UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGES CAREER

THESIS TITLE:

"ANALYSIS OF THE CLASSROOM MANAGEMENT OF 3rd OF BACHELOR'S DEGREE CLASS "C" AT THE VICENTE ANDA AGUIRRE HIGH SCHOOL IN THE ACADEMIC PERIOD 2015-2016".

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Inglés"

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COMMITE MEMEBERS CERTIFICATE

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In constancy with all exposed sign:

MSc. Mónica Cadena
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THESIS TUTOR _____

CERTIFICADO DEL TUTOR

Riobamba, Noviembre 9 de 2016

Master

Carlos Loza

DECANO DE LA FACULTAD

Presente.-

De mi consideración:

En mi calidad de tutora del Proyecto de Graduación titulado: "ANALYSIS OF THE CLASSROOM MANAGEMENT OF 3rd OF BACHELOR'S DEGREE "C" AT "VICENTE ANDA AGUIRRE" HIGH SCHOOL IN THE ACADEMIC PERIOS 2015-2016", desarrollado por los señores estudiantes: Luis Alexis Ramírez Cárdenas y Manuel María Lema Castro, me permito informar a usted que se ha cumplido con todos los requisitos de la investigación. Por tal motivo se encuentra apto para ponerlo a consideración del Tribunal examinador correspondiente.

Particular que comunico para los fines consiguientes.

Atentamente,
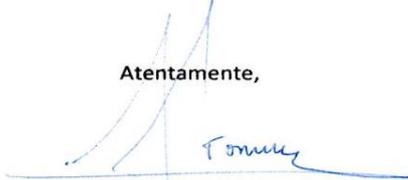
Mónica Torres C.

TUTORA DE LA TESIS

AUTHORSHIP

We, Luis Alexis Ramirez Cardenas and Manuel Maria Lema Castro, students of the Languages Career at Universidad Nacional de Chimborazo, state that we are the only authors of the research work called: "ANALYSIS OF THE CLASSROOM MANAGEMENT OF 3rd OF BACHELOR'S DEGREE CLASS "C" AT THE VICENTE ANDA AGUIRRE HIGH SCHOOL IN THE ACADEMIC PERIOD 2015-2016", ideas, commentaries, and definitions are responsibility of the authors of this research.

Riobamba, November 8th, 2016
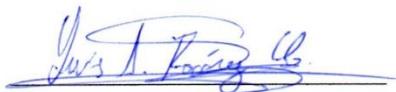
_____   _____
Luis Alexis Ramírez Cárdenas   Manuel María Lema Castro

DEDICATORY

First, I want to dedicate this work to my parents who helped and supported me to do this. This work is dedicated to all my friends, my family and teachers that were guiding me through all this difficult path to the success, I really appreciate what you did for me and I won't forget that, trust me when I tell you that I will do for all of you what you did for me.

Thanks a lot for your help.

Alexis.

DEDICATORY

First I want to dedicate this work to my God, after to my Parents who have made possible for given me the best education, and then my brothers who have helped me morally and economically to overcame in Education, and then my wife and daughters. Finally, I want to dedicate this work to my teachers who have helped and guided me in Education area. I am thankful with teachers because they taught me something I did not know. I want to dedicate this effort to my friends and family members. Thank you to all people who have involved in helping.

Manuel

ACKNOWLEDGEMENT

This project was possible thanks to the help, guidance, and wisdom of our thesis tutor Msc. Monica Torres. In addition, this project is dedicated to all the new teachers, student teachers, and teachers of the Universidad Nacional de Chimborazo, because they should know this information about this important topic that is going to help them in the teaching learning-process and this information will facilitate the professional life of all those teachers that have problems related to this topic.

Alexis and Manuel.

INDEX TABLE

PRELIMINARY

RESUMEN

En este importante proyecto de investigación se han analizado varias características profundamente conectadas con el manejo de la clase que se relacionan con aspectos específicos que tienen que ver con ello enfocando nuestra atención en la corrección de errores, la organización de la clase y la motivación durante el proceso de enseñanza-aprendizaje. Este estudio se realizó en el 3ro de Bachillerato paralelo "C" del colegio Vicente Anda Aguirre en el periodo académico 2015-2016 durante el mes de junio del presente año.

Esta investigación tiene el propósito de observar la manera en la que el docente maneja su clase de inglés con los estudiantes de dicha institución educativa en dicho paralelo, sin embargo este proyecto está particularmente enfocada en la manera como el profesor organiza la clase, motiva a sus estudiantes, y corrige errores durante el proceso de enseñanza aprendizaje.

Para realizar esta investigación de manera veraz se utilizó el método cualitativo etnográfico, que permite conocer los factores de manejo del aula y su relación con el comportamiento de los alumnos. El nivel de estudio de esta investigación es exploratorio tomando como población al maestro y estudiantes de dicha institución educativa que suman un total de 35 personas. Se diseñaron dos hojas de cotejo, la primera sobre los aspectos mencionados anteriormente, la segunda relacionada con el comportamiento de los estudiantes con el fin de obtener resultados reales y concretos sobre las anomalías que se presentan durante el desarrollo de la clase y los problemas en el comportamiento de los estudiantes que entorpecen el proceso educativo.

Como resultado de la hoja de cotejo propuesta, se identifícó de manera concreta que el maestro manejó la clase 50% bien y 50% mal. Como consecuencia, los estudiantes respondieron con mal comportamiento a la forma en la que el profesor administra la clase.

ABSTRACT

In this important research project it has been analyzed some features deeply connected with the classroom management relate to specific aspects that have to do with it focusing our attention on error correction, classroom organization, and motivation during the teaching-learning process. This research was conducted in the 3rd of Bachelor's Degree Class "C" at the Vicente Anda Aguirre High School in the academic period 2015-2016 during the month of June of this year.

This investigation has the purpose of observing how the teacher manages his English class with the students of the mentioned class in the mentioned institution, however , this particular investigation is focused on how the teacher organizes the class, motivates students, and correct mistakes during the teaching learning process.

