

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**



**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS**

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"Licenciado en Ciencias de la Educación, Profesor de Idiomas Inglés"

**TITLE OF THE RESEARCH WORK:**

**"ANALYSIS OF THE CLASSROOM MANAGEMENT TECHNIQUES  
APPLIED FOR TEACHING ENGLISH LANGUAGE TO STUDENTS OF  
TENTH YEAR OF BASIC EDUCATION, CLASS "A" AT UNIDAD  
EDUCATIVA CRISTIANA "NAZARENO", IN RIOBAMBA CITY,  
CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019."**

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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS  
LANGUAGES CAREER**

**COMMITTEE MEMBERS CERTIFICATE**

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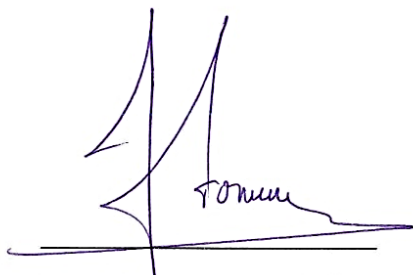
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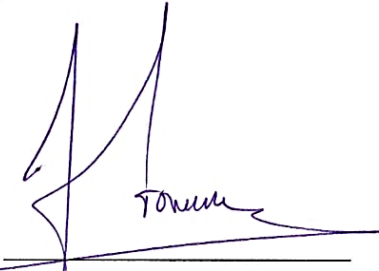
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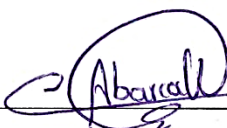
## AUTHORSHIP

I, Vannesa Alexandra Abarca Alulema, student of the Language Career, declare to be the only author of this research work named:

**“ANALYSIS OF THE CLASSROOM MANAGEMENT TECHNIQUES APPLIED FOR TEACHING ENGLISH LANGUAGE TO STUDENTS OF TENTH YEAR OF BASIC EDUCATION, CLASS “A” AT UNIDAD EDUCATIVA CRISTIANA “NAZARENO”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019.”**

The ideas and commentaries and opinions specified in this document are responsibility of the author.

Riobamba, 15 de Octubre de 2019

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I am sincerely grateful to God and my family who have been my principal inspiration and support to finish successfully my professional career.

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*Vannesa Abarca*

## **DEDICATORY**

This work is dedicated to God for being my principal motor to do my best every single moment, his protection and blessing have substantial in my life.

To my parents, brother Jairon and sister Liseth, who are the fundamental pillars that hold my life. They are my example of perseverance and constancy, their love and patience have encouraged me to get my goals.

To my nieces Doménica y Samantha who are the most important in my life, their smiles and hugs inspire me to do impossible things. They are my strength in the worst moments.

*Vannesa Abarca*

## RESUMEN

La enseñanza del idioma inglés es un proceso en el cual se requiere indispensablemente el uso de diferentes métodos, técnicas y estrategias para cumplir de manera exitosa el proceso de enseñanza aprendizaje. En base a experiencias previas de profesores del idioma inglés, se determina que la disciplina es un factor que requiere total atención dentro del aula de clase. Esta investigación llevada a cabo con los estudiantes del décimo año de Educación General Básica en la Unidad Educativa Cristiana “Nazareno describe la importancia de las técnicas disciplinarias de manejo del aula y su aplicación para evitar y controlar el mal comportamiento e interrupciones durante las clases de inglés. Para cumplir los objetivos establecidos para el proceso de investigación, se observó y analizó algunos factores relacionados con las técnicas disciplinarias de manejo de aula. El presente trabajo pertenece al método cualitativo y su nivel es exploratorio, mientras que, el método utilizado fue el etnográfico. Para la recolección de datos fue necesaria la utilización de la técnica de la observación directa y como instrumento se requirió de guías de observación con el fin de recolectar información real que permita cumplir los objetivos establecidos. Los resultados obtenidos pueden apreciarse en el análisis realizado acerca de las técnicas innovadoras para controlar la disciplina, su influencia, efectividad y la respuesta de los estudiantes ante estas técnicas. Finalmente es importante recalcar que esta investigación servirá como referencia para investigaciones futuras acerca de las técnicas de manejo del aula relacionadas con la disciplina con el fin de ayudar a los docentes de inglés a mejorar el proceso de enseñanza aprendizaje.

**Palabras claves:** técnicas de disciplina, ambiente de enseñanza efectivo, manejo del aula, nuevas tendencias en disciplina.



## ABSTRACT

Teaching English is a process in which it is indispensable to use different methods, techniques, strategies, in order to complete successfully the learning and teaching process. Based on previous English teachers' experiences, it is important to take into account that discipline is a factor that requires total attention in the classroom. This research carried out with the students of Tenth Year of Basic Education at Unidad Educativa Cristiana "Nazareno", describes the importance of the appropriate application of classroom management techniques regarding to discipline to control and avoid misbehaviour and disruptions during English classes. Some factors related to discipline classroom management techniques were observed and analyzed in order to accomplish the objectives of the research. This work belongs to the qualitative approach; the level is exploratory, while the method used was ethnographic. The technique used for this research was direct observation and observation files were the instrument to collect reliable information to accomplish the research objectives. The results of the research can be appreciated in the brief analysis about the new trends for discipline techniques their influence, effectiveness, and students' responses. Finally, it is important to add that this research can be used as a reference for future investigations about classroom management techniques regarding to discipline in order to help to the English teachers to facilitate the teaching-learning process.

