PRIMER AÑO DE LA EDUCACIÓN BÁSICA.

Autor: SANTILLAN DUCHI ROXANNA ESTEFANIA.

La principal dimensión teórica práctica de la investigación debe ser resuelta por la investigación de estrategias para desarrollar eficientemente el manejo del aula en el cual los docentes y estudiantes aprendan y creen un ambiente de apoyo donde no exista mal comportamiento entre ellos.

Los recursos utilizados para resolver esta investigación son los siguientes: estrategias para enseñar inglés, manejo común de una clase, el proceso de aprendizaje, el proceso de enseñanza, ambientes de enseñanza. Una típica clase de Inglés en el primer año de educación básica en el Colegio de Bachillerato 9 de Octubre, muestra que muchos estudiantes tienen mal comportamiento durante una clase y los docentes desconocen las reglas básicas para motivar la clase y tampoco aplican ninguna estrategia en el manejo de la clase para resolver el problema.

Es importante mencionar algunas de las preguntas que servirán para resolver el caso de estudio, ¿Qué significa la gestión del aula en la enseñanza del Inglés? ¿Qué es una interacción en el manejo del aula? ¿Cómo dar instrucciones? ¿Cuáles son modelos y enfoques de la sala de clase? ¿Qué es una habilidad en el manejo de la clase? ¿Cuáles son los métodos más comunes usados en el manejo de la clase? ¿Por qué es importante el papel del maestro en el manejo de la clase en la enseñanza del inglés?

Además, la presente investigación aplicará el método inductivo, que permitirá sacar conclusiones y luego explicará todo acerca de la información general y la particular, y el objetivo principal de esta investigación es la experiencia como profesor de inglés.

PALABRAS CLAVE:

Manejo de la clase, habilidades, enfoques, normas, técnicas, estudiantes, rol docente, el proceso de aprendizaje-enseñanza, estrategias

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INTRODUCTION

Mastering English is becoming a very important factor of communication that improves possibilities to access to new technological and scientific advances, and thanks for this will allow improving the relationship between speakers from other cultures. In our society learning English is becoming better than ancient times and with help of The Ministry of Education many English teachers have the opportunity to increase their knowledge in other countries, but on the other hand, it exists a lack of efficiency with some of them which do not have correct classroom management and strategies to solve any problem at the moment to explain their classes and loss the control of their students. Another critical point is when some teachers do not use or apply plans of classes and sometimes just improvise.

Classroom management has a high variety of techniques, skills and approaches that some teachers use to focus the knowledge of their students orderly, organized, in any task. A good classroom management used by teachers refers to the routines and procedures put into place, which help teachers a classroom run smoothly. Another explication about classroom management has been an issue in all classrooms. The first days and weeks are in fact, crucial and very important in setting an effective classroom management. The key of making students feel the interest and motivation to learn is that teachers have a proper classroom management, this will allow students to be active during the teaching-learning process.

In addition, the current research will apply the inductive method, it will allow to make conclusions and it will explain all about general to the particular information, and the main goal of this research is the experience as an English teacher. Thanks to the academic and scientific contributions it is necessary to take in consideration that at present time is generating a change in educational innovations of Ministry of Education which should implement effective classroom management, which would advance the pedagogical processes, improving the significant learning-teaching process.

The principal objective in this research is determine how affects the lack of knowledge of classroom management by teachers of English area in the teaching-learning process, in the first year of basic educations in 9 Octubre High School. Also the specific objectives are: identify the different types of classroom management that teachers of English area use to achieve students do not cause disorder in the classroom and identify the reasons why teachers of English area do not have a good master of classroom management.

The current research consists of the following sections: preliminary, introduction, development, bibliography and annexes; In the introduction, will perform a conceptual and contextual focus to analyze the object of study; In development will take into consideration the historical background of the problem and its theoretical foundation that is the base for the formulation of questions and as well the solution of problem posed above and finally this research will indicate the results and conclusions.

1. DEVELOPMENT

Practical Dimension

In the eighth year of basic education in 9 de Octubre High School, during this research it is observed that many English teachers do not apply effective classroom management to maintain the control of their students. It is really important to highlight, what elements had a hard impact for English teachers who have not developed this important point at the moment of teaching English.

- What does classroom management means in teaching English?
- What is a Classroom management interaction?
- What are Models and Approaches of Classroom?
- What is a Classroom Management Skill?
- What are the most common Approaches used in Classroom management?
- Why is important the Teacher's role in Classroom Management in teaching English?

1.1 Classroom Management

A Classroom management can be defined as the actions taken to create and maintain a learning environment conducive to successful instruction (Diego Fernando Macías & Jesús Ariel Sánchez, 2015). To manage a class or students conduct are skills conduct and strategies that teachers acquire hone over time everywhere. In fact, effective teaching needs considerable skill in managing the myriad of task and many situations that occur in class every day.

Classroom management is central to teach and also requires common sense, consistency, an often undervalued teacher behavior, a sense of fairness, and other site is courage. Classroom management requires that English teachers understand all the psychological and developmental levels of their students. The skills and strategies associated with correct classroom management are only acquired with a lot of practice, feedback, and a willingness to learn from mistakes. Classroom management is very crucial in classroom because it supports the correct execution of Ecuadorian curriculum, in other words, lesson plans are set of actions or maybe directions in which teachers apply to create a successful learning process.

In addition, teachers do not focus on learning process or use correct classroom management, because in our country higher education programs do not make any effort on the teaching attaining classroom management or creating a good environment in class.

1.1.1 Importance of classroom management.

The main importance of managing student's behavior has always been a primary concern of teachers for student misbehaviors have interfered with a positive learning environment. From the beginning of teaching experience, teachers commonly express their own concern about controlling the students and creating a disciplined environment in order to create the best atmosphere for learning; and classroom management is commonly mentioned as the most intricate aspect of teaching. In addition classroom management refers to the actions and strategies teachers use to maintain order.