The ethnographic qualitative method was used to do this research in a clear way, which allows to know classroom management factors and its relationship with the students' behavior. The level of study of this research is exploratory taking as population the teacher and students of this educational institution that totally are 35 people. Two checklists were designed, the first one about the aspects mentioned above, the second one related to the students' behavior in order to obtain real and concrete results regarding anomalies that are presented during the development of the class and the problems in the behavior of the students that dull lesson process.

 As a result of the proposed checklist, it was identified in a concrete way that the teacher handled the class 50% well and 50% wrongly. As a consequence, the students responded with bad behavior to the way that the teacher manages the class.
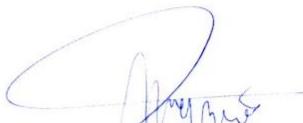
Reviewed by": Caisaguano Janneth Language Center Teacher.

INTRODUCTION

Classroom management is important because it has to face the entire organization of the class and all the factors involved in the way the teacher organizes, motivates, and correct errors during the class.

The investigation work was developed by the necessity to observe how the teacher manages his English class. This particular investigation is focused on how the teacher organizes the class, motivates students, and correct mistakes during the teaching learning process and how it affects in students' behavior in 3rd of bachelors' degree class "C" at the Vicente Anda Aguirre High School where the learners receive 5 hours of English classes per week.

It contributes to the entire educational community because it is necessary to have a prior knowledge about classroom management to avoid problems in the behavior of the students fulfilling the objective of observing how the teacher manages his English class. The investigation is important because it contains some theories about the most essential steps that the teacher has to follow in a good way to manage the class properly and what would happen with a bad usage of these steps dulling the teaching learning process and creating a bad behavior in the students.

Five chapters had been applied, which are detailed below:

Chapter I: The problem research, problem definition, problem formulation, objectives, general objective, specific objective, justification had been managed at the Reference Framework.

Chapter II. Background of previous investigations related to the problem to be investigated. Theoretical foundation; Definition of classroom management, Importance of classroom management, Classroom management, classroom management and organization, tips to organize the class, motivation in the classroom management, error correction in classroom management, behavior and classroom management, characteristic of the behavior of the students, problematic students' behavior, good students' behavior, Strategies to improve the classroom management and overcome problems in the behavior of the students, definition of basic terms, objective operationalization had been operated at the Theoretical Framework.

Chapter III: scientific method, research design, level of research, population and sample, techniques and instruments of data collection, techniques for process and analysis of data were used at the methodological framework.

Chapter IV: analysis and interpretation of the results, teacher's checklist description and analysis, students' checklist description and analysis, and discussion about the results had been driven at this chapter.

Chapter V: conclusions and recommendations, conclusions, recommendations, references, attachments, photos had been handled at the conclusions and recommendations.

Finally, it is presented the references and some annexes.

CHAPTER I

1. REFERENCIAL FRAMEWORK

1.1. THE RESERCH PROBLEM

The teacher in charge does not manage the class in a way that is pleasurable and adequate for the students and as a result, that causes disconformities in the majority of them.

1.2. PROBLEM DEFINITION

This project has been designed because the researchers have observed during their Pre-professional practices, problems that occur in the class during the teaching-learning process in the 3rd of bachelor's degree class "C" at the Vicente Anda Aguirre High School. The researchers have observed that some students are not interested about the English subject because of a lack of class organization and motivation from teacher to students for these reasons students' level in this institution is medium.

There are some problems on the students' behavior, which appear commonly when the class is not managed in an appropriated way. In the other hand, there are students that have a positive behavior toward the subject. These students show characteristics like punctuality to arrive, participation during the class, respect to the teacher, respect to the classmates, and many good characteristics during the teaching-learning process in the English subject. In fact, there are many aspects involved in classroom management.

However, this particular investigation is focused on how the teacher organizes the class, motivates students, and correct mistakes during the teaching learning process and how it affects in students' behavior in 3rd of bachelors' degree class "C" at the Vicente Anda Aguirre where the learners receive 5 hours of English classes per week.

This investigation was developed to observe how the teacher manages his English class and to observe all the aspects that the teacher does not manage well. All those bad managed aspects are reflected in the behavior of the students and having identified which they are, it is known the conformity of the students with that classroom management and what kind of behavior they present according to that.

1.3. PROBLEM FORMULATION

How does the teacher manage his English class with the students of 3rd of bachelor's degree class "C" in the Vicente Anda Aguirre High School?

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

✓ To observe how the teacher manages his English class with the students of 3rd of bachelor's degree class "C" in the Vicente Anda Aguirre High School.

1.4.2. SPECIFIC OBJECTIVES

✓ To observe the aspects that the teacher does not manage well.
✓ To examine the students' behavior of 3rd of bachelor's degree class "C" in the Vicente Anda Aguirre High School.

1.5. JUSTIFICATION

The research is important from the academic point of view because it is necessary to know how the teacher manages the class, since classroom management is one of the fundamental pillars of education. Methodologically it is essential to manage the class in an appropriated way because students need to feel motivated and comfortable for learning English language, which implies a good behavior on them, so for this reason, activities must be done in different ways and the teacher should ask to students what kind of tasks they would like to do.

With the development of this project, the institution where the problem occurs has been benefited since through the analysis and comprehension of the research. The trouble has been identified to be solved in a way that the phenomena has been improved positively and the teachers that evidence or face the same inconvenient have some knowledge to overcome the problems such as encourage and promote good behavior from students in the class.

After the realization of this project it has been learned how to handle an English class especially in the stages of error correction, class organization, and motivation to keep students' interest towards the subject to improve their behavior positively.
Methodologically the instrument to recollect data was adapted according to the necessity of knowing the aspects that the teacher does not manage well and as sample, it was took a model of checklist found it online.
According to the academic education received in the Universidad Nacional de Chimborazo, this project has been carried out and executed in a proper way.