**Key words:** discipline techniques, effective teaching environment, classroom management, new trends in discipline.



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EXTRANJEROS

## INDEX

COMMITTEE MEMBERS CERTIFICATE .....	II
CERTIFICATE OF THESIS TUTOR.....	III
CERTIFICATE OF PLAGIARY .....	IV
THESIS AUTHOR .....	V
ACKNOWLEDGMENTS .....	VI
DEDICATORY .....	VII
RESUMEN .....	VIII
ABSTRACT .....	IX
INDEX.....	X
INTRODUCTION .....	1
CHAPTER I.....	3
1. REFERENTIAL FRAMEWORK .....	3
1.1. PROBLEM RESEARCH .....	3
1.2. PROBLEM DEFINITION.....	3
1.3. PROBLEM FORMULATION.....	5
1.4. GUIDING QUESTIONS .....	5
1.5. OBJECTIVES:.....	6
1.5.1. GENERAL OBJECTIVE .....	6
1.5.2. SPECÍFIC OBJECTIVES.....	6
1.5.3. OBJECTIVES OPERACIONALIZATION .....	6
1.6. JUSTIFICATION .....	8
CHAPTER II .....	9
2. THEORETICAL FRAMEWORK.....	9
2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED .....	9
2.2. THEORETICAL FOUNDATIONS /BASIS .....	10
2.2.1. CLASSROOM MANAGEMENT .....	10
2.2.2. DISCIPLINE CLASSROOM MANAGEMENT TECHNIQUES .....	11
2.2.3. TEACHER ROLES CONTROLLING THE DISCIPLINE IN A FOREIGN CLASSROOM.....	13
2.2.4. TEEN STUDENTS' BEHAVIOR AND DISCIPLINE IN FOREIGN CLASSES. ....	14
2.2.5. STUDENTS FACING DISCIPLINE CLASSROOM MANAGEMENT TECHNIQUES. ....	15

2.2.6. NEW TRENDS IN CLASSROOM MANAGEMENT TECHNIQUES AND DISCIPLINE .....	16
2.3. BASIC TERMS DEFINITIONS .....	18
CHAPTER III .....	20
3.    METHODODOLOGICAL FRAMEWORK.....	20
3.1. RESEARCH DESIGN.....	20
3.2. TYPE OF RESEARCH .....	20
3.3. RESEARCH LEVEL.....	20
3.4. RESEARCH METHOD .....	20
3.5. POPULATION AND SAMPLE.....	20
3.5.1. Population.....	20
3.5.2. Sample .....	20
3.6. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING .....	21
3.6.1. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION .	21
3.6.2. INSTRUMENT .....	21
3.7. PROCEDURE .....	21
3.8. WORK FIELD.....	21
CHAPTER IV.....	23
4. ANALYSIS AND INTERPRETATION OF RESULTS .....	23
CHAPTER V .....	31
5. CONCLUSIONS AND RECOMMENDATIONS .....	31
5.1. CONCLUSIONS .....	31
5.2. RECOMMENDATIONS.....	31
5.3. REFERENCES .....	32
5.4. ANNEXES.....	XI

## INTRODUCTION

Education is a process in which teachers play a fundamental role in the cognitive and social-emotional development of children to create activities, routines, task, and environments where students have the opportunity to learn. To get a good learning and teaching process, it is necessary to maintain an effective classroom management because it sets the stage for this learning. According to Groves, (2009) Classroom management is a combination of rules, words and many actions that a teacher applies to keep the classroom “running smoothly”, it means that a good environment allows to teach and learn effectively in easier ways.

Nowadays, in Ecuador country to know how to manage a second language learners' classroom is an essential requirement for English teachers. In 2012, the Ministry of Education launched a new National English Curriculum in which it is clear to note different factors that play important roles in the teaching process, principally, the aspects related with the management of the classroom. To manage and control a group of students in order to get their attention has become a real problem for teachers especially when the number of students is not according to the pedagogical recommendations. Macías, D. F. (2018). Classroom management in foreign language education: An exploratory review.

To the fact of this investigation is fundamental to study some aspects of an important branch related with classroom management. Discipline known as the practice of training people to obey rules or a code of behavior in a determinate place, plays a big role in the teaching and learning process. English teachers use discipline to ensure routine is maintained, school rules are enforced, and the students are in a safe learning environment., the goal of using discipline is to teach students boundaries and limits to help students achieve personal and academic life goals. Carnevale. (2016).

According to Teyfur (2011) in the most of the classroom, English teachers have to face discipline problems every day, teachers as guides must be responsible about the students' behavior inside the classroom are free and able to develop strategies, techniques, approaches etc. For this reason, in order to avoid discipline problems during the class, English teachers have become different and interesting techniques to manage a classroom and teach a second language effectively. But, the classroom management techniques which were invented most of the cases are applied in a wrong way for this

reason in the following research there is an analysis of the classroom management techniques their application, and the contribution they have done to benefit, improve and change if it is necessary the second language teaching process.

The mentioned factor also was detected at Unidad Educativa Cristiana “Nazareno” during mi professional experience, I was noticed that the English teacher of Tenth Year of Basic Education, class “A” applied different classroom management techniques regarding to discipline in order to control the students’ behavior and manners in order to facilitate the teaching and learning process. Even though some techniques were not applied successfully so, the results were not as positive as they were expected. The research intents to analyze the influence and impact of the classroom management techniques used to teach English, also this research pretends to value the usefulness and if it is necessarily making changes, delete, improve or continue applying some techniques to manage and control the discipline in the English classes with teenagers.

The research belongs to the Methodology area emphasizing in Management.

The following research work has been organized into three chapters which are then exposed:

- **Chapter I:** Contains the referential framework, problem research, problem definition, problem formulation, and objectives.
- **Chapter II:** The theoretical framework is included, theoretical background, regarding to the problem to be investigated, theoretical foundation basis and basic terms definitions.
- **Chapter III:** The Methodological framework contains, research design, type of investigation, research level, research methods, population and sample, techniques and instruments for data collecting, operationalization of specific objectives, schedule, bibliography and annexes.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1. PROBLEM RESEARCH**

The application of classroom management techniques regarding to discipline to teach English as a second language and their direct effects in the teaching-learning process.

#### **1.2. PROBLEM DEFINITION**

Around the world teaching a new language has been considered as a process which pushes to the teachers to be innovative, creative, and do their best to get an appropriate learning and application of the language. Perez, (2015). There are a lot of problems that English teachers have to overcome during the foreign classes, the most common is to control the discipline. It is not a secret that discipline is an essential factor in the teaching and learning process, because it involves the application of techniques, strategies and instruments in order to catch the maximum of the students' attention to get complete understanding about the class.

For this reason, misbehavior and indiscipline can affect the environment interrupting a correct development of the teaching process. Castellanos, (2018)

In Ecuador there are hundreds of schools where discipline problems are presented every day, for English teachers to control a class is not an easy task. Students have different reasons to act in a wrong way during English classes. Hidalgo, (2017). In order to avoid this phenomenon, teachers have established some techniques and strategies to control and maintain a good environment to teach a new language. According to Perez, (2017) The correct application and innovative techniques can impact noticeably to the student's behavior allowing to the teacher to develop and create new ways to control in a natural way the students' way of acting.