In a recently study (Jose Martinez & Adriana Duque, 2008) define classroom management as a teacher's efforts to establish and maintain the class as a good environment for teaching and learning. They discuss the importance of the close and mutually supportive relationships between good classroom management and perfect curriculum and instruction.

In opinion of (Diego Fernando Macías & Jesús Ariel Sánchez, 2015) also stated that classroom management is the key to increase student achievement. In their last research, they found out that managers' actions in their classrooms have twice the impact on pupils' achievement as do school policies regarding assessment, curriculum, staff and community involvement. An effective classroom teacher provides an effective instruction, so management is an integral part of learning process in class.

As a conclusions, in order to get a successful classroom teachers need to increase the time with their students engaged in academic activities. Teachers also maximize their learners' opportunities to learn academic content, and these result in superior performance on achievement activities. An effective classroom management strategies are very crucial to create efficient learning environments for students.

1.1.2 Models and approaches of classroom

Classroom management model is a specific part of teaching skills to become a good teacher. Most of the teachers who apply or manage their class sometimes encourage their students to create a good environment where students are focused in any topic. By the way these theories are different and some case emphasize different aspects of discipline and behavior in class but all have proven to be valuable methods for improving management in the classroom.

Assertive discipline is based in a structured systematic approach, designed to help teachers in running an organized, teacher-in-charge classroom environment. According to (Diego Fernando Macías & Jesús Ariel Sánchez, 2015) in their researches, when consulting for school systems, they founded that many teachers were unable to manage the undesirable behavior that occurred in their classrooms.

This approach was designed to demonstrate how teaching can assertively communicate their expectations to students in different classes. It was developed on the basis of three concepts. These concepts about (J Sch Psychol, 2015) are expressed and supported by a discipline plan. The discipline plan has positive and negative consequences that affects the behavior in the classroom. Teachers will assert the rules and encourage them with progressive consequences during the day.

As a conclusion, assertive teachers believe and affirm, teacher-in-charge classroom is in the best interests of pupils. Teachers believe that the pupils wish to have the personal and psychological safety experienced when their teacher is highly competent in directing behavior or give instructions. In fact, no one benefits when a student is allowed to misbehave. Another important approach to classroom management according to (Diego Fernando Macías & Jesús Ariel Sánchez, 2015) is called Discipline with Dignity. This approach means a flexible tool for effective school and classroom management that many teachers responsible thinking, mutual respect, shared decision-making and cooperation. The main goal is to make sure that students are treated with dignity at all times, even though when they misbehave or break the rules during class, with this behavior method, all teachers will build student self-esteem and encourage positive with appropriate behavior.

The last classroom management approach was developed in the 1950s by William Glasser, called Reality Therapy. This theory based by (Diego Fernando Macías & Jesús Ariel Sánchez, 2015) emphasizes to help students connect behavior with consequence. This is done with class meetings, clear rules, and agreements in class. The main objective of this method is to teach pupils right way from the wrong way at a very early age. In today's class exist rewards for good students and consequences for bad students. This process means to encourage good behavior and diminish bad behavior in the classroom. Teachers must model good behavior and reward students that make positive choices.

In a recently research about this topic (Jasmina Delceva Dizdarevik, 2014), explained this method called Conscious Classroom Management. This easy method helps teachers by focusing on positive standards in educations that help to create an idea that classroom management is all about discipline and prevention is focused to intervention. It is the most important aspect of the classroom management and setting a clear expectations in the beginning, students and teachers can create a warm and engaging classroom community.

As an opinion, there are various types of classroom management approaches also there are many resources for teachers, parents, or administrators to use when developing behavior management program in the classroom with their pupils. Lately, teachers have to use the approach that works for them and the pupils they teach. Each method applied has strengths and weaknesses. The main goal is to provide a classroom, where students feel comfortable, in their environment, so they can reach their full educational potential every class.

1.1.3 Classroom management techniques

Techniques of classroom management always refer to the various means and methods employed to ensure the effective classroom management. It is also, the teacher's ability to plan, organize, direct, coordinate, supervise and control the teaching learning interaction on a sustained level. Different scholars have different views on the various techniques that can be used to manage a classroom and maintain discipline. (Alina Slapac & Lisa Dorner, 2013), in their electronic magazine, listed some factors that help an effective discipline in classroom:

- Use good teaching methods.
- Teachers need supervising the students in the class.
- A good environment during classes.
- The personality of the teacher in his or her job.
- Provide adequate models and approaches of teaching.
- Use punishment decently the situation.
- Improve your communication style during class.

It is obvious that some teachers cannot have enough classroom management techniques. In the years to come, teachers may spend more time teaching with their classroom management techniques until they have a set of tools that allow in their classroom to maintain order and learning environment consistent flow of knowledge.

According to (Alina Slapac & Lisa Dorner, 2013) they say that an important technique of classroom management is that before a teacher begins a lesson, from the planning stage, teachers have to plan the class and all wrong things did on indisciplinary act that could happen during the class, they must be able to plan a lesson that will meet the set of standards in the class. In other words, in classroom teachers should be able to have knowledge of some indiscipline acts that might come up in the class during a lesson and at the same time, plan on how to manage it in the class. This can be easily done by teachers knowing the tactics that students play in class, and as well as the topics taught, and how difficult the topic might be. When they come up with some of these acts in the class, teachers will know how to manage them.

In agreement to (Yuli Viviana Camacho Sánchez, 2011), outlined a step-by-step approach some techniques for classroom discipline and management:

- Never start any term or section without a good discipline plan during class. Before a term or school year begins, the teacher should come up with a good discipline plan for class, so that students will know these plans. But if they know teachers have a bad plan, they can easily get away with it and can disrupt the class.
- Teachers should act fairly for all students, if teachers expect them to cooperate with them, because if teachers are partial, the cheated students will not be keen to follow the rules.
- There is need to deal with classroom disruptions immediately, e.g., if Teachers are having a classroom discussion, and some pupils are talking among themselves, Teachers must deal with it.