The research has the permission and the support of the teacher (in this case the English teacher of the 3rd of Bachelor's degree class "C") and the Authorities of the institution (The Vicente Anda Aguirre High School) where the problem to be observed appears. This research is going to be performed during the month of June in the academic period 2015-2016.

To develop this project, economic and technologic feasibility were resources of great help. In the economic feasibility, 80$ were spent to do this project. Technological resources like computers, printers, and cellphones were very helpful.

The project provides direct benefits to all the students and teachers of the Universidad Nacional de Chimborazo. The indirect beneficiaries are the teachers and students of the Vicente Anda Aguirre High School where the problem was observed.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

Previous researches about this project have been reviewed at the National University of Chimborazo, Facultad de Ciencias de la Educacion Humanas y Tecnologias library there are no similar researches like:

"ANALYSIS OF THE CLASSROOM MANAGEMENT OF 3rd OF BACHELOR'S DEGREE CLASS "C" AT THE VICENTE ANDA AGUIRRE HIGH SCHOOL IN THE ACADEMIC PERIOD 2015-2016". However, nationally there are the following topics:

"CLASSROOM MANAGEMENT IN THE ENGLISH LEARNING PROCESS AT 9TH LEVEL "B" IN THE ESCUELA DE EDUCACION BASICA DR. NICANOR LARREA LEON, IN THE CITY OF RIOBAMBA, DURING THE SCHOOL YEAR 2014-2015". JAYA, A and CUJILEMA, S (2014-2015) point that, classroom management is important tool in the current education during the teaching-learning process because it helps to improve students' learning.

"CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS". Armijos, Juan. (2011-212) this researcher says that, classroom management is a useful aspect for teaching-learning process because when the teacher uses enough strategies and techniques, the students feel motivated for learning English language.

2.2. THEORETICAL FOUNDATION

This project is focused on the analysis of the classroom management and the aspects that the teacher does not manage well like: organization, motivation, and error correction during the teaching learning-process that are important stages of the mentioned topic and can be evidenced in a way that the results could be proved.

Due to those aspects, it is observed the behavior of the students and how the bad usage of those influence their motivation, organization, and conformity during the error correction.

2.2.1. DEFINITIONS OF CLASSROOM MANAGEMENT

Some authors specialized in this important topic give the following theories about it:

"Classroom management refers to the way teachers organize what goes on in the classroom. As the mediator person in the classroom, the teacher has the opportunity to influence the kind of interaction that goes on in the class and this interacting is created from a convention or from related factors. The goal of classroom management is to create an atmosphere that put the students at ease, builds their confidence and is conducive to progress in learning English." (Torres, 2010, p. 123)

M Kelly 2014, Secondary Education Expert, manifests that "Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom. Classroom management is one of the most feared parts of teaching for new teachers".

According to all those authors, classroom management is the way that the teacher manages, organizes, guides, and directs, using the different methods, techniques and strategies inside the classroom during the period of teaching-learning process creating a meaningful environment to improve the knowledge about the assignment (in this case the learning of English language). In addition, at the same time controlling the students during the class. However, when the classroom management which is used in the class by the teacher is not appropriate for the students, there is going to be a problem in the behavior of them for that reason, in the teaching of the English Language, behavior and classroom management are going to be analyzed to improve English teaching-learning.

2.2.1.1 IMPORTANCE OF CLASSROOM MANAGEMENTE

Some educators specialized in this topic suggest that it is very important to use classroom management in a good way to make the class more interesting, comfortable, and pleasurable for the students because the teacher as a human being has the duty to do that.

Classroom management is important because it offers to students an ideal learning environment and helps to engage students in learning process. If a teacher does not know about classroom management, he or she will not be able to work as a teacher in an appropriated way. Classroom management involves different areas such as discipline, expectations, routines, rules, and organization.

All those areas have to be well controlled by the teacher because he is the leader of the class and he has the duty to manage the entire class in a way that all the students will take part of it.

Classroom management is very important because the teacher may control students discipline and expect a good response from students. The teacher set rules at the beginning of the class and makes routine to teach students, and class organization is something very important because it makes feel comfortable teacher and students indeed a teacher can control students easier in organized classroom, and obviously a good classroom management motivates students to engage in education process and control students discipline.

This topic is very important because it is going to help a lot the new teachers to ease their job in a way that the subject that they are teaching (in this case the English Language), is going to be easier to learn for the students. As it was said before the entire people involved in the class is going to be comfortable inside it and interested for the subject thanks to the appropriated knowledge and usage of this topic.

2.2.1.2. CLASSROOM MANAGEMENT

"Classroom management is the term educators use to describe methods [or techniques] of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom. Classroom management is

one of the most feared parts [or stages] of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession." (Kelly. M, *2014*)

As it says, classroom management is one of the most important stages in the teaching learning-process. It is difficult most of the time because is a feared part for the new teachers that are beginners in this adventure called teaching process since it is all about control and discipline students during the class, however it is very important to increase and maintain the learning process among students.

Everything starts from the teacher sets foot in the classroom: in other words when the teacher enters to the class he has the duty to be polite with the students, arrive to the class with punctuality, and also the teacher has to establish some rules at the beginning of the class to avoid problems while the teaching-learning process take place. The behavior of some students could be evidenced since the beginning of the class, so in the experience of some teachers that are new in this adventure, it is very important to star with a good attitude toward students.

Also, the teacher has to establish a good relationship in the classroom with the students, because he manages the class, so as a human being the teacher has to obtain the confidence of the students and vice versa and it will facilitate the development of the class.

The same author argues that "Classroom interaction between students and teachers is at the heart of the teaching/learning process. However, in Latin America and the Caribbean, very few countries have good information [or knowledge] on how classroom dynamics work in practice or how those dynamics influence learning." Based on it, it could be said that in this region [Latin America] there is a lack of information about classroom management, so for that reason just a few countries have good information about this important topic.

