



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS “LANGUAGE SCHOOL”

FINAL PROJECT

“CLASSROOM MANAGEMENT BASED ON THE BEHAVIOURIST THEORY OF THE STUDENTS IN OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “F” AT THE UNIDAD EDUCATIVA ISABEL DE GODÍN IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016”

RESEARCH PROYECT PRESENTED AS REQUERIMENT TO OBTAIN A BACHELOR`S DEGREE IN THE ENGLISH LANGUAGE.

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CERTIFICACION TUTOR



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
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Riobamba, 6 de Junio de 2016

Máster
Carlos Loza.
DECANO DE LA FACULTAD
Presente

De mi consideración:

En mi calidad de tutora de la tesis titulada “**CLASSROOM MANAGEMENT BASED ON THE BEHAVIOURIST THEORY IN THE STUDENTS OF OCTAVO AÑO DE EDUCACION GENERAL BASICA CLASS "F" AT UNIDAD EDUCATIVA ISABEL DE GODIN IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016**”, cuyas autoras son las señoritas estudiantes **Carmen León y Mayra Rosero**, tengo a bien informar que la autoras en mención han cumplido a cabalidad con las fases establecidas en el anteproyecto de tesis y han terminado con la investigación propuesta como trabajo de graduación. En tal virtud, las egresadas pueden presentar su trabajo en las instancias correspondientes para que reciba la autorización para la defensa pública según la normativa vigente.

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Magdalena Ullauri M.

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“CLASSROOM MANAGEMENT BASED ON THE BEHAVIOURIST THEORY IN THE STUDENTS OF OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “F” AT UNIDAD EDUCATIVA ISABEL DE GODÍN IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016” **presentado por** Carmen Lucila León Caizaguano, Mayra Alexandra Rosero Porras y **dirigida por** MSc. Magdalena Ullauri.

Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito, en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la facultad de Ciencias de la Educación Humanas, y tecnologías de la UNACH.

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AUTORIA

El presente trabajo investigativo, previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesora de Idioma Inglés, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías.

Los criterios en el informe de investigación sobre: **“CLASSROOM MANAGMENT BASED ON THE BEHAVIOURIST THEORY IN THE STUDENTS OF OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “F” AT THE UNIDAD EDUCATIVA ISABEL DE GODÍN IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016”**, como también los contenidos, ideas, análisis y conclusiones, son de exclusiva responsabilidad de las autoras y los derechos del mismo le corresponden a la Universidad Nacional de Chimborazo.



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DEDICATION

This work is dedicated to my mother, my husband and my best friend who gave me their support, encouraging words, love and strength to reach my goal of being a great professional and a better person.

Mayra Rosero

I dedicate this thesis project to my parents, my husband and my sister for their unconditional support, dedication and love to take care of my little children since the beginning of my studies. I feel a very especial gratitude for all their help in every moment in my life.

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SUMMARY

The aim of this research is to emphasize the classroom management process and the behaviourist model reinforcements that influence in the English teaching learning language at eighth grade class “F” at Unidad Educativa “Isabel de Godin” in the city of Riobamba, Chimborazo Province, during the academic year 2015-2016. In order to obtain relevant information required to analyze the teaching process and the students` behavior in the English classes it was necessary to use the Ethnographic Method to describe the reality to be investigated. This research was inductive and exploratory, applied to 34 students who received the English subject within the research context. The Direct Observation technique was applied to collect information through processes such as Observation guides and Reinforcement Characterization Matrixes to have qualitative results and general conclusions. It was determined that the classroom management process was applied in a medium effectiveness level due to the constant use of reinforcement`s implementation that the teacher uses, especially when the discipline is out of control and their use was not planned. In most cases, the positive reinforcements generated a better result than the negative ones. This variable of effectiveness may be due to different factors that affect the students` academic performance such as their emotional estate, demotivation and their own characteristics (age and education level), so teachers should make a constant evaluation of their educational tools in order to have a continuous improvement and a strategic planning in their educational work.



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS
ESCUELA DE IDIOMAS

THEME: “CLASSROOM MANAGEMENT BASED ON THE BEHAVIOURIST THEORY OF THE STUDENTS IN OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “F” AT THE UNIDAD EDUCATIVA ISABEL DE GODÍN IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016”

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x *Myriam Trujillo B.*

Mgs. Myriam Trujillo B.

DELEGADA DEL CENTRO DE IDIOMAS



INTRODUCTION

A well-organized classroom management addressed by a teacher includes the correct control of academic and disciplinary components. Traditional pedagogical models such as the behaviourist, are based on the precise application of reinforcements, so in the long term, they modify the individual's behaviour. Therefore, this investigation seeks to describe the reinforcements of the behaviourist model that influence in the classroom management process to the students of 8th grade "F" at Unidad Educativa Isabel de Godin in the city of Riobamba, Chimborazo province, during the academic year 2015-2016. The obtained qualitative findings will facilitate the identification of existing problems in the behaviourist reinforcement's application in the classroom management process, and finally they will allow to give general recommendations and suggestions. The general content consists of five chapters, which synthetically are:

Chapter I makes reference information to expose the problem and the guiding questions as base for the development of the investigation with the objectives to be achieved, the justification, which contains the topic and its importance of feasibility within the research context.

Chapter II contains basic theoretical foundation on which this study is described.

Chapter III details the Methodological Framework that is the design of the research, methods and tools used for collecting and analyzing of data.

Chapter IV refers to the outcomes of exploratory/research process, its analysis and interpretation of the results in accordance with Specific Objectives, Guiding Questions and Theoretical Foundation.

Chapter V contains the conclusions and recommendations of the research.

Finally, the survey's analysis and referential data can be located in the annexes section.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. Problem Definition

A pedagogical model “is nothing more than a paradigm used to analyze, interpret, understand, guide and transform the education” (Ortiz Alexander, 2013).

Traditionally, English teaching has taken aspects of the behaviourist model such as "repetition" and "application of reinforcement". Repetition allows students to memorize words, linguistic structures or rules. Reinforcement helps them to repeat a specific behavior to achieve a progress in learning.

The Unidad Educativa “Isabel de Godin” a public institution is located in Chimborazo Province, City of Riobamba. In the present academic year its students’ population is 3400, with 160 teachers in different subjects, 14 of them are English teachers who are distributed from 8vo, 9no and 10mo de Educación General Básica and Bachillerato General Unificado. Through a survey in the English Teachers area of this institution, it was showed that the constructivist and behaviourist model are applied in the English language teaching (Questions 1 and 3, Attachment I). Then, it can be assumed that the behaviourist is widely criticized as a pedagogical model, but instead of it, it promotes “validity” in the education process nowadays. On the other hand, a previous analysis based on the academic performance of the students of 8TH grades at the same institution, in the academic year 2014-2015, showed that the average final grades were between 7,089 and 7,56 out of 10 points in the English subject, this implied a lower grade than the others subjects of the curriculum (Attachment II).

Additionally, in this institution, the English Teaching is based on quality standards in the scale of the CEFR (Common European Framework). These competences are for the students of public institutions who have to learn them to finish their high school studies. Therefore, there have been delivered English basic texts for students and multimedia guide texts for teachers providing them an open door to establish other parallel learning mechanisms but with a minimum of activities and tasks related to the students` context. Moreover, the repetition to develop those activities like a routine to fill in the book has

become only an obligation and therefore in occasions a negative reinforcement in the classroom management process.

Based on these results and the experiences in our pre-professional practices, we have observed that the teachers do not integrate effectively the Behaviourist Model Reinforcement into the classroom management process. That is the case of the 8th grade class "F" in the same institution where the students learn in a process that involves repetitive activities to complete the book, lacking interest to learn the language due to the demotivation, where the credit for their effort becomes a requirement to obtain a grade and therefore a negative reinforcement.

Teachers must take in consideration that the behaviourist model shapes the behavior in the students in order to acquire an appropriate learning academic behavior; their use is going to be effective in the classroom management process if it generates the motivation and interest in the students to learn.

Sometimes teachers, can be generating negative reinforcement when they represent to their students only a disciplinary figure. Moreover, the reinforcement may have been applied for so long, that the students do not respond appropriately to the stimulus.

1.2. Problem Formulation

How do the reinforcements of the behaviourist model influence in the classroom management process in the students of 8th grade "F" at Unidad Educativa Isabel de Godin in the city of Riobamba, Chimborazo province, during the academic year 2015-2016?