- Always try to stop disruptions with a little humor. Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom.
- Keep high expectations during class with students, this can be done by cautioning them to respect each other opinions and listen to what each person says without disruption, in a discussion group.

1.1.4 Classroom management skills

Many researches of classroom management done by (Osvaldo Murillo Aguilar, 2015), about to develop a classroom management comprehension and skills is likely to be a staged process. This means knowledge of how classroom management works will be acquired over many years. A teacher must have a basic knowledge of the many approaches available to build a management routine that is both comfortable and efficient.

There are some other demonstrative skills which every effective teacher must have, (Alina Slapac & Lisa Dorner, 2013), explained all these skills can be learned and applied by new goals to the profession. Every teacher must know the progressive stages of student, because they deal with people of different ages, and especially the primary school teacher must know that there are changes in behavior as the students grow, e.g. when there are younger or less mature learners in the class. A good atmosphere where students enjoy and feel relaxed working in, they can quickly undermine their role as a teacher and make future lessons more difficult.

This research about classroom management skills should help teachers to develop a personal relationship between students and teachers, which will help teachers to identify many areas where to change approach might be needed.

1.1.5 Classroom management approaches

Classroom management is a process of organizing and conducting the success of the class. Many authors perceive it as the keeping of order through teacher control. Classroom management always involves the establishment and maintenance of the classroom environment control and so that educational goals can be accomplished (Claudio Díaz, 2012).

As state in (Osvaldo Murillo Aguilar, 2015), said that an effective classroom managers must create orderly and keep safe environments where learners feel valued and also comfortable with the learning, thus setting the stage for teaching and learning process. To achieve that, teachers strategically arrange classroom space to support a variety of independent, small or large group activities.

While it is not a sole component, discipline is another important aspect of classroom management. Discipline is a systematic way of teaching students to assume responsibility for their behavioral choices; punishment focuses upon negative consequences for misbehavior. This research will focus on discipline rather than punishment even though teachers' success will depend on their adequacy in making good decisions in both of these areas.

Successful primary and also secondary school teachers create effective learning-teaching environments as long as establishing rules in class, without loss the control of the same. Students of all ages should have behavioral, attitudinal, and social issues. Older students' troubles, thus, are more long standing and thus more difficult to address. Many secondary school students always resist the authority of teacher and place greater importance on peer norms during a class. Furthermore, most middle level students have more advanced reasoning skills than primary pupils, they generally demand more elaborate and better explanation and control of discipline and rules. Keep in mind these main differences between primary and secondary school pupils in mind as we explore effective classroom management strategies.

According to (Cecilia Simón, 2016), in teaching English exists a number of classroom management strategies available for teachers. Let is start by taking a look at three management approaches.

- The self-discipline Approach

This approach is built on the premise that students can be trusted to reflect upon and regulate their behaviors to benefit them. Advocates for this democratic view of classroom management argue that teachers need to exhibit the trust, respect, realness, acceptance, and empathy toward students so they can build and establish working teacher-student relationship.

- The instructional Approach

Teachers who use this approach to classroom management prevent most common problems by actively engaging students in high-interest lessons class geared to meet their interest, needs and abilities. Thus, students are any time motivated attending every class, positively participate in all activities, and manage their own behavior.

- The desist Approach

This approach to classroom management gives to the teacher full responsibility in regulates the class. Teachers establish and enforce a set of specific rules to control students' behavior in the classroom. This classroom management give teachers all power to deal forcefully and quickly with misbehavior also can be viewed as power system. This approach means probably is the most used classroom management strategy in today's schools.

1.1.6 Classroom management and teacher's role.

Teachers are principal managers of their classrooms; however, classroom management could have a problem to the teacher, teachers lack the competence to create the setting. Among the roles of the teacher had to play are the following; decorate the classroom, arrange the chairs, talk to the pupils, and listen to their responses, putting routine in place and then executing, developing rules and communicating those rules to students. In fact, the action performed by a teacher on each of these things mentioned above, will determine the academic achievement and behavior of the students during a lesson.

(Alina Slapac & Lisa Dorner, 2013), opined that, it is the duty of the teacher to create a good learning environment that which should involve how teachers manage or ensure both physical space and cognitive space with their students. The best way where teachers must prepare the classroom physically could determine the level of learners' participation in each lesson. A physical management of the classroom could create the classroom warm and inviting, while distracting features in classroom are eliminated. The physical arrangement of the class, must match the teachers philosophy of learning. Pupils must also have access to necessary materials. (Jose Martinez & Adriana Duque, 2008).

Teachers should manage the cognitive space correctly. This refers to the expectations the teacher sets for students in the class and also the process of creating motivational

climate. A good teacher is expected to create classroom management practices that will make students watching the need for learning.

Another opinion about it, teachers should also encourage students to see the need for the activities in which they are involved. This will encourage them to put in their best. Teachers should be able to take appropriate decisions at an appropriate time. Other important factor in classroom management is the communication style between teachers and students. The communication style of teachers have a lot of influence in the achievement and learning of students.

Finally, all these techniques or strategies are very important, and together are critical as a successful English teacher, likewise, all the above mentioned classroom management are important, because they will surely help teachers to easily manage and control the classroom effectively, and this will lead to enhance efficient classroom teaching and learning, as well as good character development.

1.1.7 The Importance of Classroom Management to the achievement of educational objectives.

In the opinion of (Arturo Díaz Suárez, 2010), the ability of teachers to planning classroom management and improve student behavior. In fact, behavior management does not ensure effective teaching is, teachers must establish rules to follow in the right learning environment which will enable optimal learning, teachers need to know how to control the class and it helps in a way that association student are concentrated.

Moreover, (Julene Nolan, 2014) other factors contributing mismanaging classroom management, are lack preparation of teachers and unprofessional development in each area especially English and that influences directly in the student learning, as new teachers do not apply or are unaware the different methods and techniques to control the class and often these teachers need the help of experienced teachers.