In most of the countries in Latin America poverty reigns, and it does not permit the people who is getting prepared to become a teacher have access to appropriate information about

classroom management and the majority of the professionals that finish their career as teachers have to face this as they would be walking on a banister with eyes bandaged.

However, some countries that have access to this wonderful information get the appropriated knowledge about classroom management. As a result, they will obtain an amazing environment to develop the teaching-learning process because they know how well it works and they understand how to give instructions, catch students' attention, use materials in the classroom, and maintain the order inside the classroom.

In addition, this author says that "Classroom management depends on teacher's skills how he or she lead or maintain students for keeping organized, orderly, focused on task during the class for teaching-learning process." Classroom management depends a lot of the skills that the teacher has as an educator.

Therefore, the teacher has the duty to act as a manager, leader, and monitor of the class to organize, manage, lead, and monitor the class to avoid problems in the behavior of the students. While they are receiving the knowledge that the teacher shares to them, the class has to be well organized to improve the classroom environment and to create a good experience in the teaching-learning process for both, the teacher and the students.

Because of the classroom management, the student will show his or her behavior that could be positive or negative, but classroom management is linked with the student's behavior since it is very important to develop the class and the behavior of the student is linked with the behavior of the teacher. Just with the appropriated knowledge about classroom management and behavior, the teacher will be able to solve the problems that can occur during the class with the students that show a disruptive behavior.

2.2.1.3. CLASSROOM MANAGEMENT AND ORGANIZATION

Classroom management covers the organization of the class during the teaching learning process. It is directly focused on the entire physical organization of the class, so in this phase, the class is like a vehicle and the teacher in charge has to drive this vehicle to facilitate the educational process and keep the passengers safe. As a monitor, the teacher

has to engage students in the class to avoid disorganization inside the chamber and avoid chaos.

The teacher should organize students so, they can perform their tasks or classwork in a good way. Because of the advantage of a well-organized class, there is no chaos in the classroom.

The classroom environment has to deal with the organization and correct usage of the elements inside the chamber by its users that in this case are students and the teacher. In addition, the organization of the class is evidenced during group works, because most of the times while making activities like the mentioned before, role-plays, debates, and all those tasks that are directly connected with the interaction between students and organization of the class, could create chaos in the class and increase problems in the behavior of the students.

2.2.1.3.1. TIPS TO ORGANIZE THE CLASS

- ✓ **Improve your own work area:** position your desk in a place that it is visible and accessible for all the class.
- ✓ **Keep a routine:** begin since the first day in the class with a routine, because it is not a secret that a good routine facilitate the classroom management.
- ✓ **Direct your students:** it is no possible to make group works in a disorganized way where the students do not have the capacity to control the activity. Lead your students in all the interactive activities telling them what to do, where to place, and when to finish the activity to avoid problems.
- ✓ **Put everything in its place:** all the objects in the class has to be well ordered like: chairs, markers, bags, containers, etc.
- ✓ **Establish some rules:** with established rules in the class, chaos is avoided and the class organization is going to be improved.

2.2.1.4. MOTIVATION IN THE CLASSROOM MANAGEMENT

Motivation decides the manner in which the person develops and makes tasks or works. If the motivation is appropriate, the person gives the best and at the same time feels happiness for doing the tasks or jobs. If the motivation is scarce and poor, there will be

thousands of problems in the behavior of that person and everything ends in chaos. The same thing happens in the educational process. The motivation depends a lot on internal and external factors that are professional, familiar, or personal; those factors play an important role by the person to carry out their duties in the best way possible.

If the students are interested in the subject that they are learning, they fell motivated to learn and develop the activities related with the subject in a good way. To maintain students interested about the subject, the teacher has the obligation to motivate them in a way that they will understand the benefits of it. In addition, the teacher has to use phrases or perform activities to motivate students.

The teacher needs to motivate students in a way that they are going to forget their difficulties about the subject to overcome them. It is important to motivate learners in a way that they could forget their problems and the hate that they have against the subject. Just showing the good side of learning the subject and all the amazing advantages that it has, students could feel the appropriated motivation to do their best effort in the subject.

2.2.1.5. ERROR CORRECTION IN CLASSROOM MANAGEMENT

Every teacher has a way to correct mistakes, and most of the time teachers correct mistakes in a bad way. When something is not good, there is a polite way to say that and correct it without offending the person that committed the mistake, but in the educational system, most of the teachers use offenses to show students that what they do is not correct. The usage of offenses make students' motivation decrease in a way that the do not want to know anything about the subject anymore. As a result of a bad way to correct errors, the behavior of the students change in a negative way, so the students create problems, chaos, disorder, and a lot of troubles to obstruct the teaching learning process and show their disconformity

To avoid those problems it is important to maintain politeness and respect toward the students. The usage of appropriated vocabulary, personalized correction, and kindness to correct errors during the classes is a good way to avoid problems in their behavior. In

addition, it is necessary to ask students how they want to be corrected; always they have clear ideas about the appropriated correction by them.

One of the best ways to correct mistakes is to take some extra time to look for all the mistakes that the teacher and the students commit during the class. The advantage of this activity is that students feel confidence to declare the mistakes that they have made because the teacher is included in that group too and the error correction is improved in a friendly and educational way for all the people inside the class. If the students are corrected in an appropriated way, their learning is going to improve and they will not feel afraid to commit a mistake and be corrected again.

2.2.2. BEHAVIOR AND CLASSROOM MANAGEMENT

According to the Web Page Special Education Guide (2016), classroom management and discipline are "very important parts of teaching. In any given class, you may have six students with special needs, two students needing to make up work, four disruptive students, three students with attention deficit-hyperactivity disorder (ADHD), four students without books or homework, five without a pencil and two without notebook paper … and that is on a good day!." These kind of problems occur commonly in a normal day in the class. For this reason, the teacher must be prepared to face these kind of problems.

Therefore, these troubles occur commonly in the different stages that the class has, it could happen when the teacher establishes rules for the class that in this case is part of class organization. There is going to be some students who disagree with those rules and in that moment the behavior of the students would change in a positive or negative way depending on the rules, and of course the teacher's attitude.