1.3. Guidelines Questions

What is the general process applied by the teacher in the classroom management within the research context?

How does the teacher apply the reinforcements of the behaviourist model within the research context?

How do the students react to the reinforcement of the behaviourist model within the research context?

1.4. Objectives

1.4.1. General Objective

To describe the reinforcements of the behaviourist model that influence in the classroom management process to the students of 8th grade "F" at Unidad Educativa Isabel de Godin in the city of Riobamba, Chimborazo province, during the academic year 2015-2016.

1.4.2. Specific Objectives

- To determine the general process applied by the teacher in the classroom management.
- To analyze the reinforcements in the students' English learning process based on behaviourist model.

1.5. Justification

Taking in consideration that in an interconnected world, English is an official language in most countries, in Ecuador, especially in the educative sector it is intended to achieve the English language proficiency in order that the students will be able to communicate and understand the language to have plenty of opportunities in life.

However, the components of the educational model such as teachers and students act differently from one generation to another, due to the application of new pedagogical models. This research highlights that in the English teaching process, the behaviourist model is a constant in classroom management.

This research is exploratory about classroom management based on the behaviourist model and pretends to describe the reinforcements that influence the English teaching learning process. Within the methodological point of view, the researchers developed their own instruments and observation guides to adapt concepts and theories of other authors to use in the description and identification of problems related to the investigation. The direct beneficiaries will be the students and the teachers at Unidad Educativa "Isabel Godin" since the results will improve the classroom management process by solving problems related to the application of the behaviorist model. It is also considered that the methodology applied enables English teachers in the area to evaluate their own teaching processes, and have a feedback from the results (analysis, conclusions and recommendations).

This research project is feasible because all the needed resources are accessible for developing it. Moreover, the authorities of the Unidad Educativa Isabel de Godin have permitted full access to the English classes during the academic year 2015-2016.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Previous Research Background Related to the Problem to be Investigated.

At the Universidad Nacional de Chimborazo, and particularly at the Ciencias de la Educación, Humanas y Tecnologías Faculty; a previous investigation about CLASSROOM MANAGEMENT BASED ON THE BEHAVIOURIST THEORY **HAS NOT BEEN FOUND**. Additionally at the educative institution where this investigation will be carried out, there is not a similar work concerning the topic that it is being proposed, so its execution is possible.

Even though there are two similar investigations in the library of the Faculty with the following thesis topic:

“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”. (AIDA JAYA, SANDRA CUJILEMA). These authors propose strategies and teaching resources to achieve a positive classroom management for improving the listening skill in the students.

“APLICACIÓN DE LA TÉCNICA DEL REFUERZO POSITIVO COMO ESTRATEGIA EN EL TRATAMIENTO ACADEMICO DE LA ASIGNATURA DE MATEMÁTICA EN LOS 8vos AÑOS A y C DE EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD EDUCATIVA MARÍA AUXILIADORA DE RIOBAMBA, EN EL AÑO LECTIVO 2010-2011” (COBA XIMENA). This author proposes effective strategies to use the positive reinforcement to motivate the student`s learning.

2.2. Theoretical Foundation

2.2.1. Classroom Management

Classroom management entails an “umbrella of definitions that include learning interactions, learning, and the behavior of students” (Martin and Sass 2010, p. 1125)

Classroom management is a process that involves all the strategies and activities that the teacher can use to create and maintain a positive learning environment preventing disruptive behaviour and promoting positive behavior (Al-Zu`bi, 2013, pp. 140-149).

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 behaviour and increase student academic engagement (Emmer & Sabornie, 2015).

According to these authors, classroom management is one of the most important aspects to have success in the teaching learning process; it involves general activities such as planning, organization and student’s behavior. Classroom decoration, establishment and application of rules also play an important role to foster a positive learning environment.

In fact, behaviour and learning are always related in Classroom management; it is reflected in the student achievement if it is applied appropriately as long as the educator takes appropriate decisions to fulfill the stated objectives. Taking in consideration these factors, classroom management carries out the teaching learning process to facilitate it with motivation, self-control and respect.

GOALS OF CLASSROOM MANAGEMENT

The objectives of classroom management can be summarized as follows:

Create a positive and productive learning environment to sustain it over time:

Students interest must be maintained, creating a learning environment in which they feel comfortable, so that they can generate by themselves the necessary connections to enhance their knowledge. (Sliouat, 2009). Graphic 1 describes some objectives for planning an effective class.

Effective Classroom management plan	To assist students to keep task focus. Research demonstrates a significant relationship between the amount of content covered and student learning
	To reduce distraction from learning. This is an extension of the goal to keep students task focused.
	To organize and facilitate the flow of learning activities. Assess to learning is assisted by the development of rules and routines that increase involvement and participation. Therefore, management goal must complement learning goal.
	To help the students to manage themselves. That is, to assist students to take responsibility for their own actions as they impact their work within the classroom.

Graphic 1: The aims of effective classroom management plan

Source:(Sliouat, 2009)

The objectives are focused on the students and in their ability to learn in an educational environment and that the teacher generates activities that promote positive attitudes, motivating them to discover and create a meaningful learning. It is an important process, therefore it needs to be dynamic and personalized, addressed by general guidelines where one does not have a general formula applicable in all cases.

DISCIPLINE AND LEARNING

There could be various situations of indiscipline in the classroom, which interferes or disrupts the class, as follows: (Nordahl 1998); .Aggression, social isolation of the student to the environment, distraction or discussion between classmates.

Faced with this problem, educational institutions have disciplinary guidelines that are used by the teacher to stop disruptive behavior by students. But, it is the "teacher`s competency" in both cases disciplinary and academically, responsibility to generate a positive or negative institutional policies outcome.

The discipline control and planning of learning should be handled with balance, so that classroom management becomes successful. Teachers should be able to handle the student`s behavior while at the same time develop academic activities to obtain meaningful outcomes in the students learning.

TEACHER FACTORS

An effective teacher performs the following interdependent functions (Marzano, 2003):

- a) Makes appropriate decisions about teaching strategies.

- b) Designs a curriculum to facilitate learning.
- c) Uses effective techniques.

It can be deduced, that an effective teacher is a "Team leader", who influences emotionally and mentally the students, so it is important to have a state of equilibrium.

PROACTIVE CLASSROOM MANAGEMENT

A proactive teacher understands that all students are different (with different strengths and weaknesses) and takes responsibility for solving their learning problems (Lyons, Ford, & Arthur-Kelly, 2011).

This generalization also applies to the teachers, whose psychological, emotional and educational circumstances are not excuses to understanding and bringing out the best of the “troubled students”, finding solutions and assuming the responsibility for their learning.

The table 1 contains a summary of the aspects that contribute to behavioural problems in the classroom.

Students Temperament	Teacher Behavior
Dysfunctional family	Boring lessons
Neurological problems	Disorganized lessons
Emotional problems	Overreaction to misbehavior
Heredity	Stereotyping
Toxins or drug abuse	Burnout
Social skills deficits	Overreliance on punishment
Group Dynamics	Classroom Organization
Peer approval	Inconsistent routines
Dysfunctional group roles	Uncomfortable physical setting
Bullying and teasing	Irrelevant curriculum
Cliques	Inadequate materials
Student apathy or hostility	Obliviousness to cultural differences

