

Classroom Discipline Factors

"CLASSROOM MANAGEMENT AND DISCIPLINE FACTORS IN A PUBLIC HIGH
SCHOOL IN PASTO"

By

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el trabajo de grado, son responsabilidad del autor"

Artículo 1 del acuerdo No. 324 de octubre 11 de 1966, emanado del honorable consejo directivo de la Universidad de Nariño.

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NOTA DE ACEPTACIÓN

Firma del presidente del jurado

Jurado

Jurado

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RESUMEN

Cuando se piensa en la enseñanza en algunas circunstancias adversas, el Inglés en el aula es un tema que se ocupa de este tipo de problemas con algunos temas como la enseñanza en grandes grupos, la enseñanza de múltiples niveles de competencia en la misma clase, el compromiso con la institución la copia y la disciplina (Brown, 2001), que es el tema a seguir, se hará a través de algunas concejos teóricas adoptadas por Wragg en el libro de Penny Ur. El objetivo es dar algunas ideas sobre cómo los posibles problemas de disciplina puede ser abordados en una escuela en Pasto, con el fin de proporcionar información útil para los profesores de otros en situaciones similares, en este caso una muestra de cinco estudiantes de grados octavos en la escuela secundaria octavo en una escuela que hemos denominado "Escuela Publica de El Saber". La preocupación por las dificultades con la disciplina en el aula en algunos lugares era nuestra principal prioridad. Al inicio de la investigación se analizó un grupo con algunas características como: genero, estrato y comportamiento, al lado de los estudiantes y profesores se encuestaron utilizando preguntas varias acerca de los concejos de disciplina en el aula Inglés de acuerdo a Wragg en el libro de Penny Ur y el apoyo que nuestra de investigación con una entrevista realizada a los profesores (por ejemplo: 7.hablar claramente - "¿Su profesor habla claramente?) Y finalmente los resultados fueron analizados y se mostró una falta de humor y que estos son autoritarios. En conclusión, se puede decir que el principal problema es la falta de atención por parte de los propios estudiantes.

ABSTRACT

When it is evoked teaching in some adverse circumstances, English classroom management is an issue which deals with these kinds of problems with some topics like teaching large classes, teaching multiple proficiency levels in the same class, the compromise with the "institution", cheating and disciplined (Brown, 2001) which is the topic to follow, it will be done through some theoretical hints taken by Wragg in Penny Ur's book. The purpose is to give some insights on how possible discipline problems can be tackled in a high school setting in Pasto, in order to provide useful information for other teachers in similar settings in this case a sample of five students of four grades in eighth high school in a school which we called "Escuela Publica El Saber". The concern about the difficulties with the classroom discipline in some settings was our main priority. At the beginning of the research one group was analyzed with some characteristics such as: gender, status and behavior, next the students and teachers were surveyed with several question about certain hints in English classroom management according to Wragg in Penny Ur's book and we supported our research with an interview conducted to the teachers (for instance: 7. Speak clearly - Question "Does your teacher speak clearly?") And finally the results were analyzed which showed us a lack of humor and they are authoritarian. In conclusion, it can be said that main problem is the lack of attention on the part of the student themselves.

I. CHAPTER 1: INTRODUCTION TO THE STUDY

This first chapter deals with the description of the problem and its evaluation. The problem statement will be discussed, evaluation, objectives, why this problem has been chosen and the delimitations.

Description of the problem:

After our visit to "La Escuela Publica El Saber" and after our initial classroom observations, it could be seen that discipline is an identifiable problem in this school setting. For this reason, the interest is to identify "CLASSROOM MANAGEMENT AND DISCIPLINE FACTORS IN A PUBLIC HIGH SCHOOL IN PASTO"

Problem statement:

What are the elements that have an incidence on classroom management and more specifically on discipline in a High School Course In "La Escuela Publica El Saber" and how can teachers be directed towards working with those elements?

Evaluation of the problem

Classroom management is considered one of the biggest problems in some educative settings because teachers cannot control their students and ensure that they are concentrated.

Significance:

Classroom management and within it, classroom discipline is of relevance when a foreign language want to be learnt. Not only in a foreign language but also in any language, because in this way teachers can handle the class in the best way. Therefore, students can understand and learn without interruptions or conflicts reasons for which students can lose their motivation.

Objectives

With the achievement of the objectives, this project tries to show how teachers can realize about their behavior towards their students.

General Objective

To offer some insights on how possible discipline problems can be tackled in a high school setting in Pasto, in order to provide useful information for other teachers in similar settings.

Specific Objectives

To conduct surveys and interviews that provide information about which elements inside classroom management can lead to discipline problems.

To provide a brief overview about weaknesses and strengths found in "La Escuela Publica El Saber" regarding classroom management and classroom discipline.