For (Diego Fernando Macías & Jesús Ariel Sánchez, 2015), improving the ability of teachers to engage an effectively manage classroom behavior always requires a systematic approach to teachers preparation and professional development. Although, recent research shows that a percentage of teachers show concerns regarding classroom management, such research should be a clear indication that each teacher

learn all the time from their students and their behavior and try to find the right way to get good results in manage the classroom, but in other cases there are teachers who did not learn or apply classroom management or strategies and therefore simply leave the teaching profession.

In programs of teaching English, greater emphasis need to be placed on preparing both general and special educators to be competent and with this get an effective managing classrooms. It means not only giving training teachers the intellectual understanding of the problems included but also ensuring that teachers have great opportunity for guided practice and feedback to implementing both preventive and corrective behavior management strategies during their class.

2. RESULTS

Most of teachers in our country do not encourage their classes properly or do not apply good classroom management in which students feel comfortable and understand every class, this research has a good recompilation of some strategies, techniques and classroom management with some activities to keep the control of a class. With the current research about classroom management, English teachers can use strategies and effective efforts in the classroom for teaching the English language and turn it, a classroom will become a comfortable environment where students will make it easier to learn and use all their knowledge in class. Therefore, the results obtained in this study help future teachers update their knowledge of English, methodology and teaching strategies and thus prepare students to get a good command of the English language.

To keep the order in class is one of the most difficult tasks faced by English teachers, especially young learners with little experience. However, it is important to achieve good results in learning. This activity has been even more difficult in recent years, the attitude of students toward people or in this case teachers with authority has changed dramatically. Some of the changes in our society as well as in the attitude of the learners have been positive and also have served to increase and encourage self-confidence and security in the learners themselves.

The class is like a place which serves us to live safe, together also it is our workspace in which we prepare ourselves to have success life. For a class or any other place is very important follow different rules or standards that help us to have an excellent performance as citizens. The real point is not easy for English teachers, because there are many researches and task is not so easy for english teachers, because there is a wide variety of research and work exposed possessing different and broad criteria for the proper manage of the class, even though some of these results are important to apply and lead a good classroom management, it must be emphasized that these teaching models are unsafe because not all learning environments are similar.

Therefore our engagement as future teachers of English is to involve the students to participate in the new learning and there is no doubt that teachers can achieve this through the variety of activities and techniques applied that will allow to maintain control of students during class.

3. CONCLUSIONS

Teachers always have the power to control, manage and make the class as comfortable environment as possible, in fact, in this sense; Teacher is the model, guide and facilitator of English learning. English teachers are the mainstay on which rests the responsibility of promoting the enthusiasm and the spread of interest in the learning of a new language, for that reason, it is very important that teachers have level of motivation and control of a class towards successful language teaching English.

In addition, the current educational system of the English language has become very important because it improves learning of language and demanding a high level of knowledge to work within an institution, the role of English teachers on managing the class is teaching in an effective way and in this way maintain the control of their students. The order in the classroom is important because if teachers keep the order and discipline, the work environment will be fruitful, so here are some suggestions on how to achieve that order and its importance.

Finally, English teachers have to enhance their performance more everyday, it includes many strategies to manage a class to share the new knowledge to their students. An English teacher should be able to transmit to their students all the feeling that they can count on it to resolve their academic problems and can convey to their complaints without any fear of being reprimanded for this reason, and teachers should be able to do this without their authority is put into question. It can be difficult, but at the end of the day, it is the responsibility of the teacher.

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- J Sch Psychol. (2015). Profiles of classroom behavior in high schools: associations with teacher behavior management strategies and classroom composition. *US National Library of Medicine National Institutes of Health*. Obtenido de <http://www.ncbi.nlm.nih.gov/pubmed/25746823>
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http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0124-81462008000100008

Julene Nolan, D. H. (18 de Enero de 2014). Obtenido de <http://www.ehu.eus/ojs/index.php/psicodidactica/article/view/13202/13507>

Oswaldo Murillo Aguilar. (Enero / Abril de 2015). Existencial Analysis of the Teachers's Role in the Management of Discipline in the Classroom and the School. 15. Obtenido de http://www.scielo.sa.cr/scielo.php?pid=S1409-47032015000100030&script=sci_arttext

Yuli Viviana Camacho Sánchez. (18 de Julio de 2011). THE TEACHERS AND THE RELATIONSHIPS THAT THEY ESTABLISH WITH THE SCHOOL MANAGEMENT. 19 - 35. Obtenido de <https://dialnet.unirioja.es/servlet/articulo?codigo=3779844>

5. ANNEXES

Sánchez, D. F. (2015, July/Dec). Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers. 17, no.2. Retrieved from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902015000200006

These studies have helped to consolidate a rather scarce but growing body of research in the area of classroom management in English language teaching in Colombia. This phenomenon has become a prominent challenge for many pre-service teachers who are about to enter the teaching profession. These teachers constantly struggle to implement strategies to reduce the negative impact of poor classroom management in their practicum.

<p>Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers</p> <p>Manejo del salón de clase: un reto persistente para docentes practicantes de lenguas extranjeras</p> <p>Diego Fernando Macías* Universidad Surcolombiana, Neiva, Colombia</p> <p>Jesús Ariel Sánchez** EE Miller Elementary, Fayetteville, USA</p> <p>*diego.macias@usco.edu.co **jesussanchez@ccs.k12.nc.us</p> <p>This article was received on May 23, 2014, and accepted on January 9, 2015.</p> <p>How to cite this article (APA 6th ed.): Macías, D. F., & Sánchez, J. A. (2015). Classroom management: A persistent challenge for pre-service foreign language teachers. <i>PROFILE Issues in Teachers' Professional Development</i>, 17(2), 81-99. http://dx.doi.org/10.15446/profile.v17n2.43641.</p> <p>This is an Open Access article distributed under the terms of the Creative Commons license Attribution-NonCommercial-NoDerivatives 4.0 International License. Consultation is possible at http://creativecommons.org/licenses/by-nc-nd/4.0/.</p> <hr/> <p>This qualitative descriptive study aimed to ascertain the extent to which classroom management constituted a problem among pre-service foreign language teachers in a teacher education program at a public university in Colombia. The study also sought to identify classroom management challenges, the approaches to confronting them, and the alternatives for improving pre-service teachers' classroom management skills. The results revealed that classroom management is a serious problem with challenges ranging from inadequate classroom conditions to explicit acts of misbehavior. Establishing rules and reinforcing consequences for misbehavior were the main approaches to classroom management, although more contact with actual classrooms and learning from experienced others were alternatives for improving classroom management skills.</p>	<p>Article references</p> <p>How to cite this article</p> <p>Automatic translation</p> <p>Send this article by e-mail</p> <p>Indicators</p> <p>Cited by SciELO</p> <p>Access statistics</p> <p>Related links</p> <p>Share</p> <p>More</p> <p>Permalink</p>
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Jasmina Delceva Dizdarevik. (2014). International Journal of Cognitive Research in Science, Engineering and Education:. Vol. 2, págs. 51-55. Obtenido de <https://dialnet.unirioja.es/servlet/articulo?codigo=4909364>