Table 1: Variables that contribute to behavioral problems

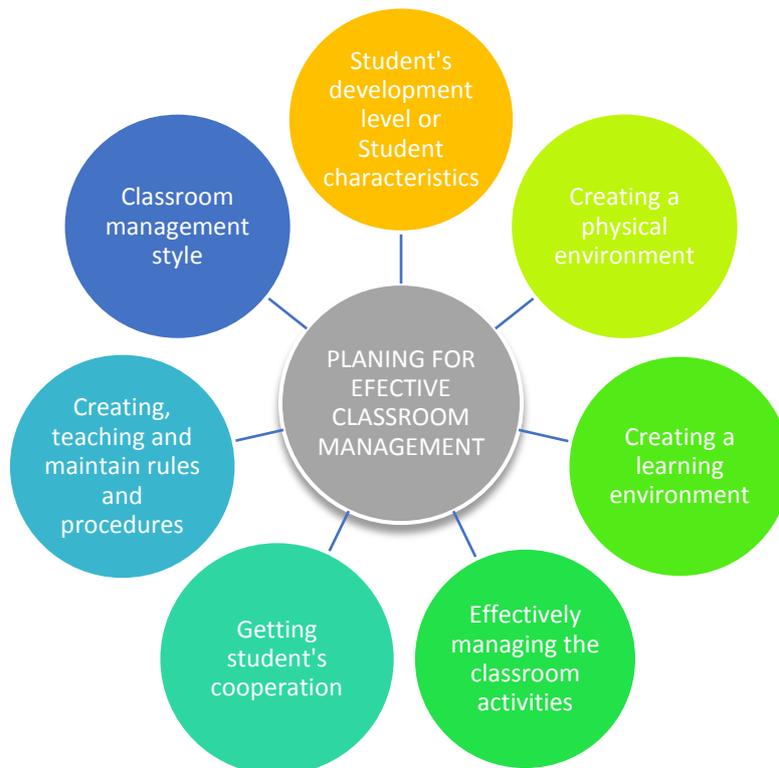
Source: (Lyons, Ford, & Arthur-Kelly, 2011, pág. 6)

Proactive teachers follow three basic principles in the classroom management (Lyons, Ford, & Arthur-Kelly, 2011):

- 1. Do not accept excuses:** Not blaming to their students and families for their classroom behavior, it becomes a responsibility and a challenge to find a way to solve problems and to improve learning.
- 2. Allow students' personal growth:** Analyze the individual behavioral problems of their students, looking for familiar or emotional causes to find a solution, supporting and inviting them at the same time to participate actively in their academic preparation.
- 3. Look for long-term solutions:** Use prudently short-term strategies (like rewards and punishments).

MANAGING CLASSROOM

Planning for an effective classroom management is composed by seven general processes, as shown in Figure 2 (Sliouat, 2009).



Graphic 2: Planning for effective classroom management

Source:(Sliouat, 2009)

Managing the student's behavior is a complex process. For a long time, the corporal punishment was widely used in several countries. In fact, today it is not permitted and

it does not have to be the “last resort” applied by a teacher, instead use techniques and strategies to manage the students` behavior, like additional tasks, taking away privileges, agreements, and suspension or school expulsion are alternatives to act on sooner rather than later. Planning is the key to success in any teaching process.

a) Student's development level or Student characteristics:

To generate an appropriate teaching learning process, classroom management should consider the level of development of each student. Children and adolescents learn different; so these groups have different behaviour with teacher authority. Teachers must ensure that their students feel that they have a real interest in their learning, being creative and imaginative, to be an inspiration and a guide for their studies, so that they understand that the classroom management focuses on different behavioural rules and consequences, which are valuable to reach the learning goal.

b) Creating a physical environment

The physical learning environment must be structured to handle the following key factors in the classroom: have an appropriate visibility where the teacher can look at all of the students and the students can see the teacher, to avoid distractions and disruptive behaviors. Students should have easy access to their materials with which they will work. The seats should be arranged in such a way that facilitates specific learning tasks and activities. Maybe for the teacher it is not always possible to create the wished learning environment, it could be because the physical space is not large enough or there are excessive number of students, but it is necessary to look for alternatives to support the student`s learning in a suitable environment. It allows the interaction between the teacher and students where they feel safe, welcome and motivated to work. The physical arrangement should reflect the values and goals that the institution wants to promote in its students.

c) Creating a learning environment

A learning environment should be designed from the physical to cognitive. Then, the goal is to create a comfortable, clean and orderly place where all students can relax and feel respected with confidence to participate actively and to achieve all the proposed objectives. It is important that the teacher also consider a cognitive space based on expectations, rules and procedures for students` behavior, involving and explaining them so that they are

aware of them and their consequences and always lean towards positive rather than negative.

d) Effectively managing the classroom activities

An effective teacher leads the class based on four general activities:

1. Monitor students to know what is happening and to prevent problems.
2. Handle effectively indiscipline situations.
3. Keep the rhythm and continuity of the classes.
4. Generate a variety of challenging activities to engage the students in them.

e) Getting student's cooperation

Student`s cooperation is of great importance in the classroom management process the teacher should use strategies to develop a positive relationship with students and reward their appropriate behavior in such a way that students share and assume responsibility.

There are three strategies related to the use of rewards:

1. To determine the reinforcements which works best with every student (individually), so that they can be applied effectively.
2. Focus rewards in the academic area rather than behavioral, in order to increase the intrinsic motivation and the sense of responsibility.
3. To let the students, know exactly what is expected from their behavior, otherwise they never act by themselves.

f) Creating, teaching and maintain rules and procedures

All teachers are faced with disciplinary problems during the school year. For this reason, it is important to establish planning procedures and rules from the first day of class, bearing in mind the students' characteristics and the physical environment.

Procedures: steps to fulfill the daily learning activities. They become long-term routines and provide a sense of stability to students and teachers

Rules: Description of acceptable behavioral standards within the classroom.

g) Classroom management style

Teachers who use an authoritative classroom management style encourages their students to be independent; they raise their self-esteem and tend to care about them. These teachers are open to listening to their students. They have a kind relationship with the students but

set limits when it is necessary with an effective discipline plan. They focus on the personal growth and students` development more than the academic. The students feel safe and capable. The authoritative classroom management style contrasts completely with two ineffective styles; they are the permissive and authoritarian.

2.2.2. Behaviourist Model

BEHAVIOURIST THEORY

Behaviourist emerged as an alternative to experimental physiology, considering as study object the behaviour rather than consciousness (Watson, 1913). For Watson (1913), behaviourist is "...in a system of Psychology completely worked out, given the response the stimuli can be predicted; given the stimuli the response can be predicted"

On the other hand, Skinner (1974/1977) says that behaviourist is the philosophy of human behaviour. In his theory of operant conditioning, he suggests that humans modify their behaviour based on the observation of the consequences of their actions, and through this learning process occurs. Repetition guarantees learning to obtain a better school performance through opportune reinforcements. (Ortiz, 2013, pg. 17).

BEHAVIOURIST AS A PEDAGOGICAL MODEL

Behaviourist initiated as a psychological theory, finds its posterior application in education. A priori, learning research suggested performing a process called "introspection" in which the student described what he was thinking. Nevertheless, with the rise of behaviourist it was proposed the learning measurement as an external process, measuring observable phenomena (behaviour). Therefore, the Behaviourist Teaching Model arises and nowadays it is still applied in the educational process.

According to Rodriguez (2010) the role of teacher and student in the behaviourist pedagogical model can be emphasized as follows:

Teacher's Role:

Teachers are responsible for shaping a desirable behavior in the students by implementing a series of reinforcements and stimulus controlled during the teaching-learning process and can be considered as an intermediary and organizer of the process, promoting the application of positive reinforcement and avoid negative reinforcements (punishment) (Ortiz, 2013, pág. 18)

Effectiveness in the teaching learning process, addressed by a teacher, resides in the ability to manage the “behavioral technological resources of this approach (principles, procedures and behavioral programs)”. (Ortiz, 2013, pág. 18)

Student`s Role:

The student is a passive entity, which assimilates and reproduces the acquired knowledge (it is not related with knowledge creation). Learning is controlled from outside by planning educational inputs and implementing reinforcements and incentives, in order to achieve appropriate learning academic behaviours.

FUNDAMENTAL PRINCIPLES

As follows, there are some fundamental principles upon which the behaviourist pedagogical model is based on, according to Rodriguez (2010):

- Learning study focuses on observable and measurable phenomena.
Consequently, the learning objectives can be measured through previous and final tests.
- The basic curriculum elements of this model are the objectives. Therefore, planning is important to fulfill learning goals and obtain positive outcomes.
- Learning is the result of the relationship “stimulus-response”
- Learning is effected if there is a behaviourist change.
- Applying reinforcement (scores, rewards or punishments) produces an effect to the individual’s behavior.
- It promotes repetitive processes, which can be successfully applied in the acquisition of rote knowledge for example (learning multiplication tables).