In Tenth year of Basic Education class "A" at Unidad Educativa Cristiana "Nazareno" there are 29 students, who receive English classes eight hours weekly. Based on the experiences and comments of the English teacher in charge of this course, different problems related with the students' behavior and discipline have been noticed in the

English classes; there are a variety of factors which have influenced students to develop this kind of behavior. According to Castellanos (2018) to control, the discipline in a classroom is a very difficult factor, when the teacher does not know the principal methodologies and resources he/she has to apply to solve this problem. For this reason, it has been totally necessary for English teachers to know and apply effective classroom management techniques related with discipline taking into account that managing a classroom does not mean that students have to stay in silence, with a strict posture in their chairs, without saying any word. It is to catch the entire attention of students and create an environment where they are active, ready to understand and discuss the new knowledge. Perez, (2017)

This research will help the English teacher at Unidad Educativa Cristiana “Nazareno” to improve, change or delete the classroom management techniques applied to teach English in order to get an effective environment to teach a new language. For the researcher it will be a useful tool to become a good professional, learn classroom management techniques, their application and benefits during the teaching process.

### **1.3. PROBLEM FORMULATION**

How important is the application of classroom management techniques regarding to discipline to facilitate the English teaching process?

### **1.4. GUIDING QUESTIONS**

- What are the most common classroom management techniques related to the control of discipline applied by the English Teacher?
- How important is to apply discipline classroom management techniques to teach in a foreign classroom?
- How is the students' reaction when the English Teacher applies appropriate classroom management techniques to control the discipline?



## 1.5. OBJECTIVES:

### 1.5.1. GENERAL OBJECTIVE

To analyze the classroom management techniques regarding to discipline applied for teaching English language and their usefulness for Tenth Year of Basic Education students, class “A” at Unidad Educativa Cristiana “Nazareno”, in Riobamba city, Chimborazo province, during the academic year 2018-2019.

### 1.5.2. SPECÍFIC OBJECTIVES

- To observe the principal classroom management techniques regarding to discipline applied for the teacher in the English language teaching process.
- To analyze the direct influence of the discipline classroom management techniques application during the teaching-learning process.
- To describe the students’ reactions and positive results of the appropriate application of classroom management techniques to control the discipline in a foreign class.

### 1.5.3. OBJECTIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How do the Classroom Management Techniques allow getting an effective English teaching process?	What are the most common classroom management techniques related with the control of discipline applied by the English Teacher?	To analyze the classroom management techniques regarding to discipline applied for teaching English language and their usefulness for Tenth Year of Basic Education	To observe the principal classroom management techniques regarding to discipline applied for the teacher in the English language teaching process.
		How important is to apply discipline classroom		To analyze the direct influence of the discipline classroom

		management techniques to teach in a foreign classroom?	students, class “A” at Unidad Educativa Cristiana “Nazareno”, in Riobamba city,	management techniques application during the teaching-learning process.
		How is the students’ reaction when the English Teacher applies appropriate classroom management techniques to control the discipline?	Chimborazo province, during the academic year 2018-2019.	To describe the students’ reactions and positive results of the appropriate application of classroom management techniques to control the discipline in a foreign class.

## **1.6. JUSTIFICATION**

The present research helps to understand from a social perspective that controlling discipline is one of the most important factors in the education process due to, the correct application of common and innovative discipline techniques facilitates to get successfully the goals in the process of English teaching. Students who are exposed to techniques regarding to discipline are able to change their attitude and behavior with the others, improving their personal development being better human in the society.

Furthermore, the present research will be useful for the educative institutions from the locality where English is taught as a second language because it allows to understand that controlling the students' behavior and know the appropriate way to apply discipline techniques will help to create a good environment to teach and learn easily a new language in school and high schools.

For teachers and future ones, the investigation is useful due to, there is an analysis of the discipline techniques which can be used in the teaching-learning process; allowing them choose and apply the most feasible techniques to control discipline and get their teaching goals successfully. In addition, this work encourages to the English teachers to look for new techniques regarding to the discipline which must be according their group of students, their context, needs, and expectations in order to get an effective English teaching.

The investigation is also important for the researcher who, based on the obtained results will be able to apply and create new and innovative trends to control discipline and avoid misbehavior in the classroom.

Finally, it is important to emphasize that the research was academically supported by the authorities, teachers and students from Unidad Educativa Cristiana "Nazareno", since it was authorized by the head of the institution. Also, there was a great cooperation from teachers and students to accomplish the process of collecting the information in order to reach the research objectives. The data was totally useful because, it was collected in a natural way without disturbing the English teaching- learning process.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED**

After a revision in the virtual repository of Universidad Nacional de Chimborazo, it was possible to identify two researches related to classroom management techniques.

The first investigation is “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” by Cardenas & Lema (2016), They conclude that, classroom management is one of the most essential factor to teach and learn a foreign language principally, when the new language is been taught to young people who have to face different behavior problems during the learning process.

The second research entitled “CLASSROOM MANAGEMENT IN THE ENGLISH LEARNING PROCESS AT 9TH LEVEL "B" IN THE ESCUELA DE EDUCACIÓN BÁSICA DR. NICANOR LARREA LEÓN, IN THE CITY OF RIOBAMBA, DURING THE SCHOOL YEAR 2014 -2015” Jaya & Cujilema (2015). The conclusion established in this research points out the importance and necessity of using classroom management sources, techniques and strategies to call the students attention and develop easily language skills; getting an effective teaching of English as a second language.

In a national level, an interesting research entitled “CLASSROOM MANAGEMENT AND DISCIPLINE AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS” by Armijos & Morocho (2011-2012). In this investigation was found that, classroom management and the control of discipline is the key to begin teaching a new language, the use of disciplinary classroom management techniques helps to the teacher to change the way of thinking and improve the students’ behavior developing a good environment avoiding indiscipline.