Some educator specialized with this topic are familiarized with the kind of students that are against the rules established in the class, and most of them suggest that it is very important for the teacher to maintain the confidence and continue with the class punishing in an appropriated way to the problematic students.

Since the beginning of the class, the students have to be conscious that they must follow the rules established by the teacher. For more bad as it sounds, they must learn watching the consequences that it brings with the failure of do not follow those rules.

The same web page says, "Anyone can see why you might collapse without something to support you. That something is classroom management. While it is very important to know your subject, you would not be able to teach all the wonderful things that you know without classroom management and discipline." It is very important to know classroom management and discipline because if teachers do not know how these two things work, the teacher will not be able to manage the class and will not be able to teach to the students in an appropriate way.

Classroom management states to different aspects in teaching-learning process even how the class start, lesson routines, and procedures, multitude of interactions and discipline of students. Using appropriate classroom management even unplanned things can be easier to treat with students because the teacher is prepared to solve all the problems that can occur in the behavior of the students that appears in every stage of the class that could happen at any moment of the class.

However, these problems appear commonly during the error correction too, because some students are not prepared to be corrected when they commit a mistake in the English class that can be very embarrassing for them. This happens because some English teachers do not know well how to correct their students in an appropriated way (that is the stage of error correction), and when they do that they are not conscious that they could be rude or disrespectful at the time to correct mistakes and as a result, the students will be upset or embarrassed. So to avoid that the teacher has to know how to correct students' mistakes in a friendly way to make students feel comfortable in the class to increase the pleasure in the chamber at the time that they improve their knowledge without distrust.

Troubles could occur during the organization of group works too that is part of the organization of the class. Some teachers use a lot the group works, because it is a good strategy to teach the subject and as everybody know, the best way to learn a foreign language (in this case English Language), is through the interaction with other people who use it. Anyway, at the time to organize the groups to do a specific activity in the

class, there is going to be students who disagree with the organization of the groups, students who are going to cheat during the group work, and students who will be focused on doing homework of other subjects instead performing the group work.

To avoid all those misbehavior problems, the teacher first has to motivate students in a way that they will be interested about the topic, it has to be shown the importance of learning the English language to increase the motivation in the students' against the subject.

In addition, the teacher has to present an interesting topic for the students that will keep them interested on it, organize the groups in a way that the students will feel good with their partners, and ask them to use or bring just the necessary materials to perform the activity.

The teacher must be conscious that he would have some students with special needs in his class. Teacher has to be careful with these kind of students because they have different problems that could be physical or psychological. Not all the students are equal, so the teacher has to know how to treat those ones who have different needs that could be learning difficulties, incapacity, or any other kind of problem that can due the learning process.

The educator has to manage the class in a way that the teaching-learning process could be pleasurable for all the students and in the case of having special students, the teacher should mix strong and weak students that is going to be a good advantage for them as these kind of students will feel better.
 Also taking extra care of those ones that have the problems mentioned before is necessary. In that way, the class is going to be well managed and the behavior of the students is going to be positive, because all of them are going to feel important and special in the class.

2.2.3. CHARACTERISTICS OF THE BEHAVIOR OF THE STUDENTS

Depending on the classroom management, the students will respond to this with a good behavior or a bad behavior, so to know this first is going to be necessary to identify the

characteristics of the good and bad behavior on the students. To continue, here are the characteristics of students with bad behavior.

2.2.3.1. PROBLEMATIC STUDENTS' BEHAVIOR

"Reports of problematic behaviors are on the rise nationally, not only in the classroom but in society at large" (Kowalski, 2003).

The same author reports that "Some of these immature, irritating, or thoughtless behaviors or "**classroom incivilities**" include:

- Lateness or leaving early
- Inappropriate cellphone and laptop usage in class
- Side conversations
- Disregard for deadlines
- Grade grubbing
- Sniping remarks
- Cheating"

According to that, those characteristics appear in students who have bad behavior in the classroom for a bad management of it.

However, not all the time the students have a bad behavior in the class, so here are the characteristics of students with a good behavior during the class.

2.2.3.2. GOOD STUDENTS' BEHAVIOR

On the other hand, here are some characteristics defined by the researchers of this investigation that students with good behavior have in the class.

- Punctuality to arrive
- Appropriate cellphone and laptop usage in class
- Participation during the class
- Respect to the teacher
- Respect to the classmates

Therefore, students' behavior is closely linked to the discipline inside the class and it depends a lot of the classroom management that the teacher uses and the way that he or she develops it. To start to teach it is essential to socialize with the students in the class, to know better, how they are and to understand the necessities that they have, so for this reason it is very important to the teacher to have good social skills and maintain seriousness inside the class with the students without crossing the respect's line.

Because of a bad classroom management in all the different stages that it has, chaos will reign the class, in the other hand if the classroom management is developed in an appropriated way; the classroom is going to be a pleasurable place to study for the students and an amazing place to work for the teacher.

2.2.4. STRATEGIES TO IMPROVE THE CLASSROOM MANAGEMENT AND OVERCOME PROBLEMS IN THE BEHAVIOR OF THE STUDENTS

1. **Motivate your students:** the teacher should be able to motivate students in a way that they are going to star to love the subject because the teacher has to show all the amazing advantages that leaning a second language has (English language), and the teacher must make students understand the beauty that the mentioned language has, because it is art.

2. **Assume the best in the students:** even if the expectations about the class that the teacher has are not complied, the teacher has to make students know that it does not affect the thoughts that the he has about the students because the teacher is focused on them not in their misbehavior. In that way students will know that, the teacher cares on them.

3. **Instill Respect:** to receive respect from the people it is necessary to show respect to the people. The teacher has to show respect to the students in a way that he and the students will be polite with each other, but without losing the confidence that, they have.