SKINNER’S THEORY REINFORCEMENTS

The operant conditioning of Thorndike and Skinner is the process by which it seeks to strengthen a particular behaviour by the recurrent application of a reinforcement. Its correct application increases the probability that such behaviour happens again because the operant conditioning argues that “learning is reinforced” Consequently a number of these actions can reinforce the student`s behavior in a positive or negative sense. Then, a reinforcement is an event that increases the probability of incidence of a particular behavior. There are two types of reinforcements:

- **Positive reinforcement:** It is defined as events that is presented immediately after a behavior that increases the repetition of such behavior. For example, a teacher who

rewards with extra points to students for maintaining discipline, you can have the behavior maintained or repeated.

- **Negative reinforcement**, on the other hand, it is an event that aims to reduce the occurrence of a particular behavior. For example, a teacher who takes away extra points to students for their indiscipline can produce that an inappropriate behaviour disappears.

Another way to classify these reinforcement or stimulus can be made according to another application form (Coba, 2011):

- **Social:** based on facial or body expressions (slaps, smiles, negative head movements) and verbal stimuli (congratulations or reprimands).
- **Physical:** based awards (sweets, gifts, etc ...). They are valuable when they are applied with social stimuli. It is recommended its use is not abused, to avoid creating dependency by the students.
- **Feedback:** to encourage verbal or psychologically the correct realization of the student`s activities ("you're doing well" or "you could do better, be strong").
- **Academic:** based on reward or academic punishment, using the student`s scores to promote a behavior or extinguish it.

BEHAVIOURIST IN ENGLISH LEARNING AS A SECOND LANGUAGE

In English learning, the behaviourist model is always present, emphasizing that a first language acquisition occurs through habits formation (Skinner) such as stimulus, response and reinforcements, to acquire a second language the learner is going to be familiarized with those habits that will be useful and will play an important role in the English learning process as a second language (ESL).

Therefore, Behaviourist is a vital component in the English learning through practice of grammar structures, pronunciation and collocations can be acquired by repetition and memorization.

2.3. Definition Terms

CEFR: Common European Framework of Reference for Languages

CLASSROOM MANAGEMENT: “entails an umbrella of definitions that include learning interactions, learning, and the behavior of students” (Martin and Sass 2010, pg. 1125).

PLANNING: It is a set of learning activities and techniques that teacher should carry out during the class hour focused on what students need to learn.

RULES: Description of acceptable behavioral standards within the classroom (Sliouat 2009)

PROCEDURES: Steps to fulfill the daily learning activities (Sliouat, 2009)

PEDAGOGICAL MODEL: “ a paradigm used to analyze, interpret, understand, guide and transform education “ (Ortiz Alexander, 2013)

BEHAVIOURIST: “... In a system of psychology completely worked out, given the response the stimuli can be predicted; given the stimuli the answer can be predicted “(Watson, 1913)

REINFORCEMENT:

ESL: English as a Second Language.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. Methods

In the present research, the ethnographic method was applied, since it is based on the description and in the analysis through a direct observation to collect information from the reality to be investigated.

Ethnographic method

It refers to the analysis and description of the human behavior socially or culturally to have qualitative findings. In the educative field, it helps to analyze the teaching practice to identify possible problems through a direct observation to overcome them.

3.2. Design of the Research

Documentary: It has scientific information: bibliographic and academic required supporting the theoretical framework.

Field: It was carried out directly from the group to be investigated the 8th grade, class “F”, in the Unidad Educativa “Isabel de Godin”.

To obtain information about the Classroom Management based on the Behaviourist Model applied by the teacher in the English classes with the students of eighth grade class “F” at Unidad Educativa “Isabel de Godin”, the following procedure was done:

Initially, with the authorization of the Director of the Institution, we could define through a survey that the classroom management based on the behaviourist model was applied in the English Area of the institution.

Then, based on the theoretical foundation of Chapter II about the stages of an effective Classroom Management (Sliouat, 2009) we proceeded to elaborate an Observation Guide with significant aspects of each stage to describe the classroom management process applied by the English Teacher. At the same time, there was elaborated a Reinforcement Characterization Matrix to detect the main reinforcements used in the teaching learning process to classify them according to their application form: Social, Physical, Feedback or Academic mentioned in chapter II. It was also necessary to elaborate another Observation

Guide to analyze the reinforcements applied to the students and to describe their effectiveness.

Then, with the instruments before mentioned, we attended the English classes at the eighth grade class "F". Using the Direct Observation Technique it was possible to complete the Observation Guides and the matrix. At the end of the month, we proceeded to select the generalizations of the Observation Guides to determine the general classroom management process applied by the teacher through the analysis and interpretation of information.

The Reinforcements Characterization Matrix was completed according to the reinforcement objective; type and subtype. There were detected eight main reinforcements (four positives and four negatives) their effectiveness was analyzed and interpreted according to the observation guide.

3.3. Type of Research

The research is inductive; it was to obtain general conclusions from observation, classification and study of facts or phenomena.

3.4. Level of research (Exploratory)

This research is exploratory, since it pretends to give an overview of the research problem, with a qualitative characterization.

3.5. Population and Sample

3.5.1. Population

In the Octavo "F" at Unidad Educativa Isabel de Godín, for the 2015-2016 school year, the English teacher and 34 students were involved, which correspond to our study population.

3.5.2. Sample

The area of study was covered in the present work was a small population, therefore; the researchers worked with all the involved people in the process.

3.6. Techniques and Instruments of Data Collection

Techniques:

Direct Observation: To obtain the necessary information to describe the classroom management process applied by the teacher to characterize the behaviourist model reinforcements.

Survey: To get qualitative findings and a general perception of the students' behaviour in the English classes.

Instruments:

Observation guides: To gather information and to determine the classroom management process applied by the teacher and to analyze the reinforcements in the students.

Characterization of the Behaviourist Reinforcement Matrix:

To identify the reinforcements (positive and negative) applied by the teacher in the English classes to analyze their effectiveness.

3.7. Technical Procedures for Analysis

- ✓ Development of the respective Observation Guides and Characterization of the Behaviourist Reinforcement Matrix.
- ✓ Aplicación de instrumentos y guías de observación
- ✓ Analysis of the qualitative findings according to the objectives.
- ✓ Review of collected information
- ✓ Elaboration of qualitative tables in Excell.
- ✓ Interpretation of the results supported by the theoretical framework.
- ✓ Make conclusions and recommendations.

CHAPTER IV

4. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Classroom Management Process

To determine the classroom Management Process in the research context. An observation guide was used Attachment 3 of this document. The results obtained are detailed in Table 2 and Table 3.

FQ= Frequently **SM**= Sometimes **HE**= Hardly ever

N°	STAGES	FQ	SM	HE
STUDENT´S DEVELOPMENT LEVEL OR STUDENT CHARACTERISTICS				
1	When the class starts there is a connection between teacher and students.			X
2	The activities developed take in consideration the student`s age, learning level or their own characteristics.		X	
3	The teacher is concerned about the student`s learning.		X	
CREATING A PHYSICAL ENVIRONMENT				
4	The seating arrangement facilitates specific learning tasks and activities.		X	
5	The teacher keeps items such as worksheets, supplies and didactic materials.			X
6	The desk arrangement allows the interaction between teacher and students and vice versa.		X	
CREATING A LEARNING ENVIRONMENT				
7	There is a pleasant confidence learning environment.			X
8	The teacher creates a motivational climate		X	
EFFECTIVELY MANAGING THE CLASSROOM ACTIVITIES				
9	The teacher monitors students to avoid inappropriate behavior.	X		
10	The teacher makes sure what every student is working in class with productive learning activities.		X	
11	Students participate in interesting activities to develop autonomous learning			X

GETTING STUDENT'S COOPERATION				
12	There are rewards to the students' appropriate behavior in class		X	
13	Students feel confident to share their ideas in class.			X
CREATING, TEACHING AND MAINTAIN RULES AND PROCEDURES				
14	There are established procedures of routines that students know they have to do.	X		
15	The teaching learning process is productive to reduce disruptive behavior.			X
CLASSROOM MANAGEMENT STYLE				
16	The teacher figures as a friend in class, and maintains at the same time an effective disciplinary plan.			X
17	If a student acts inappropriately, the teacher maintains respect and provides a warning before applying a punishment.		X	

Table 2: Classroom management applied by the teacher.

Source: Authors, direct observation.

Considering the previous data (observation guide), we proceed to generalize the results for each stage, as shown in Table 3 (summary table). There were considered predominant frequency parameters and specific observations obtained in each class observed to establish a qualitative assessment.