Finally, an African research about “EFFECTIVE DISCIPLINARY CLASSROOM MANAGEMENT TECHNIQUES FOR SECONDARY SCHOOLS” by Asiyai (2011). The author concludes that young students develop easily behaviors and habits which foment indiscipline during the learning process; to control this factor is indispensable the

application of classroom management techniques, which must be innovative, effective and productive.

## **2.2. THEORETICAL FOUNDATIONS /BASIS**

### **2.2.1. CLASSROOM MANAGEMENT**

Evertson and Weinstein (2016) have defined classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (pp. 4-5). This definition encourages teachers to understand their responsibilities into the classroom helping to the student to get their outcomes.

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance pro social behavior and increase student academic engagement (Emmer & Sabornie, 2015).

Classroom management is a process which implies a variety of aspects which are strongly connected each other. The principal character to get an effective classroom management is the teacher. (Araiz, 2018)

Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. (Al- Zu'bi, 2013, pg.140-149)

Based on these definitions classroom management is related with all the actions that the teacher creates in order to get an effective environment to learn and teach. Each action in this process is essential to develop innovative ways to improve the teaching setting and get the totally students' interest and attention in the class.

#### **2.2.1.1. DISCIPLINARY CLASSROOM MANAGEMENT TEACHING A FOREIGN LANGUAGE.**

For foreign language teachers, disciplinary classroom management is not a difficult process to follow; to teach a new language is considered as a challenge that teachers

choose because they are strongly sure that education and principally to know languages opens doors around the world in different aspects. (Pérez, 2017).

According Snitch (2016). Teaching a second language has allowed teachers to notice the importance of knowing certain rules and tips to develop and improve a good environment to teach and learn. Here the most useful tips:

- **Make students notice the importance of learning a new language:** describe relevant aspect about the subject and their usefulness in the students' context.
- **Good planning and routines:** established objectives, different activities for each stage choose appropriate material, improve the work area, innovative routines.
- **Established rules:** students' behavior can change strongly when teacher establishes rules from the first class.
- **Creative teaching:** application of different approaches, techniques and strategies to improve the teaching process and become it in a funny activity.

### **2.2.2. DISCIPLINE CLASSROOM MANAGEMENT TECHNIQUES**

It is not a secret that classroom management is essential in the teaching learning process, it is the first requirement to become a good teacher. To manage and control the students getting their entire attention is not as easy as it seems for this reason teachers must apply techniques to manage the class and avoid disciplinary problems. (Herrera, 2012)

Asiyai (2011) refers to the discipline classroom management techniques are the tactics that the teacher employs in the classroom for better teaching and learning. These tactics of organizing the students in the class include: having better seating arrangements, co-coordinating their activities, monitoring their behaviors, ensuring effective learning process, providing instruction through interactive communication, getting feedback from students, preparing and utilizing instructional materials in facilitating learning, maintaining discipline among learners, evaluating learning outcome, serving as a role model, reinforcing their performance through motivational techniques, giving clear and simple directions, among others

Millar, (2016) “Discipline classroom management techniques are the variety of activities, approaches, and strategies used by teachers to change the students’ discipline behavior and development into a class”.

Nowadays Discipline Classroom Management techniques are tools that teacher must apply in their classes principally, when there are problems such as: a big number of students, students’ disinterest, lack of resources to teach and learn among others. It is a responsibility of the teacher to manage the classroom to catch the entire students’ attention, active participation, good behavior in order to get better results in the teaching and learning process.

#### **2.2.2.1. COMMON DISCIPLINE CLASSROOM MANAGEMENT TECHNIQUES**

The necessity of controlling the discipline and student’s disruptions during the lessons has been a preoccupation for teachers, and people involved in the educative field, they have established some important techniques which facilitate the management of the classroom.

Gettinger, (2017) established some useful techniques to manage the discipline during the teaching and learning process.

- **Motivation.** - teacher must encourage student to learn, making students feel happy free and ready to get all new content information and experiences during the class.
- **Keep rules simple.** - Establish as few classroom rules as possible, and keep them simple.
- **Be fair, positive and consistent.** - Be the kind of person young people can like and trust firm, fair, friendly, courteous, enthusiastic and confident. Keep your sense of humor.
- **Good classroom organization.** - according the number of students, room space, chairs and desks well organized, lead to the students in all the interactive activities telling them what to do, where e, and when finish the activity in order to avoid problems.

- **Appropriate planning.** - Lessons cannot be improvised; teacher has to plan the lesson in advance to know what activities do with the students to get the lesson objectives.
- **Use of non-verbal communication.** – in order to complement the oral communication with body movements, actions and visual aids to improve content delivery, to help students focus and process lessons in an easier way.
- **Offer rewards.** – students love praises, offer them extra points, no homework, time to relax, among others.
- **Give positive feedback.** – when students participate in a lesson let them know that their opinion is important for you using words such as excellent, good job, you can improve, you can do better etc.
- **Games application.** - short games to avoid boring during the lesson, it is better if the games are connected with the topic students learn better when they apply their knowledge in games or real context activities. Games must be applied according the level, age and number of students.

### **2.2.3. TEACHER ROLES CONTROLLING THE DISCIPLINE IN A FOREIGN CLASSROOM.**

Teachers are the center of the teaching- learning process; they are the key to engage learners into the educative process, in other words, teachers play vital roles in the students' lives in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. (Ministry of Education Guyana, 2017).

According to Tierra, (2017), there are principal roles which teacher must accomplish when classroom management techniques regarding with discipline are applied.

#### **a) Motivator**

- Encourage students to develop the different activities.
- Motivate students call their attention and interest.



- Give feedback constantly.
- Show passion, enthusiasm and happiness in each lesson.

**b) Organizer**

- Structure the lesson development according the students' context.
- Organize the classroom, chairs, desks and material appropriately.
- Organize students and include all of them in the process, without exceptions.
- Create an appropriate environment to manage the classroom easily.

**c) Mentor**

- Find the best alternatives and moments to apply management techniques.
- Check if the techniques are giving positive results, if not change them.
- Create the ways to teach and manage the class
- Ask for students' opinions, suggestions and comments to improve.

**d) Participant.**

- Be active.
- Create opportunities to work together with the students and interact with them.