4. **Unite People:** there are many discussions and problems inside the class between students, so the teacher as an educator has the duty to make students know that they will work better if they do it together. As an educator the teacher has to break the barriers that appear in the people that he is educating, all those social, economic, religious, and political barriers has to be broken with the help of the teacher as a mediator.

5. **Reward or punish students if it is necessary:** depending on the behavior of the students, the teacher should be able to give them the appropriated recognition to their actions. It is going to motivate the students to behave in a positive way because those who have bad behavior will not like be punished and will prefer to have a good behavior to be rewarded.

6. **Set rules:** in every class there is necessary to have rules. Those rules have to be according to the necessities that the students have and have to be negotiated for the teacher and the students to make them feel comfortable with these rules and to make them know that those rules will help them to maintain the order in the class.

Those strategies were made according to the necessities that the teacher and the students have in the classroom. Not all the classrooms are equal, so these strategies will just guide to all those ones to have an idea about the things that they have to do or improve to avoid behavior problems.

2.3. DEFINITION OF BASIC TERMS

EUPHEMISM. - Is the substitution of a mild, indirect, or vague expression for one thought   to be offensive, harsh, or blunt. (The American Heritage New Dictionary, 2005)

ARRANGE. - Is to place in proper, desired, or convenient order; adjust properly. (Collins English Dictionary, 2012)

MANAGEMENT. - Is the act or manner of <u>managing</u>; handling, direction, or control. (Dictionary.com Based on the Random House Dictionary, 2016)

DE-ESCALATE. - Is to decrease in intensity, magnitude, etc. (Collins English Dictionary, 2012)

MOLEHILL. - Is make a mountain out of a molehill, to exaggerate a minor difficulty. (Dictionary.com Based on the Random House Dictionary, 2016)

NAÏVE. - Is having or showing a lack of experience, judgment, or information; credulous. (Dictionary.com Based on the Random House Dictionary, 2016)

2.4. OBJECTIVE OPERATIONALIZATION

OBJECTIVE	ACTIVITIES	RESOURCES
To observe how the teacher manages his English class with the students of 3rd of bachelor's degree class "C" in the Vicente Anda Aguirre High School.	• Research in books and online materials. • Reading information related with the Classroom management and the Behaviour of the Students. • Observation of the management proposed by the teacher. • Designing a checklist according to the classroom management proposed by the English teacher and the behaviour presented by the students as a result of it. • Application of the checklist to the English teacher of the 3rd of bachelor's degree class "C" at the Vicente Anda Aguirre High School. • Collect the information.	• Internet • Books • Online materials • Checklist • Students
To observe the aspects that the teacher does not manage well.	• Review the information from the Checklists. • Interpretation of the obtained information about the classroom	• Checklist • Students

	management and the behaviour in the class.	
To examine the students' behavior of 3rd of bachelor's degree class "C" in the Vicente Anda Aguirre High School.	• Review the information from the checklist • Application of the checklist to the students of the 3rd of bachelor's degree class "C" at the Vicente Anda Aguirre High School. • Writing conclusions.	• Internet • Books • Online materials • checklists • Students

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. SCIENTIFIC METHOD

TYPE OF RESEARCH: Qualitative. - The qualitative method is a method of research that alludes to the qualities and it is used for political or field research. This method describes events, facts, people, situations, actions, and behaviors that are observed through a study.

The qualitative method was used to develop this investigation, because this method permitted to obtain real and important information about how the teacher manages his English class and the behavior of the students of 3rd of Bachelor's degree class "C" at the Vicente Anda Aguirre High School. It was collected from the variables (classroom management (motivation, organization, error correction) and behavior to elaborate the used instruments that in this case were checklists. The instruments were applied in the selected population during the mentioned period to guarantee the qualitative information. The results were analyzed and interpreted to get the conclusions about the problem.

Qualitative method of research: Ethnographic.

3.2. RESEARCH DESIGN

In this investigation, the field research has been used.

Field research: it was field because it was researched in a place where the problem was observed through the direct contact with the English teacher and the students of 3rd of Bachelor's Degree in the Vicente Anda Aguirre High School applying checklists.

3.3. LEVEL OF RESEARCH

This is an exploratory research because the problem was observed, knew, and extended to identify and understand better the problem research.

3.4. POPULATION AND SAMPLE

3.4.1. POPULATION

The population for this research are the English teacher and all the students of the Vicente Anda Aguirre High School at the 3rd of Bachelor's degree class "C" that are totally 35 people.

3.4.2. SAMPLE

Because of the lack of population in this kind of investigation, the sample cannot be applied because to do that is needed to have a wider number of people.

The students of this institution are not interested about the subject because they are from countryside and most of them consider that learning the English language is unnecessary for them. Most of them have personal and attitudinal problems that are directly reflected inside the class. Their necessities were to obtain the bachelor's degree remaining interest in the English subject and doing the things just for obligation.

3.5. TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION

This topic was decided according to the presented problems that were evidenced during the English classes in the third of bachelor's degree class "C" where the students presented a bad behavior towards the teacher and because of those problems; the researchers were interested in discovering the root of those troubles. In the field of work, the researchers had free access to develop the project and they acted as passive observers, watching the specific aspects of the classroom management like error correction, class organization, and motivation.

The data were collected for both investigators and registered through the observation with the help of a checklist. The implement and techniques to collect the data were made based on the main problems. The instruments had the corresponding permission for their application. In this research, the following tool was used:

Checklist: it was designed a checklist to apply on the students and the English Teacher of 3rd of Bachelor's Degree class "C" in the Vicente Anda Aguirre High School during some English classes starting from May 8th to June 9th 2 hours per week, where the main problems were observed in a direct way.

The checklist was made specifically to obtain the information about the aspects that the teacher does not manage well and the other one according to the behavior of the students because of the Classroom management proposed by the English Teacher in charge.

3.6. TECHNIQUES FOR PROCESS AND ANALYSIS OF DATA

The research was made through checklists, the techniques for process and analysis of data are:

Review the Information: the information about behavior and classroom management were collected during the research.