STAGES OF AN EFFECTIVE CLASSROOM MANAGEMENT	PREDOMINANT / AVERAGE / BASE REFREQUENCY OF THE ACTIVITIES	OBSERVATIONS	APPLICATION LEVEL
Student's development level or Student characteristics	Sometimes	The developed activities do not contemplate the individual characteristics such as age or student's learning level. Not all students dominate the language; the teacher is worried about their learning and focuses their attention in some troubled students.	Medium
Creating a physical environment	Sometimes	Classrooms are always arranged under the same structure and order of seats (rows and columns). The students in the last rows are those with the highest academic difficulties and behavioural problems. The desk of the teacher allows interaction with the students.	Medium
Creating a learning environment	Sometimes	It is only when the class starts. There are moments of distraction, especially when discipline problems occur. Students do not feel confident to ask questions in class. The activities related to this stage applied by the teacher are: <ul style="list-style-type: none"> a. Welcome b. Group dynamics (related to the subject) 	Medium
Effectively managing the classroom activities	Sometimes	The reinforcements are used frequently in class, the students do not respond satisfactorily if they are not applied (positive or negative). The students can repeat or complete their tasks to obtain a better grade	Medium

		<p>The activities related to this stage are:</p> <p><i>LEARNING ACTIVITIES</i></p> <p>a. Repetitive process to learn vocabulary.</p> <p>b. Reinforcements` application (in most of activities)</p> <p>c. Feedback (when the evaluation of the group is low)</p> <p><i>DISCIPLINARY CONTROL ACTIVITIES</i></p> <p>Reinforcements` application</p>	
Getting student's cooperation	Sometimes	The teacher applies behaviourist reinforcement frequently. However, there is no individual analysis of the students` reinforcements impact, so that they are applied based on the undisciplined students.The reinforcement applied do not always generate a behaviourist change in most of students.	Medium
Creating, teaching and maintain rules and procedures	Sometimes	Students know the behavior rules in class and the general procedure to fulfill all the academic activities. However, the students` general behavior is not always the best and sometimes they do not finish on time the academic activities.	Medium
Classroom management style	Sometimes	The teacher`s attitude is authoritarian, she encourages their students to act in class, but they do not have enough confidence to do it.	Medium

Table 3: Classroom managment applied by the teacher.

Source: Authors, direct observation.

Analyzing the table 3, especially the application level, it can be deduced that the Classroom Management process has a Medium Effectiveness. The students are not motivated and do not learn meaningfully, and the academic and disciplinary problems are frequent. Students respond better to some behaviourist reinforcements, nevertheless it has been difficult to maintain the desired behavior, and probably the reinforcements have been overused.

The teacher could take in consideration aspects such as the students' age and their context to develop interesting activities in class, instead the physical space is not adequate, it is necessary to look for alternatives so that the students can interact from the start of the class until the end, promoting an English learning environment where they build their own knowledge. Academically the presence of positives and negatives reinforcements should be applied equally to obtain the desired outcomes, eliminating those who are overused and are not effective.

The teaching and maintaining of procedures for productive learning must be applied with strong planning, that is to say taking into account all the aspects before mentioned, besides the discipline plan has to be flexible to shape the desired behaviour in the students and at the same time to monitor their learning. The students are adolescents and for this reason, they need to look at their teacher not only as a disciplinary figure (Silouat 2009). The teacher's attitude should be more friendly, but at the same time maintaining a mutual respect.

4.2. Behaviourist Model Reinforcements

Table 4 and Table 6 present the generated information through the application of the Characterization Guide and the reinforcement analysis (Attachment 4).

Table 5, represents the reinforcement characterization identified through table 4.

Table 6, includes a qualitative assessment of each reinforcement, with the purpose to realize the corresponding analysis.

OBSERVATION MATRIX OF REINFORCEMENTS` APPLICATION

APPLICATION MONTH		March 2016.		TOTAL STUDENTS	34 Students		DIRECT OBSERVATION	
OBSERVATION HOURS		DIRECT OBSERVATION		RESPONSE				
Nº	REINFORCEMENT	DATE	ACTIVITY	ACTIVITY DESCRIPTION	STUDENTS APPLIED	POSITIVE RESPONSE	NEGATIVE RESPONSE	QUALITATIVE FINDINGS
1	Group Dynamic POSITIVE	09/03/2016	Song	The teacher, before starting the class, asks students to sing in English a song together.	34	34	0	All students participated, although many of them do not know the lyrics
2	Disciplinary Warning NEGATIVE	09/03/2016	Disciplinary Control	One student uses a cell phone in class, it is not allowed. The teacher warns the student`s disruptive behaviour.	1	0	1	The students receives the warning with a bad attitude.
3	Disciplinary Punishment NEGATIVE	11/03/2016	Disciplinary Control	The teacher proceeds to punish the student by standing in front of all the class for 20 minutes.	1	0	1	The student continued in class without motivation.
4	Academic Award POSITIVE	11/03/2016	Class Work	The teacher gives extra points to the students who complete some exercises of the book.	34	5	29	Not all students master the topic to finish the work on time

Nº	REINFORCEMENT	DATE	ACTIVITY	ACTIVITY DESCRIPTION	STUDENTS APPLIED	POSITIVE RESPONSE	NEGATIVE RESPONSE	QUALITATIVE FINDINGS
5	Disciplinary Warning NEGATIVE	16/03/2016	To complete the book	While the teacher explains to the class, students do not pay attention, so that they have to complete the book exercises alone.	34	15	19	Most of the students maintain this attitude. There are no questions, it is evident they do not understand the class.
6	Disciplinary Punishment NEGATIVE	16/03/2016	To complete the book	The teacher stops to explain the class and asks the students to complete the book exercises alone.	19	8	11	Some students are upset; a group of students do not pay attention to the teacher's punishment.
7	Academic punishment NEGATIVE	18/03/2016	To complete the book	The students who did not complete the task, the teacher took away one point.	34	22	12	The students do not understand the topic and some of them fail in the task.
8	(REINF 8) Academic punishment NEGATIVE	18/03/2016	Class work	The teacher performs the book exercises, but the students do not work in class, it means two less points.	34	20	14	Some students copy their classmates work.
9	(REINF 7) Parental Confrontation NEGATIVE	18/03/2016	Class Work	Students who did not fulfill their homework should call their parents and stay one more hour at the end of the classes. Teacher explains the situation to the troubled students's parents.	10	10	0	Students and their parents are upset.

Nº	REINFOR- CEMENT	DATE	ACTIVITY	ACTIVITY DESCRIPTION	STUDENTS APPLIED	POSITIVE RESPONSE	NEGATIVE RESPONSE	QUALITATIVE FINDINGS
10	Second Opportunities POSITIVE	23/03/2016	Class tasks	The teacher motivates to deliver the tasks to the students who did not work in class next day.	10	10	0	The students presented the tasks but with a lower grade.
11	Welcome POSITIVE	23/03/2016	None	The teacher greets the students cordially.	34	34	0	Students begin the class motivated.
12	Congratulation POSITIVE	25/03/2016	None	The teacher congratulated a student who has changed his behavior in class. Classmates gave him an ovation.	1	1	0	The student is motivated
13	Disciplinary Punishment NEGATIVE	25/03/2016	None	When the teacher starts to explain the topic, a group of students makes noise. Some of them must stand up in front of the classroom to attend the class.	5	1	4	One of the students pay attention to the class; the others do not .
14	Academic Award POSITIVE	30/03/2016	Class Work	There is one extra point for the students who complete a listening exercise.	34	10	24	Not all students master the listening skill to finish the work on time.

Nº	REINFOR- CEMENT	DATE	ACTIVITY	ACTIVITY DESCRIPTION	STUDENTS APPLIED	POSITIVE RESPONSE	NEGATIVE RESPONSE	QUALITATIVE FINDINGS
15	Welcome POSITIVE	30/03/2016	None	The teacher kindly greets to the students.	34	13	21	Some students start the class motivated.
16	Disciplinary Punishment NEGATIVE	30/03/2016	Class Work	The students that continue making noise during the task must do an expose it in front of the class.	19	15	4	Not all students master the topic to finish the work on time
17	Academic Punishment NEGATIVE	01/04/2016	Class Work	The students must expose their work, if they do not develop the exposition correctly they will receive a bad grade.	4	1	3	The students do not dominate the topic and they cannot expose their task in front of the class.
18	Congratulation POSITIVE	01/04/2016	Class work	The teacher congratulated the students who finished the task successfully and in silence.	30	30	0	The students are motivated.
19	Academic Punishment NEGATIVE	01/04/2016	Class Work	If the students do not expose their tasks they will have a bad grade.	4	0	4	They do not care about the punishment.