#### **2.2.4. TEEN STUDENTS' BEHAVIOR AND DISCIPLINE IN FOREIGN CLASSES.**

A big number of people around the world consider that learning a new language is a good experience but, in the other hand for some people principally teenager students who are obligated to attend to English classes in order to accomplish a curriculum have a strong feeling of refusing it. (Pérez, 2016)

According to Pérez (2016) the principal reasons which motivates teenagers to develop a bad behavior in a foreign (English) class are:

- Lack of motivation
- Disinterest for the subject.
- The content is not important for the learner.
- Teacher does not inspire him/ her to learn the subject.
- Mechanical and repetitive activities during the lessons.
- Boredom and psychologic problems.
- Student does not feel confident in the class.

On the contrary there are some evident aspects which allow to identify a good teenagers' behavior during the class. These are:

- Enthusiasm and motivation to learn.
- Punctuality to arrive
- Active participation.
- Respect to the teacher and classmates.
- Cooperation
- Appropriate use of materials into the classroom.
- Attention and interest

It is very important to notice that students' behavior is strongly related with the teacher's behavior principally in a foreign class because, learners are not accustomed to listen, speak, read or write in other language. It is an essential task for the teacher be innovative and create new ways to catch the student attention interest and good behavior during the class.

#### **2.2.5. STUDENTS FACING DISCIPLINE CLASSROOM MANAGEMENT TECHNIQUES.**

Sandoval & Aliz (2017) mention that the application of classroom management techniques regarding to discipline promotes positive reactions in teen students, the most common are:

- Motivation and enthusiasm.
- Interest and regular participation.
- Respect to the teacher and classmates.
- Cooperative learning.
- Leadership.
- Change of attitude.
- Willingness to learn
- Responsible decisions.
- Goals achievement.

## **2.2.6. NEW TRENDS IN CLASSROOM MANAGEMENT TECHNIQUES AND DISCIPLINE**

Along the time the possibilities of changing and improving the bad attitude and discipline of teenagers in schools have increased (Zuli, 2018). Different studies have been the motor to create and establish new trends to manage a foreign classroom.

Strongly agree with Zuli & Cadena, (2018) It is important to conclude that the teacher is the center in a classroom, lesson cannot be developed without an effective environment. There is not another responsible of students' discipline, attitude and behavior.

Mc Caughey, (2018) establish a way to manage the class and create active and healthful lesson. It is called:

### **2.2.6.1. THE MOVABLE CLASS**

New trend related with disciplinary classroom management which adopts the movement as an ideal technique to create effective environment to teach and learn.

According to Levine (2017) the impact of movement can be profound. When students take a break their muscles relax and it is possible to get into action easily. This means, that learners have the necessity of moving during classes. It is important to clarify that time for movable activities cannot be long. Teachers must control and establish rules to avoid disorder during the activity.

Some alternatives to adopt movable class into lessons are:

- **Stand up breaks**
  - Stand up and stretch
  - Phone Check
  - Roll Call on the Wall
  - Meet and Timer
  - Standing Answers
- **Fast action breaks**
  - Dance break
  - Bunch of Ludicrous Action Surprise

-Find the thing.

- **Team building activities**

- Human Arrangements
- Match and number circles
- Human shapes

To promote a good teaching and learning environment it is important to begin with small but, significant changes is for this reason that movable class is taking part of the most of healthful lesson where students have the opportunity to learn and be with a good health, this factor helps student to be in better conditions to pay attention, maintain discipline and get total concentration to get the new knowledge.

#### **2.2.6.2. TECHNOLOGY INTEGRATION**

Agreeing with Paolo (2018). Technology has become in the most used tool to teach and learn around the world. So, it is not a surprise that technology also can be used as a technique to manage and control the students' discipline in the classroom.

to manage the class using technology Paolo proposes the following activities:

- Use of short songs
- Choose playlists according students likes.
- Videos and reflections before, during and after the lesson.
- Tones for each level of discipline.
- Computer games

Technology is part of human life, it is indispensable to adopt the new techniques to manage discipline, in the classroom, Teacher must understand that those techniques are applied to increase the level of students' attention to the lesson. It is necessary to motivate students let them know how important is their attention and participation for our lessons.

#### **2.2.6.3. STRONG CLASS BEGINNING AND ENDING**

The two most important moments during are lesson are the beginning and end of class. The events that occur during these windows can influence the engagement of students in their learning as well as their ability to synthesize major concepts. There are a variety of

classroom models that can help frame what the teacher does to commence and conclude class. (Salas, 2015)

Salas (2015), have established some tips to begin and others for ending the lessons.

- **Tips to begin a lesson**
  - Warm up activities
  - Intentional questions
  - Give clear instructions
  - Meditation
  - 60 seconds to be ready
  - Reactivate prior knowledge
  - Present objectives.
  
- **Tips to finish a class.**
  - Feedback
  - Review
  - questions
  - Summary
  - Exploring confusion
  - Return the materials, desks and chair to their places.
  - Time to give instructions for the next lesson.

### 2.3. BASIC TERMS DEFINITIONS

To get a better understanding of this investigative work it is necessary to be familiarized with the meaning of the following key terms.

- **Classroom Management.** - Refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Education Reform Dictionary (2016).
- **Classroom Discipline.** - Term used to refers to the strategies a teacher uses to manage student behaviors and attitudes during instructional time.

- **Technique.** – Refers to the simple activity in order to accomplish an objective.
- **Movable Class.** - Adopt the movement of all the human and material sources of the class to provide an effective lesson.
- **Healthful lessons.** - New trends related with the teaching environment where students do not feel frustrated sick or bored about learning a new language.
- **Effective environment.** Refers to the adapted context where it is possible learn and teach effectively

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1. RESEARCH DESIGN**

The following research belongs to the qualitative approach because it will be focused in the identification of classroom management techniques applied to teach English Language to students of Tenth Year of Basic Education at Unidad Educativa Cristiana “Nazareno”, the effectiveness in the English teaching process. The method that will be applied in this research is ethnographic and the instrument will be an observation sheet, which will have the key parameters to collect appropriate data to get the research objectives.

#### **3.2. TYPE OF RESEARCH**

**Qualitative.** - This method will be used because it allows obtaining real and key information through facts, ideas and opinions related in the direct context where the studied phenomena are in.