4. The development of the teaching program is still an important segment in classroom management. It is necessary for every teacher to know how to outline his lessons according to the goals of the school teaching program. Many school systems don't have clear and defined teaching goals. It is essential for every new teacher in the system to establish his work philosophy in the frame of the teaching program, regardless of previous experience.

5. Classroom management is easy if one is familiar with making decisions and sticking to them. Many teachers can't manage continuity in their work, although work principles are the most important for students.

6. The use of the multitude of appropriate techniques in the classroom creates an atmosphere stimulating to both teachers and students. Not all students learn the same way, some learn visually, others by hearing, some have difficulties reading, and some have weakened hearing. Some are highly motivated, some aren't at all. Because of all this, there's a need to present the same material in

The goal of every school is to be the best, to be failure-free and to make possible that every child learn it is own talents and capabilities.

The new generations of children grow up surrounded with digital media. That is why constantly updating teaching programs is essential for students to obtain different kinds of knowledge. They should be in the focus of attention: there should be changes in the way we grade students, education should be computerized, but most importantly changes should be applied in the classroom itself, in they way we manage it and in the way we organize classes.

Learning is in essence, the most interesting game in life. All children believe this before we convince them otherwise - that it's very difficult!

But if we want to implement this in education, we have to modernize teaching methods. In order for a teacher to be successful, he has to bear in mind that every child is a person, an individual with it is own learning method. Every learning method should be respected, because there is no such thing as a bad learning method. Recognizing one's own method of learning is the key to successful education and work.

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Classroom management

Autores: Jasmina Delceva Dizdarevik
Localización: International Journal of Cognitive Research in Science, Engineering and Education: (IJCRSEE), ISSN 2334-847X, ISSN-e 2334-8496, Vol. 2, N.º 1, 2014, págs. 51-55
Idioma: inglés

[Texto completo \(pdf\)](#)

Resumen

This paper is aiming to discover the paths that enable teachers to manage their work with students in the classroom. To be an efficient teacher means to know with what and how to motivate students to learn. Teacher as an efficient classroom manager needs to have skills to plan and prepare the education process, know how to organize the teaching and how to guide the class. An efficient teacher moreover needs to establish positive classroom climate and working discipline. Also, teacher should be able to evaluate the progress of the students and self-evaluate his own work. In order to examine classroom management skills of teachers in Republic of Macedonia, a research has been made for teachers in primary schools in Republic of Macedonia. Instruments which will be used in order to complete the research and analyses are the following: questionnaire for teachers and educational policy analyses in our country in order to discover whether there is concrete strategy for promotion and implementation of classroom management on local and national level. Analyses of results show that there is a deficit of classroom management skills among teachers, which is due moreover to some lapses in initial education of teachers.

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3. El rol docente en el manejo de la disciplina.

Como se logra observar, en las ideas anteriores, el manejo de la disciplina en el aula es una realidad compleja que requiere del análisis de múltiples factores, la influencia de la familia y de la sociedad en general son dos aspectos que se suman a las variables citadas anteriormente y que reflejan a la perfección la dificultad que encierra este tema.

Es difícil para la persona docente conservar la disciplina en un espacio físico reducido donde convergen más de 25 historias de vida por más de 6 horas diarias y una serie de necesidades de distinta índole a las que se suman las exigencias de un currículum formal.

Por tal motivo, se podría decir que el trabajo de mantener en las aulas una dinámica favorable para el aprendizaje es una tarea desgastante para quienes ejercen la docencia, pues es sobre estas personas que recae la responsabilidad de manejar la disciplina, una tarea para la cual no siempre se cuentan con la suficiente formación o los recursos necesarios.

<p>Actualidades Investigativas en Educación <i>On-line version ISSN 1409-4703</i></p> <p>Rev. Actual. Investig. Educ vol.15 n.1 San José Jan./Apr. 2015</p> <h2>Analisis Existencial del Rol Docente en el Manejo de la Disciplina en el Aula y el Centro Educativo</h2> <h3>Existencial Analysis of the Teachers's Role in the Management of Discipline in the Classroom and the School</h3> <p>Oswaldo Murillo Aguilar^{1*}</p> <hr/> <h4>Resumen</h4> <p>El presente ensayo tiene como propósito evocar la reflexión de las y los docentes a partir de los hallazgos de experiencias positivas respecto del manejo de la disciplina en el aula, las cuales fueron analizadas desde la perspectiva de enfoques de intervención humanístico-existenciales y en la cual participaron varios centros educativos del país. El objetivo es que dichas experiencias sirvan de herramienta e insumo para que los profesionales en Orientación puedan abordar este tema en forma adecuada en las instituciones educativas donde laboran, debido a que, en muchas ocasiones, la disciplina en el aula se ha convertido en el principal problema de los y las docentes del país, dado que actualmente representa todo un desafío el trabajo con un grupo de estudiantes.</p> <p>Palabras clave: disciplina, existencialismo, convivencia escolar, rol docente.</p> <h4>Abstract</h4> <p>There are cases which describe this problematic issue as well as the news media address how hard it is for teachers being in front of a group of students and the challenge that represents for them. That is why this essay presents positive experiences in discipline management in the classroom applied by teachers from different regions of the country. The experiences are analyzed from the perspective of Humanistic-existential intervention approaches, in order to provide a tool for teachers' reflections on their role in discipline management along with inputs for Guidance and Counseling professionals to be used in the schools where they work.</p>	<p>Services on Demand</p> <p>Article <input type="text"/></p> <ul style="list-style-type: none">Spanish (pdf)Article in xml formatArticle referencesHow to cite this articleAutomatic translationSend this article by e-mail <p>Indicators <input type="text"/></p> <ul style="list-style-type: none">Cited by SciELO <p>Access statistics</p> <p>Related links <input type="text"/></p> <p>Share <input type="text"/></p> <ul style="list-style-type: none">MoreMore <p>Permalink</p>
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Jose Martinez & Adriana Duque. (2008, January - June). Behavior and Aggression and other characteristics in childhood. 16. Obtenido de