Table 4: Observation Guide N° 1 , English class Eight grade “F”

Source: Authors, Direct observation.

The following reinforcements were detected during the observation:

N°	REINFORCEMENT	OBJECTIVE	TYPE OF REINFORCEMENT	SUBTYPE
REINF1	Welcome / Group or individual dynamics	To motivate students to start class well.	Positive	Social
REINF2	Congratulation /Verbal Stimulus	To recognize the change or students' attitudinal or academic improvement motivating them to maintain the change or improvement.	Positive	Social
REINF3	Academic Award	To recognize student academic effort with a reward associated with their grades.	Positive	Academic
REINF4	Second Oportunities	To improve the students` academic performance, motivating them to finish their academic activities on time.	Positive	Feedback
REINF5	Disciplinary Punishment	To correct behaviors in the students, those that are not acceptable through punishment application.	Negative	Social
REINF6	Disciplinary Warning	To correct student's discipline, giving a warning about a possible punishment.	Negative	Social
REINF7	Parent Confrontation	To motivate students' academic or disciplinary change, by confronting them with their parents, to know what is happening with them outside the classroom.	Negative	Social
REINF8	Academic Punishment	To correct students' academic or disciplinary problems through grades.	Negative	Academic

Table 5: Reinforcements characterization
Source: Authors Direct Observation

It should be emphasized that during the duration of the observation process, it was evident that the teacher maintains a disciplinary control only in extreme cases, so there were moments when the noise and behavior of the students was out of control.

The qualitative effectiveness was considered according to the following scale of values:

Low = 50% or less

Intermediate = between 50% and 75%

High = from 75% to 100%

N°	REINFOR- CEMENT	DATES	STUDENTS APPLIED	POSITIVE RESPONSE	NEGATIVE RESPONSE	EFFECTIVE- NESS
1	Welcome / Group Dynamic POSITIVE	09/03/2016	34	34	0	100,00 %
		23/03/2016	34	34	0	100,00 %
		30/03/2016	34	13	21	38,24 %
	AVERAGE					79,41 %
	QUALITATIVE					High
2	Congratulation POSITIVE	25/03/2016	1	1	0	100,00 %
		01/04/2016	30	30	0	100,00 %
	AVERAGE					100,00 %
	QUALITATIVE					High
3	Academic Award POSITIVE	11/03/2016	34	5	29	14,71%
		30/03/2016	34	10	24	29,41%
	AVERAGE					22,06%
	QUALITATIVE					Low
4	Second Opportunities POSITIVE	23/03/2016	10	10	0	100,00 %
	AVERAGE					100,00 %
	QUALITATIVE					High
5	Disciplinary Punishment NEGATIVE	11/03/2016	1	0	1	0,00 %
		18/03/2016	19	8	11	42,11%
		25/03/2016	5	1	4	20,00%
		30/03/2016	19	15	4	78,95%
	AVERAGE					35,27%

				QUALITATIVE			Low
6	Disciplinary Warning NEGATIVE	09/03/2016	1	0	1	0 %	
		16/03/2016	34	15	19	44,12 %	
	AVERAGE						22,06 %
	QUALITATIVE						Low
7	Parental Confrontation NEGATIVE	18/03/2016	10	10	0	100 %	
		AVERAGE					
	QUALITATIVE						High
8	(REINF 8) Academic punishment NEGATIVE	01/04/2016	4	0	4	0,00 %	
		18/03/2016	34	22	12	64,71 %	
		18/03/2016	34	20	14	58,82 %	
		30/03/2016	4	1	3	25,00 %	
	AVERAGE						37,13 %
	QUALITATIVE						Low

Table 6: Reinforcement Application and Qualitative findings

Source: Direct Observation

Reinforcements with the highest qualitative assessments were "Welcome / Group Dynamic", "Congratulation", "Second opportunities" and "Parental Confrontation", being most of them positive reinforcements. Most of the negative reinforcements had a low effectiveness.

To complement the qualitative findings, the analysis for the positive and negative reinforcement was divided (Table 7). The positive reinforcement's effectiveness altogether was greater than the negative reinforcement in the English Learning Process. The "Academic Award reinforcement" presented low effectiveness, it could be for its improper application, the learning environment, and the students' academic level.

Regarding to the negative reinforcements, disciplinary warning, disciplinary punishment and academic punishment had low effectiveness. Only "parent confrontation" had a high effectiveness, obviously due to the age of the students and the degree of fear that this reinforcement produces.

Positive Reinforcements	Effectiveness	
(REINF01) Welcome/Group Dynamics	79,41 %	High
(REINF02) Congratulation	100,00 %	High
(REINF03) Academic Award	22,06 %	Low
(REINF04) Second Opportunities	100,00 %	High
AVERAGE:	75,37 %	High

Table 7: Positive Reinforcements Effectiveness

Source: Authors, last tables

Negative Reinforcements	Effectiveness	
(REINF05) Disciplinary Punishment	35,27 %	Low
(REINF06) Disciplinary Warning	22,06 %	Low
(REINF07) Parent Confrontation	100,00 %	High
(REINF08) Academic Punishment	37,13 %	Low
AVERAGE:	48,62 %	Intermediate

Table 8: Negative Reinforcements Effectiveness

Source: Authors, last tables

Regarding the reinforcements application frequency (Table 9), the following qualitative scale was considering during the observation days.

Frequently 11-8 **Sometimes** 7-3 **Hardly Ever** 2 – 0

There are highly motivational reinforcements that are not applied with frequency, and could improve the learning environment (REINF01 and REINF02). There are others whose frequency denotes an absence of balance and control in academic and disciplinary aspects (REINF05 y REINF08), that is evident according to the results. There is an unnecessary link between the teachers` classroom management and the reinforcement application to obtain academic and disciplinary outcomes.

N°	REINFORCEMENT	APPLICATION FRECUENCY	OBSERVATIONS
REINF01	Welcome /Group dynamics.	Sometimes	Both must be applied and frequently.
REINF02	Congratulation	Hardly Ever	It must be applied frecuently.
REINF03	Academic award	Hardly Ever	To the teacher's criterion taking in consideration the characteristics and learning level of students.
REINF04	Second opportunities	Hardly Ever	To the teacher's criterion.
REINF05	Disciplinary punishment	Sometimes	It must be applied with balance and respect.
REINF06	Disciplinary warning	Hardly Ever	It should be applied more than the actual punishment.
REINF07	Parental confrotation	Hardly Ever	To the teacher's criterion
REINF08	Academic Punishment	Sometimes	It must hardly ever be applied; it is assumed there is a lack of students control.

Table 9: Reinforcements and their frequency application in the classroom.

Source: Authors, last tables

In order to compare these results with the perception that students had of themselves and their attitude to the reinforcements that were applied daily, a survey was conducted. The results are in Attachment 5 of this document.

Therefore, we have the following generalizations:

- a) The students considered that teaching games or motivational activities should be applied in the English subject.
- b) Students recognized that they have always had academic and disciplinary problems. It means, the teacher was not the cause of these problems.
- c) None of the students considered to reacting better when facing a negative reinforcement. The general opinion was divided between those who thought to reacting better facing positive reinforcement, and those who considered their reaction is the same for both positive and negative reinforcement.

Points a, b and c have been checked by observation. The general performance of the class is low due to the demotivation; the teacher was constantly applying reinforcements and a significant percentage of students thought it would result in a punishment. The negative reinforcement application did not generate the best impact due to the students' own characteristics of their age.

It is clear that the positive or negative reinforcements are necessary in the planning of English classes, if they are applied with balance to promote excellence and to improve the students' behavior and their learning.