#### **3.3. RESEARCH LEVEL**

**Descriptive research.** - Principal information about the application of Classroom Management Techniques for teaching English will be presented, in order to get it, an observation guide sheet will be applied.

#### **3.4. RESEARCH METHOD**

**Ethnography method.** – This method has been considered useful for the educational field; through the application of this method, it is possible to get true information because the object of study and its phenomena will be analyzed naturally.

#### **3.5. POPULATION AND SAMPLE**

##### **3.5.1. Population**

The population will be integrated by 29 students Tenth Year of Basic Education students, class “A” at Unidad Educativa Cristiana “Nazareno”.

##### **3.5.2. Sample**

It will be integrated by the entire population.

### **3.6. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING**

#### **3.6.1. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION**

Direct Observation will be the technique used to collect the necessary data to accomplish the objectives established for this research.

#### **3.6.2. INSTRUMENT**

Observation guide files will be the instrument to collect useful, reliable and valid information for this investigation.

### **3.7. PROCEDURE**

For the development of this research, it was necessary to divide it into different stages; which are preparatory, work field and data collection, analysis of information, and informative stage.

To begin with, the area of study of this research is “English Methodology”; because it was necessary to analyze the application of classroom management techniques regarding to discipline for teaching English at *Unidad Educativa Cristiana “Nazareno”*.

In order to accomplish the research objectives, the population was selected and observed directly in a natural environment during a month, where guide observation files were applied to collect data and valuable information.

To finish the data was analyzed to get out the final report of the results of the investigation.

### **3.8. WORK FIELD**

To perform the direct observation regarding to the problem of the research, there were applied guide observation files which contain the principal indicators related to the



discipline management techniques applied by the teacher in the classroom to teach English as a foreign language at Unidad Educativa Cristina “Nazareno”

The Work Field was developed as follow:

- It was necessary to get the corresponding permission to the authorities and the English teacher of Unidad Educativa Cristiana “Nazareno”; It was conceded without any problem.
- There were established the main objectives related to the analysis the application of classroom management techniques regarding to discipline to teach English.
- The collecting data process was developed along a month (May 2019). Guide observation files which contain the principal indicators to answer the research requirements.
- The processing of data and collected information was successful due to, it allows to analyze and accomplish the research objectives.
- Finally, it was performed the final inform of this research project establishing conclusion and recommendations for future investigations.

## CHAPTER IV

### 4. ANALYSIS AND INTERPRETATION OF RESULTS

After of the application of the guide observation files at Unidad Educativa Cristiana “Nazareno” It is necessary to express the results through an analysis of the collected data and information. The analysis is closed to the specific objectives established for the research.

#### **“ANALYSIS OF THE CLASSROOM MANAGEMENT TECHNIQUES APPLIED FOR TEACHING ENGLISH LANGUAGE TO STUDENTS OF TENTH YEAR OF BASIC EDUCATION, CLASS “A” AT UNIDAD EDUCATIVA CRISTIANA “NAZARENO”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019”**

##### **4.1. Objective N°1:**

**To observe the principal classroom management techniques regarding to discipline applied for the teacher in the English language teaching process.**

Teaching English as a foreign language is a process which involves the application of different methods, techniques, strategies and sources in order to get successfully the teaching goals. (Pérez, 2017). Discipline is considered one of the most important factors to take into account when a new language (English) is being taught. Getting the entire student’s attention, good behavior and discipline is considered a big risk inside teachers’ roles, to solve this factor there are a variety of classroom management techniques regarding to discipline to be applied. In order to accomplish the first objective of this research the results are being showed in the following analysis.

After the direct observation process at Unidad Educativa “Nazareno”, it was noteworthy that the English teacher applies common techniques to control discipline during their classes; they are applied in a different level of frequency. The most frequent common technique used to control discipline was Nonverbal communication. It was evident that Nonverbal actions such as: visual cues, eye contact, body language, distance

(proxemics) and touch (haptics); allowed to the teacher to catch the student's attention without any effort. In fact, Perez (2017) establishes that Nonverbal communication is the best technique used to catch the student's attention, students know what teacher wants with simple eye contact; it is very clear that a gesture can say what a word cannot. It is indispensable to bear in mind that using nonverbal communication to manage a group of students and control their discipline is a good technique as long as students and teacher understand the gestures and body language in the same context and meaning.

To established agreements and rules was also a technique used almost always in the teaching-learning process. Before to start each lesson teacher reminded to the student the principal agreements and rules established to create an effective environment to teach and learn. Everybody in the classroom knew the activities which are not allowed and the limits for each one. Supporting this, Falcones (2012) says that a key to create a good discipline environment is to establish agreements, rules and give clear instructions from the first moment the teacher meets with his/ her students. It is essential to convey students about the importance of developing good behavior in the classroom and outside it. In this sense, the teacher has to bear in mind what agreements and rules are going to facilitate to get their teaching goals; it is recommendable to develop good communication with the student to make them feel the importance they have in the developing process of the class.

On the other side, a technique used with less frequency was "Body movement activities". Even though this technique according to Pérez (2017) should be used more frequently in the English lessons because students into a foreign classroom cannot be as robots just listening and obeying orders; while the teacher speaks, they need to be active and move their body in order to feel comfortable to learn in a good way. At Nazareno high school the English teacher used the technique rarely, just when the discipline problems really were difficult to control with the common techniques. It is recommendable for the teacher giving to students the opportunity to move their bodies clarifying the activities they can do; some actions and activities teacher may use are: standing up, clap their hands, tap their feet, stretching, shake their body and dancing (Mariño, 2018). All the above activities should be used more frequently in order to improve easily the environment during each lesson.

Furthermore, the use of sound objects was another technique applied minimally in the English lessons. During the observation time, it was noticed that the teaching environment was not effective at all; the discipline problems increased in some lessons and it was really a trouble for students to stay concentrated. To overcome those problems, Mariño (2018) recommends to apply more frequently the use of sound objects; to move a bell, to ring an object or to prepare a different track, or sound and turn on it when students begin to interrupt or they really are not interested in the topic. Students will react and show total silence and relaxing to continue with the class because music and special sounds help to the brain to get concentrated and ready to perceive new knowledge and experiences easily (Perez,2017). In conclusion, the application of sounds objects must be considered as a useful and effective technique to use frequently in English lessons.