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La agresividad

La agresividad es una capacidad innata en los individuos, la cual desde el modelo social cognitivo se puede controlar, para manejar de forma adecuada las relaciones con los demás^{67, 31}.

El desarrollo de la agresividad

Inicialmente los modelos teóricos y empíricos evolucionaron desde actos e individuos agresivos, hacia el estudio de sistemas ecológicos, donde priman los efectos de la exposición en modelos agresivos y donde el objetivo es pasar de identificar el desarrollo de consecuencias e interacciones sociales e individuales, a procesos transversales en familias, pares, genes y medio ambiente^{4,69}.

**BEHAVIOR AND AGGRESSION AND OTHER
CAHARACTERISTICS IN CHILDHOOD**

**O COMPORTAMENTO AGRESSIVO E ALGUMAS
CARACTERÍSTICAS A MODIFICAR NOS MENINOS E MENINAS**

José William Martínez*, Adriana Duque Franco **

* Docente de la Facultad de Ciencias de la Salud de la Universidad Tecnológica de Pereira. Asesor Centro de Investigaciones Fundación Universitaria del Área Andina. Seccional Pereira¹
** Centro de Investigaciones Fundación Universitaria del Área Andina. Seccional Pereira

Esta publicación se realizó con el apoyo financiero de COLCIENCIAS (Contrato No. 457 de 2005) y de la Universidad Tecnológica de Pereira.

Resumen

Introducción: el mayor nivel de agresividad en los seres humanos se presenta de los 2 a los 3 años de vida. Este comportamiento tiende a reducirse con los procesos de socialización de la familia y la escuela, aunque en algunos casos con el ingreso a la escuela puede incrementarse. Los niños persistentemente agresivos hasta los 10 años, están asociados a condiciones de vida difícil, deserción escolar, precocidad en el inicio de la vida sexual, mayor número de parejas, consumo de alcohol y dificultad para graduarse. Existe evidencia que demuestra como al modificar el nivel de agresividad de niños y niñas, sus trayectorias de vida pueden cambiar.

Métodos: el presente es una revisión sistemática de literatura que se realizó a través de las bases de datos, proquest, hinari, science direct, ovid.

Conclusiones: el comportamiento agresivo es una característica que puede ser identificada y modificada su trayectoria para garantizar una mejor condición de vida de niños y niñas escolarizados

Palabras clave: Agresión, Desarrollo Infantil, Emoción

Abstract

Introduction: The highest aggressive level in human being shows up at the age of two or three years old. This behavior decreases with the family and school socialization. In some cases when they go to school for the first time it can improve, though. Children still continuously aggressive at the age of ten, are related with difficult life conditions, school drop out, early sexual life beginning, alcohol consuming and difficulties to graduate.

There are evidences which show how aggressive children lives can change through out modifying their aggressiveness level.

Methods: This assignment is a systematic revision of literature compiled through data bases, proquest, hinari, science direct, ovid.

Conclusions: Aggressive behavior is a characteristic that can be identified and changed to guarantee a better life condition of school children

Key words: Aggression, Child development, Emotion.

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Alina Slapac & Lisa Dorner. (2013). The importance of classroom management in early language immersion. 1, 257-277. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=5237804>

This study examined the challenges and successes related to classroom management in a new French Immersion Elementary School (FIES). Framed by language immersion research and theories of culturally responsive classroom management (Weinstein, Curran, & Tomlinson-Clark, 2003), the study focuses on teachers' decision-making processes in a one-way immersion setting. Using a case-study approach on one kindergarten classroom, qualitative data over one year included field notes from participant observation; transcripts of interviews and focus groups with teachers and administrators; classroom artifacts; and videotapes of classroom sessions. Results showed that classroom management was strongly shaped by several factors: the political context, lack of school-wide curricula and policies, built environment, and teachers' prior experiences. The discussion examines how language educators and researchers must look beyond teachers' beliefs and students' cultures when devising solutions to social and behavioral challenges. Recommendations for new language immersion schools that deal with behavior management challenges are made.

Pre-service teachers are placed in a school in mutual agreement with the practicum coordinator. Cooperating teachers are then chosen according to the courses available at each school and whether or not they accept to work with a pre-service teacher throughout the semester. Finally, practicum supervisors are appointed by the practicum coordinator based on their availability and workload regulations established by the university. Typically, practicum supervisors must observe pre-service teachers and meet with them at the university to give them feedback on lesson plans and observations at least once a week.