Analysis and selection of data: the instrument was designed according to the information of behavior and classroom management, and this instrument was applied during some English classes in the 3rd of Bachelor's Degree class "C" in the Vicente Anda Aguirre High School.

Determine conclusions and recommendations of the research: results obtained from the application of the instrument (in this case the checklists), contributed to demonstrate the objectives, and finally to obtain conclusions and recommendations about the research project.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. TEACHER CHECKLIST

The teacher checklist to analyze how the teacher manage his English class during the teaching-learning process.

Grade: Third Bachelor

Area: English teaching-learning process

Indicator of achievement: the classroom management which is used by teacher is appropriate for teaching-learning process.

INDICATORS ABOUT TEACHER	YES	NO
1. The teacher establishes rules.	x	
2. Teacher tries to correct error without offending students.		x
3. Teacher is friendly with students.	x	
4. The teacher explains the importance of the subject to motivate students.		x
5. The teacher surprises to students with good behavior.		x
6. The teacher applies any kind of punishment to students with bad behavior.	x	
7. The teacher behaves serious inside the classroom.		x
8. The teacher tries to socialize to students.	x	
9. The teacher does the group work to improve helping between students.	x	

10. The teacher mixes weak and strong students for group work.			x
Points:		5	5
Total:		10	

The teacher's checkist was made in order to obtain results about how the teacher manages his english class and the aspects that are involved on it, in the 3rd of Bachelor's degree class "C" at the Vicente Anda Aguirre High School.

4.2. ANALYSIS

As we can see in the item number 1 it was proved that the teacher establishes rules inside the classroom. From the point of view of the classroom managemen the teacher established some rules but the teacher´s flexibility makes students to misbehave and break the rules and they cause chaos inside the classroom. In this case the teacher should remove all uncertainty over what does and does not constitute breaking rules.

In item 2 researchers could observed that the teacher correct errors offending students. It implies the teacher does not know how to correct students' mistakes, so the teacher does not use self-correction, peer corection, he only use teacher correction.

In item 3 it was concluded that the teacher is friendly with the students but he doesn't limits which provokes the students misbehave in his classes.

In item number 4 it was proved that the teacher does not explain the importance of the subject. The lack of explanation about importance of the language the students think, they are losing time studying language that they will not use in their future life. According to classroom management the teacher does not motivate students making them become aware of how important is to learn the English language. For instance as this language is universal, learning English they can travel around the world, get scholarships and find a better job.

In item 5 we discovered that the teacher does not use good strategies to surprise students. The teacher does not motivate students with good prizes. For him it is equal bad and good behavior students, so this makes students with good behavior to change their attitude in the class. If a teacher would use a good classroom management he should apply different strategies like given extra points, variety of activities and using stimulating materials to motivate students.

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In the item 6 we found the result that the teacher applies some kind of punishment to students with bad behavior. Some students are punished by the teacher according to their problems but the method is not appropriate one. The teacher should change his methods to punish them to avoid more disrespect from students.

In item 7 it was reveled that the teacher does not behave seriously inside the classroom. He is too pleasant. This makes students not to follow what the teacher says, so some students cause noise, move toward classmates without permission, and do any other activities like homeworks of the other subjects during the English class.

In item 9 it was proved that the teacher does the group work to make students help each other. During this kind of activity the teacher ask the students to help each other if someone do not understand something about the subject and correct their mistakes with the help of their partners. But he doesn´t check or monitor students to be sure that it is happining

Finally, in item 10 we analaysed that the teacher does not mix weak and strong students for group work. He does not follow estrategies to mix abilities in the classroom for group, students only select their own friends to form a group. So weak students do not overcome as a team in group work.

4.3. STUDENTS' CHECKLIST

The students' checklist to analyze how the students behave in their English class during the teaching-learning process.

Grade: Third Bachelor

Area: English teaching-learning process

Indicator of achievement: the classroom management which is used by teacher is appropriate for teaching-learning process.

INDICATORS ABOUT STUDENTS	YES	NO
1. Students keep standing rules by the teacher.		x
2. Students are comfortable with the error correction.		x
3. Students are friendly with teacher.	x	
4. Students feel motivated about the subject.		x
5. The students with good behavior are preferred somehow.		x
6. Students have a bad behavior in the class.	x	
7. Students show respect to teacher.		x
8. Students try to help each other.	x	
9. The students work in-group.	x	
10. The strong students work mixed with weak students.		x
Points:	4	6
Total:	10	

The students' checklist was made in order to obtain results about the behavior of the students according to the teacher's way to manage his English class in the 3rd of bachelor's degree class "C" at the Vicente Anda Aguirre High School.

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4.4. ANALYSIS

In item 1 it was examined that the students do not keep standing rules by the teacher. It implies that the students behave bad during the class because the teacher established the rules but there is not directrixes which say not break the rules and also it affects the teacher flexibility, the teacher must behave firmness with students to avoid those inconvinient.

In item 2 it was detected that students are not comfortable with error correction. The students disagree with error correction because the teacher correct students' mistakes in front of classmates, so for this reason most of students feel bored and they behave furios.

In item 3 it was identified that students are friendly with the teacher. because the teacher is enjoyable and pleasant with students, so students consider him as another classmate this makes students do not care what to do however, they have been asked to do some activities in the class.

In item 4 it was proved that the students do not feel motivated about the subject. Students do no have interst in subject because the teacher does not explain the importance of the language saying the English language is universal, in future people who study this career can earn a lot money, and learning English can travel around the world. It affects on students' interest to learn English and they lost motivation on learning a new language.

In item 5 it was inquired that the students with good behavior are not preferred somehow. Some students with good behavior feel discourage because they do not have an appropriated reward and opportunities for their good behavior and this make them feel frustrated.

In item 6 it was discovered that students have a bad behavior in the class. The students feel angry and embarrassed with the teacher because the punishment is not appropriate, so it causes not to change their bad behavior in the class. The teacher should use a suitable method to punish some students with bad behavior to avoid students feeling bad.