Finally, “Specific time out” was another technique applied almost never at Nazareno high school. Agreeing with Silva (2018) for teachers, it is not difficult to detect that students are bored or uninterested about the class; when this happens is recommendable to give students two or three minutes which can be used as students prefer. To improve the students’ behavior and create a better environment to teach English, the teacher ought to considerer activities such as check their phones, meditation, talk with classmates, walk around, etc.; those actions will help to students feel relaxed and comfortable to continue leaning (Perez 2017). This technique must be applied frequently to facilitate the teaching-learning process and accomplish the lesson goals successfully.

In conclusion, on one hand it was not a difficult task to notice that the most frequent techniques used by the English teacher were nonverbal communication and the establishment of rules and agreements; the results controlling discipline with these techniques were not as successful as teacher expected. On the other hand, it is important to take into account that the teacher should apply the innovative discipline techniques more frequently. The use of sound objects, body movement and give specific time out are useful techniques considered as an effective tool to get a good environment and reach successfully the teachers’ goals. It is important to bear in mind that it is a responsibility of teachers choosing, innovating and creating new techniques to facilitate the teaching-learning process.

#### **4.2. Objective N°2:**

**To analyze the direct influence of the discipline classroom management techniques application during the teaching-learning process.**

The application of different discipline classroom management techniques has great influence in the teaching-learning process; their effects play an important role helping to the teacher to make an analysis about the techniques he or she is applying in order to avoid and control discipline problems. The results obtained at “Nazareno” high school were analyzed showing the influence of the discipline techniques in the students’ behavior, teachers’ attitude and teaching-learning environment.

To begin with, it was evident that the techniques nonverbal communication and establishment of rules and agreements had little positive influenced on students’ behavior. Even these techniques allowed to control discipline in some cases, students commented that the gestures and postures used by the teacher in the nonverbal communication were repetitive so they followed them in a behavioral way. The agreements and rules in some cases were not clear or were not according to students’ needs, as result the climax in the classroom was not as comfortable as the teacher wishes. On the contrary, Perez (2017) argues that the application of sound objects, body movement and giving specific time out as discipline techniques influence positively on students’ behavior and way of acting. Students will feel enthusiastic to learn, reacting immediately to discipline management techniques. In simple words, teacher must consider the application of innovative techniques and know how to apply them in order to obtain positive influence and good students’ reactions because the attitude and behavior of students are influenced strongly by the appropriate application of discipline techniques.

Second, the observation process allowed to determine that discipline techniques application influenced on teacher’s attitude and development in the class. Nonverbal communication and establishment of rules and agreements known as common discipline techniques did not allow to teacher either students to create a good teaching environment. Teacher’s attitude changed noticeably because the student’s behavior, way of acting and reactions facing common discipline techniques did not improve the teaching environment. As the techniques were repetitive, the lesson development became behavioral and, it was noteworthy that the teacher felt frustrated about the development of each lesson. Discipline

problems continued interrupting the learning process because students were not concentrated and connected with the English lessons. In order to avoid the above problems, Moreira (2018) proposes the application of innovative discipline techniques. The author argues that the use of sound objects, body movement actions and specific time out facilitate noticeable the change of teacher attitude, communication and way of acting with students. In addition, paraphrasing to Perez (2017) to apply correctly innovative techniques to control discipline allows the teacher feel motivated to create new ways to avoid disruptions in the classroom. To conclude, it is important to improve or delete the common techniques because the results have not helped to improve the teaching process, also the innovative techniques should be applied due to they have a positive influence on the teacher's attitude and development into the classroom in order to get effectiveness in the teaching-learning process.

Finally, another factor influenced by the application of discipline techniques was the teaching and learning environment. On one hand, it was evident that the environment in the English classes was not according to the teacher expectancies; the desks and chairs were not located correctly and the teacher's instructions were not respected by the students. For Mariño (2018) Classroom environments are extremely important for students and for teachers. Everything from the color of the walls to the arrangement of the desks sends impressions to students and can affect the way a student acts. For this reason, Falcones (2012) encourages to teachers to apply innovative techniques which motivate to teacher and students to create a good teaching-learning environment, also they help to improve the communication among teacher and students. Thus, the teaching environment improves and become comfortable if the innovative techniques were applied correctly and more frequently in the English lessons.

To conclude with the analysis about the influence of the discipline classroom management techniques application during the teaching-learning process at Unidad Educativa Cristiana "Nazareno", it is important to take into account that, the correct and appropriate application of innovative discipline techniques is fundamental in the teaching-learning process. If the innovative discipline techniques were applied more frequently factors such as communication and understanding among students and teacher, learners' behavior and way of acting, and teachers' attitude and professionalism would change positively. It is necessary to bear in mind that teaching-learning environment is essential to get good results in the process of learning a new language. For this reason, it is

commendable to change the common techniques and use innovative techniques to control discipline in order to facilitate the teaching process and get successfully the teacher's goals.

#### **4.3. Objective N°3:**

**To describe the students' reactions and results of the application of classroom management techniques to control the discipline in a foreign class.**

To control the discipline in a foreign class requires the appropriate application of discipline techniques which promote different students' reactions and results on the teaching-learning process. For Pérez, (2016) the control of discipline in the classroom allows the teacher and students feel concentrated, motivated and excited to enjoy in the educational environment. Once finished the direct observation process where files with key indicators were applied, it was possible to get results and describe the principal aspects about students' reactions and factors of using discipline techniques to teach a foreign language at Unidad Educativa Cristiana "Nazareno".

First, there were some reactions related to the students' performance in the English lessons. According to Mariño (2018) students are such as sponges, all the time they are learning, analyzing and adapting new structures in their brain; in summary how they perceive something they react. As the common techniques were not applied in a correct way and innovative techniques were not used frequently students perceive a negative stimulus, thus their reactions were not appropriate. The students' relation among teacher and students; the absence of values as respect, solidarity, obedience, etc. was noticeable. Student's attitude did not allow the teacher to accomplish the lesson objectives successfully. Despite that, Pérez (2017) claimed that innovative techniques are the best tool to improve students' development in the classroom. If those techniques were used constantly students would have positive reactions. Furthermore, students are able to react positively improving and changing their wrong behavior when the teacher creates and shows a good environment to teach (Falcones 2012). In short, it is important to recognize that students' reactions depend strongly on the activities the teacher does. It is necessary to begin applying innovative techniques to control discipline to contribute to the positive teaching goals achievement.