CHAPTER V

1. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- The Classroom Management process applied by the teacher was based on the Behaviourist model, and it is not applied in properly.
- There was a needless link between the reinforcements implementation to obtain academic and disciplinary outcomes.
- The positive reinforcement effectiveness is higher than the negative. The reinforcements “Welcome/Group dynamics”, “Congratulation” and “Second Opportunities” had a high effectiveness while “Academic Award” had a low effectiveness, It was clear that students did not react positively to some negative reinforcements it could be for emotional circumstances such as fatigue or tiredness, stress or anxiety.

Recommendations

- It is important to measure the effectiveness of reinforcement when it is applied, to determine if it has a good impact or not. In the particular case of this research, the reinforcement “academic reward”, should not be applied frequently because its effect was low.
- Whereas classroom management style “authoritarian” does not have a positive effect with adolescent students, the teacher’s attitude should be friendly in order to reduce the resistance students have to the subject.
- There should be greater emphasis on the application of group motivational activities, to improve the learning environment and to obtain the students’ collaboration.

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ATTACHMENTS

AT1. Research Survey for Teachers



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
ESCUELA DE IDIOMAS

ENCUESTA DE INVESTIGACIÓN

ANTECEDENTES: EN EL DESARROLLO DEL PROYECTO DE TESIS “CLASSROOM MANAGMENT BASED ON THE BEHAVIOURIST THEORY IN THE STUDENTS OF OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA PARALELO “F” AT UNIDAD EDUCATIVA ISABEL DE GODÍN IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016”, SE REQUIERE CONOCER EL MODELO PEDAGÓGICO APLICADO EN EL OBJETO DE ESTUDIO A FIN DE ESTABLECER LOS PARÁMETROS BÁSICOS DE LA INVESTIGACIÓN.

OBJETIVOS:

- IDENTIFICAR EL MODELO PEDAGÓGICO APLICADO POR LOS DOCENTES DEL ÁREA DE IDIOMAS DE LA UNIDAD EDUCATIVA ISABEL DE GODÍN DE LA CIUDAD DE RIOBAMBA EN EL PERIODO ACADÉMICO 2015-2016.
- ESTABLECER LA EXISTENCIA DE PUNTOS DE CONVERGENCIA ENTRE EL MODELO UTILIZADO Y LA TEORÍA/MODELO DEL CONDUCTISMO, EN EL MANEJO DIARIO DE LAS CLASES.
- CONOCER LA OPINIÓN DE LOS DOCENTES DEL ÁREA DE INGLES, RESPECTO AL USO DEL CONDUCTISMO EN EL APRENDIZAJE.

INSTRUCCIONES:

- LEA DETENIDAMENTE LAS PREGUNTAS Y CONTESTE EN LOS ESPACIOS PROVISTOS PARA SUS RESPUESTAS.
- SEA BREVE Y PUNTUAL EN LAS PREGUNTAS ABIERTAS.
- EVITE DEJAR ALGUNA PREGUNTA SIN SU RESPECTIVA RESPUESTA

CUESTIONARIO:

1. LA INSTITUCIÓN EN LA QUE LABORA TIENE ALGÚN MODELO PEDAGÓGICO NORMALIZADO?

SI NO DESCONOZCO

JUSTIFIQUE SU RESPUESTA:
(SI LA RESPUESTA ES AFIRMATIVA) TIENE COMPONENTES/DIRECTRICES DE LA TEORÍA CONDUCTISTA:

2. EN EL ÁREA ACADÉMICA DE SU ASIGNATURA (INGLÉS), SE HA NORMALIZADO/PROCEDIMENTADO EL MANEJO/GESTIÓN DE LAS CLASES?

SI NO DESCONOZCO

STATISTICAL RESULTS

QUESTION 1: DOES THE INSTITUTION, WHICH YOU WORK, HAVE STANDARDIZED TEACHING MODEL?

QUESTION / ANSWER	FREQUENCY	PERCENTAGE
YES	12	86%
NO	2	14%
NOT KNOW	0	0%
TOTAL	14	100%

Table 10: Totaled Answers Question 1 Survey Research–Teachers’ Surveys

Source: Authors

ANALYSIS: Most of the surveyed teachers (86%) are aware of the existence of a pedagogical model normalized in the Institution they work.

SUMMARY OF QUESTION (S) OPEN:

Justify your answer: Constructivist Model.

It has components / guidelines behavioral theory?: Both models are applied together in the educational process.

INTERPRETATION: The institution has a standardized teaching model (Constructivist model) which is recognized by most of its teachers.

QUESTION 2: IN THE ENGLISH ACADEMIC AREA THE CLASSROOM MANAGMENT HAS BEEN STANDARDIZED?

QUESTION / ANSWER	FREQUENCY	PERCENTAGE
YES	11	79%
NO	3	21%
NOT KNOW	0	0%
TOTAL	14	100%

Table 11: Responses totaled Question2 Survey Research – Teachers’ Surveys

Source: Authors

ANALYSIS: Most of the surveyed teachers (79%) are aware that in the academic area of English, the classroom management process has been standardized.

SUMMARY OF QUESTION (S) OPEN:

Justify your answer: CEFR (Common European Framework of Reference for Languages), according to the textbooks used.

INTERPRETATION: Most teachers know the standardized classroom management model in the English area.

QUESTION 3: IN YOUR CLASSROOM MANAGMENT, DO YOU USE THE FUNDAMENTALS OF BEHAVIOURIST THEORY (BEHAVIOURIST PEDAGOGICAL MODEL)?

QUESTION / ANSWER	FREQUENCY	PERCENTAGE
YES	9	64%
NO	5	36%
TOTAL	14	100%

Table 12: Totaled Answers Question 3, Survey Research– Teachers’ Surveys

Source: Authors

ANALYSIS: The majority of teachers surveyed (64%) recognize the behavioral pedagogical model is used in their classes.

Describe the pedagogical model used in classes: Active, based on the constructivist theory. Follows the methodology of the basic text in class.

During your teaching experience have you applied different learning models with your students? What were they and what results have you obtained ?: There have been several applied. The results were dependent on the student’s aptitude.

INTERPRETATION: Most teachers apply the fundamentals of Behaviourist Pedagogical Model, but combined with other methods (such as the Constructivist Model)

QUESTION 4: DO YOU CONSIDER THAT ENGLISH LEARNING CAN BENEFIT FROM BEHAVIOURIST PRINCIPLES?

QUESTION / ANSWER	FREQUENCY	PERCENTAGE
YES	10	71%
NO	4	29%
TOTAL	14	100%

Table 13: Totaled Answers Question 4 Survey Research – Teachers’ Surveys

Source: Authors

ANALYSIS: Most of the teachers surveyed (71%) acknowledge that the application of the behaviourist principles in the English learning process.

SUMMARY OF QUESTION (S) OPEN:

Justify your answer: It is memoristic.

INTERPRETATION: Most teachers recognize that the application of behaviourist model principles has its benefits to learn English.

Behaviourist promotes the memorization and it is fundamental for vocabulary learning.

AT2. Academic Performance of Eight Grades, 2015

SUBJECT	CLASSES								STADISTICS		
	A	B	C	D	E	F	G	H	MIN	MAX	AVERAGE
CC.NN	8,372	8,500	8,416	8,307	7,704	7,284	6,978	8,170	6,978	8,500	7,966
EDU. ESTÉTICA	7,979	7,723	7,771	7,786	8,172	8,096	8,363	8,153	7,723	8,363	8,005
EDU. FÍSICA	8,598	8,468	8,630	8,303	8,281	7,963	8,577	8,939	7,963	8,939	8,470
ESTUDIOS	7,913	7,760	7,740	7,433	6,999	7,449	7,009	7,444	6,999	7,913	7,468
LENG. EXT.	7,576	7,521	7,271	7,240	7,206	7,346	7,089	7,502	7,089	7,576	7,344
LENG. Y LITE.	7,117	7,553	7,263	7,513	7,599	7,680	7,692	8,031	7,117	8,031	7,556
MATEMÁTICA	8,075	8,288	7,850	6,469	7,099	7,412	7,412	7,188	6,469	8,288	7,474

Table 14: Academic Performance Summary Table – Eight Grades

Source:(Unidad Educativa Isabel de Godín, 2015)

AT3. Classroom Management Observation Guide applied to the English Teacher

This Observation Guide was based on the stages of Effective Classroom Management of Sliouat (2009)

CLASSROOM MANAGMENT OBSERVATION GUIDE

HIGH SCHOOL: **COURSE:**

Frequently: FQ

Sometimes: SM

Hardly Ever: HE

N°	STAGES	FQ	SM	HE
STUDENT´S DEVELOPMENT LEVEL OR STUDENT CHARACTERISTICS				
1	When the class starts, there is a connection between teacher and students.			
2	The activities are developed take in mind the student’s age, learning level or their own characteristics.			
3	The teacher is concerned about the student`s learning.			
CREATING A PHYSICAL ENVIRONMENT				
4	The seating arrangement facilitates specific learning tasks and activities.			
5	The teacher keeps items such as worksheets, supplies and didactic materials in an specific place.			
6	The desk arrangement allows the interaction between teacher and students and vice versa.			
CREATING A LEARNING ENVIRONMENT				
7	There is a pleasant confidence-learning environment.			
8	The teacher creates a motivational climate			
EFFECTIVELY MANAGING THE CLASSROOM ACTIVITIES				
9	The teacher monitors students to avoid inappropriate behavior.			
10	The teacher makes sure what every student is working in class with productive learning activities.			
11	Students participate in interesting activities to develop autonomous learning.			
GETTING STUDENT´S COOPERATION				
12	There are reward to the students´ appropriate behavior in class.			