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The importance of classroom management in early language immersion
A case study of a new French immersion kindergarten class

Autores: Alina Slapac, Lisa M. Dorner
Localización: *Journal of immersion and content-based language education*, ISSN 2212-8433, Vol. 1, Nº. 2, 2013, págs. 251-277
Idioma: inglés

Resumen

This study examined the challenges and successes related to classroom management in a new French Immersion Elementary School (FIES). Framed by language immersion research and theories of culturally responsive classroom management (Weinstein, Curran, & Tomlinson-Clark, 2003), the study focuses on teachers' decision-making processes in a one-way immersion setting. Using a case-study approach on one kindergarten classroom, qualitative data over one year included field notes from participant observation; transcripts of interviews and focus groups with teachers and administrators; classroom artifacts; and videotapes of classroom sessions. Results showed that classroom management was strongly shaped by several factors: the political context, lack of school-wide curricula and policies, built environment, and teachers' prior experiences. The discussion examines how language educators and researchers must look beyond teachers' beliefs and students' cultures when devising solutions to social and behavioral challenges. Recommendations for new language immersion schools that deal with behavior management challenges are made.

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Cecilia Simón. (2016). Positive classroom management. "Effects of disruption management climate on behaviour and satisfaction with teacher", 21(1), 65- 86. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=5295476>

La disrupción es un problema no solo por sus efectos inmediatos en el desarrollo de las clases, sino también porque interfiere en el desarrollo de la cooperación y en las actitudes pro-sociales del alumnado, que constituyen uno de los objetivos más importantes de la escolarización en la mayoría de

utilizan diferentes tipos de castigos: retirar un refuerzo positivo (por ejemplo, no permitir el disfrute de una actividad placentera: *coste de respuesta*); hacer que el alumno o alumna deje la situación de clase en un estado mejor de lo que estaba antes de la conducta disruptiva (*sobre-corrección*); pedir que realice la conducta correcta

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Positive classroom management
effects of disruption management climate on behaviour and satisfaction with teacher

Autores: Cecilia Simón Rueda, Jesús Alonso Tapia
Localización: Revista de psicodidáctica, ISSN 1136-1034, Vol. 21, Nº. 1, 2016, págs. 65-86
Idioma: inglés
Títulos paralelos:

Clima positivo de gestión del aula: efectos del clima de gestión de la disrupción en el comportamiento y en la satisfacción con el profesorado

[Texto completo »](#)

Resumen

This study analyse the role of disruption management strategies and its effects, in interaction with the classroom motivational climate (CMC), on the decrease of disruptive behaviour and on the perception of teaching quality. For this purpose, the Disruption Management Climate Questionnaire (DMCQ) was developed. A total of 827 Secondary-School students formed the sample. To validate the DMCQ, confirmatory factor and regression analyses were realised. Children's attribution to teacher's coping strategies of decrease in disruptive behaviour, and of perceived change in satisfaction with teacher's work as an index of teaching quality, were used as external criteria. Results support hypotheses related to DMCQ structure, and to its role as predictor of the degree of disruption decrease, but not the hypothesis related to satisfaction with teachers' work, that depends mainly on CMC. These results underlie the importance of acting on DMCQ and CMC components to favour the teacher practices.

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Julene Nolan, D. H. (2014, February 18). The goal behavior game. A classroom behavior intervention effective across cultures, Retrieved from

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reporting what their behavior would look like during that time (i.e. ‘Team 1, are you going to get up?’, ‘No, we are not going to get up’, ‘Team 1, are you going to shout?’, ‘No, we are not going to shout’, etc.). This process was repeated for all target behaviors across all three teams. The students were also instructed that to win, each team was to receive no more than four marks on the board for disruptive behavior per game. At the end of each game, the teacher prompted the students through reporting the behavior they had displayed during the game (i.e. ‘Team 1, have you gotten up?’ ‘Yes/no, we have/have not gotten up’, ‘Team 1, have you shouted?’, ‘Yes/no, we have/have not shouted’, etc.). Again, this was repeated for all target behaviors across all three teams. The results of this study indicated that

The screenshot shows the journal's website interface. At the top, there is a green header with the journal title 'School Psychology International'. Below the header is a navigation menu with links for Home, OnlineFirst, All Issues, Subscribe, RSS, and Email Alerts. A search bar is located on the right side of the header. Below the navigation, there is a section for journal statistics: 'Impact Factor: 0.922 | Ranking: Psychology, Educational 39 out of 57'. A source note indicates the journal is a 2016 release of Journal Citation Reports. The main content area features the article title 'The Good Behavior Game: A classroom-behavior intervention effective across cultures' by Julene D. Nolan, Daniel Houlihan, Megan Wanzek, and William R. Jensen. The authors' affiliations are listed as Minnesota State University, USA and University of Utah, USA. A note indicates a more recent version of the article was published on 03-18-2014. The abstract begins with 'Few classroom behavioral interventions have been thoroughly studied using culturally and linguistically diverse populations...'. On the right side, there is a 'This Article' section with links for 'Abstract Free Full Text', 'Full Text (PDF)', and 'All Versions of this Article'. Below this are sections for 'Services' (Email this article, Alert me when cited, etc.), 'Citing Articles' (View citing article information, etc.), 'Google Scholar' (Articles by Nolan, J. D., etc.), and a 'Share' button. A 'More about this journal' section on the far right includes links for 'Submit a Manuscript', 'Free Sample Copy', 'Email Alerts', 'RSS feed', and 'Most Read'/'Most Cited' articles.

Díaz, C. (2012, Enero - Junio). Using Case Study Methodology to Approach the Views of Teachers. 14 (1). Retrieved from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902012000100009

of the following factors that could contribute to it: teachers' competences in classroom management, the methodologies applied, the interpersonal relationships among students and the teacher himself, the lesson planning, and of course the learner's motivation as regards the lesson. Moreover, they recommend some tips to use in the classroom when indiscipline has not yet emerged, when it is just emerging, and finally, when it has emerged. Some of these tips involve keeping in touch with the students at every moment in the classroom, dealing with discipline very quietly and calling their attention individually; in other words, never take problems personally. This means not to let the student pull the teacher into personal conflict.

immediate responsibility for the maintenance of classroom discipline in most situations is the teacher's, the ultimate goal is to reach the point where learners take on or at least share this responsibility" (p. 264). When misbehavior arises in class or even before it appears, it is good for teachers to know what to do or how to manage the conflicting situation. Teachers can certainly use a variety of disciplinary strategies to manage disruptive behavior in the classroom, and the best way to control it is to prevent it from happening.