Also, reactions related to the teaching-learning environment was detected during the observation process. The teaching-learning environment must be effective, in order to facilitate the teacher and students' development; it has to satisfy students and teacher's needs (Tello, 2015). However, at Nazareno high school the environment was not enough to develop correctly the teaching English process. Students acted in a behavioral way, just listen and obey teacher instructions, it was not possible for students to participate freely. The rules and agreements were not respected by some students. All the above phenomena prevents to have a good environment to teach. Nonetheless, Falcones (2012) argues that it is possible to get a good environment through the appropriate application of innovative techniques; the teaching environment becomes comfortable when the discipline is controlled in an easy way. Body movement, specific time out and use of objects sound are the best techniques to create an environment where students enjoy learning because due to the discipline is seen as a natural process. (Mariño 2018). To conclude, it is important to bear in mind that teaching- learning environment and understanding of English as a foreign language are very closed to an appropriate management of the classroom; to get it, the appropriate application of innovative discipline techniques is fundamental.

Lastly, students' academic performance was another factor determined during the observation process. Ehiane (2014), established that there is a significant relationship between schools' discipline and students' academic performance. In fact, at Nazareno high school it was notable that the students' academic performance was very low in English subject due to the common techniques applied to control discipline were not useful to control discipline problems neither to achieve successfully the academic goals. Students' interrupted the lesson constantly amusing to the rest of classmates, they did not pay attention, they were not concentrated to learn, they did not accomplish the task and assignments correctly, thus the academic development was unsatisfactory. To overcome this factor, Minquelan (2016) emphasizes that innovative techniques to control discipline promote to get better academic results because students do not feel frustrated about learning a new language, they are "crazy" about getting new knowledge and it is very easy to catch the knowledge having a good attitude and behavior. Finally, paraphrasing to (Stanley, 2014) is indispensable to understand that discipline and academic performance is the key to success in the field of education and both are strategies used to instill positive behavior and character of students, self-control and regulatory compliance at school.



In conclusion, the English teacher at Unidad Educativa Cristiana “Nazareno” has not obtained positive students’ reactions and results during the teaching process due to the innovative techniques were not apply frequently. Students reacted to the common techniques to control discipline but, the results were not enough to get a good environment to learn and teach; so the reaction of the students was not positive. Thus it is important to bear in mind that teacher must be a creative and innovative person in order to apply meaningful and innovative discipline techniques which are according to the teacher and students’ needs. In addition, it is necessary to analyze and value from different perspectives the effectiveness of each technique applied in the classroom in order to avoid repetitiveness and traditionalism.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. CONCLUSIONS

- Common techniques to control discipline such as nonverbal communication and establishing rules and agreements are applied more frequently but the result are not positive at all.
- Innovative discipline techniques allow and encourage to the English teacher to create an effective environment where students and teacher are able to express their knowledge experiences, ideas, feeling and emotions freely.
- Students, teacher, and the teaching-learning environment are influenced strongly by the application of discipline techniques.
- Students are able to react to the techniques used by the teacher to control discipline.; positive results can be gotten with the appropriate application of innovative discipline techniques.

#### 5.2. RECOMMENDATIONS

- It is necessary for teachers to know, innovate, create and establish, discipline techniques to manage a foreign class in order to get the teaching- learning goals.
- Teacher must consider the application of use of sound objects, body movement and specific time out as innovative techniques to control discipline and get the lesson's goals successfully.
- Teachers should be constantly capacitated in order to innovate the discipline techniques.
- The disruptions and misbehaviors inside the classroom must be controlled from the beginning in order to help students change their habits and facilitate the teacher's development in the classroom.
- Teacher must look for new trends related to discipline techniques and apply properly accomplishing the students' needs

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5.4. ANNEXES

OBSERVATION GUIDE FILE N° 1

Objective 1:	Accomplishment					Observations:
To observe the principal classroom management techniques regarding to discipline applied for the teacher in the English language teaching process.	Always	Usually	Sometimes	Rarely	Almost Never	
English teacher applies common discipline management techniques to control discipline, disruptions and misbehavior in the classroom.		X				
Teacher uses sound objects (bells, keys, short songs, rings etc.), in order to catch the students' attention.				X		
Teacher provides breaks where students can do body movements such as standing up and stretch, shake their body, dance, etc.			X			
Non-verbal communication is used by the teacher to let students know their behavior is not appropriate.		X				
Teacher gives specific time out to let students do another activity (meditation, phone check, talk with classmates, walk around, etc.)				X		
Teacher and students know the agreements and rules established to manage the discipline inside the classroom.		X				

## OBSERVATION GUIDE FILE N° 2

Objective 2:	Accomplishment					Observations:
<b>To analyze the direct influence of the discipline classroom management techniques application during the teaching-learning process.</b>	Always	Usually	Sometimes	Rarely	Almost Never	
Teacher's instructions are clear and students react immediately.		X				
Students feel comfortable and exited to learn in each lesson reacting to the discipline management techniques.			X			
Common Discipline Management techniques applied by the teacher enhances students learning and act positively.				X		
The use of common discipline classroom management techniques allows students to change their inappropriate way of behavior.				X		
Communication among teacher and students improve with the application of common management techniques to control discipline.					X	
Students' behavior improves in each lesson with the application of innovative techniques				X		
Students' responses encourage to the teacher to apply new techniques to control the discipline in the classroom.				X		

**OBSERVATION GUIDE FILE N° 3**

<b>Objective 3:</b>	<b>Accomplishment</b>					<b>Observations:</b>
<b>To describe the students' reaction and positive results of the appropriate application of classroom management techniques to control the discipline in a foreign class.</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Almost Never</b>	
The relation among teacher and students is based on respect, solidarity and more values.				X		
The reactions of the students allow to the teacher to accomplish the lesson objectives.				X		
Students' academic performance improve with the application of common management techniques regarding with discipline.				X		
The environment is effective to teach and learn a new language.					X	
Teacher feels motivated to implement new techniques to control discipline.			X			
The most of students like and enjoy learning English.				X		