In item 7 it was examined that the students do not show respect to the teacher. Even though teacher is friendly and so kind but he is not firm. This makes some students cause chaos during the class and they do other activities that are not related with the subject.

In item 8 it was proved that students try to help each other. When the teacher makes students work in group they join to cooperate in classwork and try to help each other. However the activities are not well organized and quickly students loose interest and start disturbing in the class.

In item 9 it was considered that the students work in group. The teacher makes students to perform some activities like to form some sentences and fill in the blank in the book, in this aspect students feel motivated because they are free and confidence to express what they think.

In item 10 it was observed that strong and weak students are not mixed when working in groups students choose the classmates they want to work with what usually happens is that students prefer to work only with their friends. This is a problem for weak students specially, because they do not have any guidance to develop a good work in the class and they feel discourage, since the teacher does not monitor them, neither check if all students are involved in solving problems in classwork.

As a conclusion we can say that the aspects of classroom management that most affect students are: the teacher friendship, error correction, lack of explanation of the importance of language, not reward students with good performance, not mixing strong students with weak students.

The possible solutions would be the teacher needs to discriminate WHEN to correct and HOW to correct to her/his students, so that they do not get frustrated and inhibited to learning and it helps them to improve their English. Mistakes are not negative nor

punishment. Moreover if students have many opportunities to make mistakes, they will have a better chance of working out better rules and omprove their language. Errors are usually categorized under four broad areas: grammar, pronunciation, meaning and appropriacy. (Torres, 2010, p. 134).

There are different strategies that a teacher can use to correct students' errors, Walz (1982) proposes three specific procedures for error correction. The strategies are self-correction, peer correction and teacher correction, so the teacher must applies these three strategies to avoid students frustration.

In order to motivate the students, teachers must first find out what is going on with them emotionally and academically. What are their feeling, wants, desires and expectations. Finding the students likes and dislikes with regard to English class and communication is one of the major goals to have a smooth running class. (Torres, 2010, pp. 126-128).

Wannam (2012) thinks punishment for school rules is an important part of school discipline, but there are always exceptions to each rule. Students might find punishment suspended under extenuating circumstances. For instance, it is usually a rule that students cannot leave the classroom without permission. Most students are asked to carry a pass or a note to prove they have permission to be out of the classroom. There were certainly instances where a student left my class or was found and was not punished. Usually this was due to illness or other extenuating circumstance.

Bowen (2016) points that using of pair and group work is essential if a teacher is to involve all the members of the class. A fundamental technique here is the use of questionnaires and interviews. By pairing off weaker and stronger students and involving both in the preparation and implementation of the questionnaire. The teacher can get the weaker students to interview the strongest one and vice-versa. A second area of activity can be productive in mixed ability classes is project work, it can work successfully mixing groups where the stronger help the weaker one. Another approach is to form groups that are the same level and assign different tasks that are appropriate to the level of each group. Providing the complexity of the task according to level of challenge for the higher level students and not demotivate the weaker ones.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSSIONS

✓ After the application of the checklists, it was observed that, the teacher manages the class 50% good and 50% bad; as a result, it had a direct and negative effect in the majority of students that responded to it with bad behavior.

✓ It was analyzed that the teacher does not manage well some aspects such as motivation to teach the subject, correct mistakes without offending students, group work and class organization between students, seriousness inside the classroom, and rewarding students with good behavior that causes some problems in the behavior of the students, especially in those that are problematic.

✓ Examining the students' behavior according to the way that the teacher manages the class it was observed that the majority of the students responded negatively to the classroom management presented by the teacher, only few of them did not.

5.2. RECOMMENDATIONS

✓ It is recommended to have a previous knowledge and capacitation about classroom management focused on motivation, class organization, and error correction because it is going to facilitate the teaching-learning process to change the students' behavior in a positive way.

✓ It is advised to improve and look for strategies to teach the subject and motivate students to avoid problems in the class, correct mistakes in appropriated and different ways, improve group works mixing weak and strong students to increase the help among them, behave the seriousness inside the classroom with the students to inculcate respect, and reward students with good behavior to improve the relationships in the classroom.

✓ It is recommended to improve the well managed aspects inside the classroom to increase the confidence among the students and create a good environment to avoid the negativity in the students that show disconformity in the class.

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7. ATTACHMENTS

Instrument for data collection:

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

7.1. Teacher's checklist

Grade: Third Bachelor

Area: English teaching-learning process

Indicator of achievement: the classroom management which is used by teacher is appropriate for teaching-learning process.

INDICATORS ABOUT TEACHER	YES	NO
1. The teacher establishes rules.	x	
2. Teacher tries to correct error without offending students.		x
3. Teacher is friendly with students.	x	
4. The teacher explains the importance of the subject to motivate students.		x
5. The teacher surprises to students with good behavior.		x
6. The teacher applies any kind of punishment to students with bad behavior.	x	
7. The teacher behaves serious inside the classroom.		x
8. The teacher tries to socialize to students.	x	
9. The teacher does the group work trying to improve help between students.	x	
10. The teacher mixes weak and strong students for group work.		x
Points:	5	5
Total:	10	

7.2. Students' checklist

Grade: Third Bachelor

Area: English teaching-learning process

Indicator of achievement: the classroom management which is used by teacher is appropriate for teaching-learning process.

INDICATORS ABOUT STUDENTS	YES	NO
1. Students keep standing rules by the teacher.	x	
2. Students are comfortable with the error correction.		x
3. Students are friendly with teacher.	x	
4. Students agree with the factors that are used by the teacher motivate them. .		x
5. The students with good behavior are preferred somehow.		x
6. Student with bad behavior feel good with teacher's punishment.		x
7. Students show respect to teacher.		x
8. Students try to help each other.	x	
9. The students work in-group.	x	
10. The strong students work mixed with weak students.		x
Points:	4	6
Total:	10	

7.3. PHOTOS