Using Case Study Methodology to Approach the Views of Teachers of English on Classroom Disciplinary Strategies*

Uso de la metodología de estudio de casos para aproximarse a las concepciones de profesores de inglés sobre las estrategias disciplinarias en el aula

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This article was received on April 25, 2011, and accepted on December 17, 2011.

This qualitative study aims at identifying the disciplinary strategies claimed to be used by a group of five secondary classroom teachers of English in public or semi-public schools in Chile. To conduct this research, a semi-structured interview was applied to participants. The data were analyzed using the principles of semantic content analysis and the grounded theory technique in order to organize the categories and subcategories from the data. The results show that some of the teachers declare using a rising tone of voice, scolding and expelling difficult students from the classroom as key disciplinary techniques; other teachers claim that disciplinary strategies help them to accomplish the teaching aim in a lesson.

Key words: Case study research in EFL, disciplinary strategies, English learning, foreign language learning.

Este estudio cualitativo tiene como objetivo identificar las estrategias disciplinarias que declara usar un grupo de cinco profesores de inglés como lengua extranjera, de la enseñanza secundaria, que laboran en la educación pública o semipública en Chile. El estudio se basó en una entrevista semiestructurada, cuyos datos se interpretaron a partir de los principios del análisis del contenido semántico y la técnica de la teoría fundamentada. Luego se organizaron en categorías y subcategorías. Los resultados muestran que la mayoría de los informantes declara aumentar el tono de su voz o emplear la reprensión y la expulsión del aula como técnicas para mantener la disciplina. Otros expresan que las estrategias de disciplina les ayudan a alcanzar el objetivo de la clase.

Palabras clave: aprendizaje del inglés, aprendizaje de una lengua extranjera, estudio de casos en lengua extranjera, técnicas disciplinarias.

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Punishment can be defined as a technique that decelerates the frequency of a behavior when it is given contingent on that behavior. Reprimands, frowns, reminders and other subtle expressions can serve as punishment, and can be very effective when used appropriately.

A possible disadvantage of punishment is that its effects may overgeneralize, eliminating more behaviors than originally intended. Another difficulty is that the student might associate the technique with the person who administered it, causing ill feeling toward the teacher.

The screenshot shows the PubMed interface. At the top, there are navigation links for 'NCBI Resources' and 'How To'. Below that is the 'PubMed.gov' logo and a search bar containing 'PubMed'. The page is set to 'Advanced' search. The main content area shows the article details: 'Format: Abstract', 'Send to', and the citation 'J Sch Psychol. 2015 Apr;53(2):137-48. doi: 10.1016/j.jsp.2014.12.005. Epub 2015 Jan 24.' The title is 'Profiles of classroom behavior in high schools: associations with teacher behavior management strategies and classroom composition.' The authors listed are 'Pas ET¹, Cash AH², O'Brennan L³, Debnam KJ³, Bradshaw CP⁴.' There is a link for 'Author information'. The 'Abstract' section begins with 'Although there has been considerable attention to the issue of classroom management and processes in educational reform models, there has been relatively limited research on these factors in high schools. The current study utilized observational data from 1262 classrooms in 52 high schools to examine teacher classroom management strategies and ratings of student compliance, engagement, and social disruption. Latent profile analysis (LPA) was conducted to examine specific patterns of classroom-wide student behavior in relation to teachers' use of classroom management strategies and classroom composition. The LPA revealed three distinct classroom behavioral profiles where students consistently met behavioral expectations (71%), inconsistently met expectations (23%), and were noncompliant (6%). Analyses indicated a functional association between patterns of student behavior and teachers' classroom management. In classrooms where students consistently met expectations, teachers provided more opportunities to respond and less disapproval and reactive behavioral management. Classrooms with noncompliant students had teachers who used the most disapproval and reactive behavior management. In addition, classrooms characterized as consistent had fewer males and more White students than classrooms characterized by inconsistent and noncompliant behaviors. These findings highlight the link between student patterns of behavior and teacher classroom management and have important implications for screening and professional development.' The copyright notice is 'Copyright © 2014 Society for the Study of School Psychology. Published by Elsevier Ltd. All rights reserved.' The 'KEYWORDS' are 'Classroom management; High schools; Latent profile analysis; Observation data; Student behavior'. At the bottom, the PMID is 25746823 and the DOI is 10.1016/j.jsp.2014.12.005.

Sánchez, Y. V. (2011, Julio 18). THE TEACHERS AND THE RELATIONSHIPS THAT THEY ESTABLISH WITH THE SCHOOL MANAGEMENT, 19-35. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=3779844>

Some elements and practices of the school management from the academic and



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Problem-based learning and management development – Empirical and theoretical considerations

Autores: Michael S. Carriger

Localización: *The international journal of management education*, ISSN 1472-8117, Vol. 13, Nº. 3, 2015, págs. 249-259

Idioma: inglés

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Resumen

Problem-based learning has been used as a learning device in medical school classrooms for some time and has recently been used in the management classroom, since at least 2004. Although theory about the effectiveness of problem-based learning and practical advice about implementing problem-based learning abound, the empirical evidence available to date suggests problem-based learning primarily impacts problem solving and critical thinking skill but not necessarily knowledge acquisition. This paper presents an overview of the prevailing theoretical approach to problem-based learning. Then presents a comprehensive review of the empirical literature on problem-based learning with a focus on its application to the management classroom. Finally, the paper presents an alternative, novel pedagogical theory, Montessorian theory, as applied to problem-based learning, that aligns theory and prevailing research better than the existing theoretical conception. Montessorian theory as applied to problem-based learning can lead to a better understanding of the effectiveness of problem-based learning, focus on more appropriate learning objectives and learning outcomes, and have implications for future research, curricular development, and assessment of learning outcomes in the management classroom.