13	Students feel confident to share their ideas in class.			
CREATING, TEACHING AND MAINTAIN RULES AND PROCEDURES				
14	There are established procedures of routines that students know they have to do.			
15	The teaching learning process is productive to reduce disruptive behavior.			
CLASSROOM MANAGEMENT STYLE				
16	The teacher figures as a friend in class, and maintain at the same time an effective disciplinary planning.			
17	If a student acts inappropriately, the teacher maintains respect and provides a warning before applying punishment.			

Table 15: Classroom Management Observation Guide – Checklist de observación

Source: Authors

MATRIX 2, QUALITATIVE SUMMARY OF THE CLASSROOM MANAGEMENT PROCESS APPLIED BY THE TEACHER

STAGES OF AN EFFECTIVE CLASSROOM MANAGMENT	PREDOMINANT / AVERAGE / BASE REFREQUENCY OF THE ACTIVITIES	OBSERVATIONS	EVALUATION
Student's development level or Student characteristics			
Creating a physical environment			
Creating a learning environment			
Effectively managing classroom activities			
Getting student's cooperation			
Creating, teaching and maintaining rules and procedures			
Classroom management style			

Table 16: Classroom Management Observation Guide – Resumen cualitativo

Source: Authors

OBSERVATION MATRIX OF REINFORCEMENTS` APPLICATION

APPLICATION MONTH					TOTAL STUDENTS			DIRECT OBSERVATION
TOTAL OBSERVATION HOURS					RESPONSE			
Nº	REINFOR- CEMENT	DATE	ACTIVITIES	ACTIVITIES DESCRIPTION	STUDENTS APPLIED	POSI TIVE	NEGA TIVE	QUALITATIVE FINDINGS
1
2

Table 17: Observation Matrix for the Reinforcements Characterization

Source: Authors

MATRIX 2: Qualitative Summary

N°	REINFOR- CEMENT	DATES	STUDENTS APPLIED	POSITIVE RESPONSE	NEGATIVE RESPONSE	EFFECTI- VENESS
1						
	AVERAGE					
	QUALITATIVE					
2					

Table 18: Matrix of Reinforcements Characterization

Source: Authors

AT5. Students' Survey

STATISTICAL RESULTS

QUESTION 1: WHICH OF THE FOLLOWING OPTIONS BEST DESCRIBES MY ATTITUDE TOWARD REWARDS THE TEACHER DELIVERS FOR GOOD BEHAVIOR OR FULFILLMENT OF TASKS?

OPTIONS	QUESTION / ANSWER	FREQUENCY	PERCENTAGE
OPTION 1	MOTIVATES ME TO CONTINUE IMPROVING.	4	12%
OPTION 2	I HAVE TRIED TO WIN THEM, BUT IT IS VERY DIFFICULT TO GET THEM.	5	15%
OPTION 3	I DO NOT TRY FOR IT, AS THE SAME STUDENTS ALWAYS WIN THEM.	10	29%
OPCIÓN 4	I AM NOT INTERESTED IN ACQUIRING THEM, BECAUSE THEY ARE NOT ENOUGH TO ENCOURAGE ME TO IMPROVE MY PERFORMANCE.	2	6%
OPTION 5	I AM NOT INTERESTED IN ACQUIRING THEM, AS THE TEACHER ALWAYS DOES THE SAME AND IT IS NOT STIMULANT TO GET THEM.	6	18%
OPTION 6	I AM NOT INTERESTED IN ACQUIRING THEM.	7	20%
OPTION 7	NONE OF THE ABOVE	0	0%
TOTAL		34	100%

Table 19: Totaled Answers Question 1, Survey Research – Students' Survey

Source: Authors

ANALYSIS: Most students do not try to win the rewards (29%) that the teacher gives, since they consider that they are given to the same students.

INTERPRETATION: There is a group of students who always get the rewards in class. The rest of students are not interested in winning them.

QUESTION 2: FACING A WARNING OF PUNISHMENT, GENERALLY:

OPTIONS	QUESTION / ANSWER	FREQUENCY	PERCENTAGE
OPTION 1	I FEEL FEAR AND ANXIETY BECAUSE I DO NOT LIKE A PUNISHMENT: VERBAL, SOCIAL OR ACADEMIC.	14	41%
OPTION 2	I FEEL FEAR AND ANXIETY BECAUSE THE PUNISHMENT (VERBAL, SOCIAL OR ACADEMIC) ARE APPLIED TO THOSE THAT DO NOT DESERVE IT.	4	12%
OPTION 3	I QUESTION THE TEACHER (MENTALLY OR VERBALLY) BECAUSE SOMETIMES IN MOST CASES THERE IS NO A VALID REASON FOR SUCH WARNINGS.	8	23%
OPCIÓN 4	I AM NOT INTERESTED, I DO NOT GIVE ANY IMPORTANCE AND KEEP MY ATTITUD.	7	21%
OPCIÓN 5	NONE OF THE ABOVE	1	3%
TOTAL		34	100%

Table 20: Totaled Answers Question 2, Survey Research – Students’ Survey

Source: Authors

ANALYSIS: Most students (41%) feel fear and anxiety toward the punishments and they avoid problems in class.

INTERPRETATION: Punishment produces a negative feeling in the students. Fear and anxiety can cause mistakes, and it is opposite to what the teacher expects.

QUESTION 3: TO WHAT KIND OF STIMULUS HAVE YOU REACTED BEST IN CLASS?

QUESTION / ANSWER	FREQUENCY	PERCENTAGE
THREATS / PUNISHMENTS	0	0%
REWARDS / CONGRATULATIONS	20	59%
BOTH	14	41%

TOTAL	34	100%
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Table 21: Totaled Answers Question 5, Survey Research – Students’ Survey

ANALYSIS: About 40% of the students consider that they react equally facing to positive or negative reinforcements. The 60%, consider that their reaction is more favorable to rewards and congratulations. None of them consider favorable their reaction to negative reinforcements (punishments).

INTERPRETATION: Students consider that they react best facing to positive reinforcement. This agrees with the qualitative results obtained in section 4.2 of this document.

QUESTION 4: WHAT WOULD YOU LIKE YOUR TEACHER TO CHANGE OR APPLY IN THE ENGLISH CLASS?

OPTIONS	QUESTION / ANSWER	FREQUENCY	PERCENTAGE
OPTION 1	TO APPLY GAMES OR GROUP DYNAMICS, TO USE MULTIMEDIA RESOURCES, TO MAKE AN ACTIVE AND INTERESTING CLASS.	27	69%
OPTION 2	TO IMPROVE HER ATTITUDE WITH THE STUDENTS	12	31%
OPTION 3	BETTER CONTROL THE GROUP DISCIPLINE APPLYING CORRECTIVES MORE SEVERE.	0	0%
TOTAL		34	

Table 22: Totaled Answers Question 6, Survey Research – Students’ Survey

Source: Authors

ANALYSIS: Most students (69%) consider that the teacher must apply more dynamic group activities to make the class more interesting.

INTERPRETATION: There must be implemented group activities in the English class; they have to be dynamic according to the topic and the age of the students to capture the student's interest to learn the subject.

AT6 PHOTOS