Delimitations

Definition of terms

In order to understand better the research, the definitions of certain terms like control, authoritarian, power, punishment, behavior, and behaviorism are relevant in the research, so that, the reader can recognize the word meaning and abolish the ambiguity.

Control

According to Fayol (2007), control of an undertaking consists of seeing that everything is being carried out in accordance with the plan which has been adopted, the orders which have been given, and the principles which have been laid down. Its object is to point out mistakes in order that they may be rectified and prevented from recurring.

According to Ur (2006), control is imposed from above by an authority who is invested with superior influence, "discipline" is accepted by participants in the activity of studying as an essential and integral part of study (compare

the use of term "discipline" to denote an area of study such as philosophy and science).

Authoritarian

Describes a teacher whose authority derives from some exterior empowering agent, or who is "bossy"; "authoritative" describes one who is obeyed because he or she is trusted to know best about the subject of study and how to learn it (Ur, 2006).

Power

Is the sheer ability to imposed one's will on others, through physical coercion, or other forms of pressure; whereas "authority" is the demand for cooperation and obedience that is accepted because it is rooted in a law, social order or accepted value system (Ur, 2006).

Punishment

Punishment is the practice of imposing something unpleasant or aversive to a person or animal, usually in response to disobedience, defiance, or behavior deemed morally wrong by individual, governmental, or religious principles (Duarte, 1975). In this case is the practice of imposing something because in those days the government protects students against physical violence.

Behavior

All people's behavior is the direct result of his field of perceptions at the moment that he performs or executes something (Bastidas 1993, p.20).

Behaviourism

Behaviourism learning theory is a general theory of learning. It views learning as the formation of habits. Behaviorism learning theory emphasizes environmental factors as opposed to internal, mental factors (Ellis, 1985, p.293).

II CHAPTER 2: ENGLISH CLASSROOM DISCIPLINE

In the previous chapter it was presented the description of the problem and its evaluation. The problem was discussed statement, evaluation, objectives, why this problem has been chosen and the delimitations. In this chapter we will deal with the literature review in which we thought is relevant to understand the English classroom management factors because it encompasses discipline and through it we can understand which the problems inside of a class are, thus, we will review what classroom management is, and next we will focus on classroom discipline in order to understand better the aim at our research.

What is classroom Management?

Classroom management lumps together an abundance of factors ranging from how you physically arrange the classroom, this one deals with some subtopics like the physical environment of the classroom, the voice and body language, unplanned teaching, teachers' roles and styles, the creation of a positive classroom climate and teaching under adverse circumstances (Brown, 2001).

Under the category of "adverse circumstances" are a number of management concerns of widely divergent nature what implies that there is not a perfect teaching-learning context. There are always imperfect institutions, imperfect people, and imperfect circumstances for you to deal with. How to deal with them is one of the most significant factors contributing to your professional success like: teaching large classes, teaching multiple proficiency levels, the compromises with the "institution", cheating and discipline the last one is the topic which we will center with (Brown, 2001, p.192).

A close definition about discipline inside of classroom management is given by John E. Bonfadini (1993), which says that teacher preparation is a key element in eliminating student discipline problems. Preparation problems for the

technology teacher are compounded since instruction takes place in a complex learning environment. His Research has shown that teachers who fail to prepare properly have increased discipline problems. Administrators confirm that improperly maintained classroom reduce the instructor's effectiveness and quality of student learning. Individual classroom management is the responsibility of the teacher; failure to properly prepare the physical environment and instructional time will decrease the probability of student problems.

What is classroom discipline?

The main place for the teacher is the classroom that is why it is imperative to mention classroom discipline. So, according to Brown's book (2001), mentions discipline like a important subject matter and it says that many volumes of research and practical advice have been written on the of classroom discipline. If all of the students were hard-working, intrinsically motivated, active, dedicated, intelligent learners, you would still have what we could label "discipline" problems. Now, we have some definitions that can help to understand what discipline is.

A possible definition according to Ur (2006), is "Classroom discipline" is a state in which both teacher and learners accept and consistently observe a set of rules about behavior in the classroom whose function is to facilitate smooth and efficient teaching and learning in a lesson.

Another author who quotes about the classroom environment is a theory from Kounin about classroom discipline and he says that while strategies for specific behavioral issues are important, the first step is to attempt to reduce incidences of such problems by ensuring students a safe environment, an appropriate and interesting curriculum, and some voice in classroom matters.

Charles, (1999) agrees with Kounin when he says teaching and discipline are not separate but interrelated and must be developed in conjunction.

All of the activities that comprise the role of a teacher inside classroom discipline is one of the most significant and is clearly of the concern to many parents and teachers (Langdon, 1996). Discipline can be distinguished from the broader area of classroom management in that the latter emphasizes the provision of quality instruction as means of minimizing disruption in classrooms whereas discipline is generally represented as what teachers do in response to students' misbehavior. The importance of classroom discipline is two -fold. First, without the order provided by effective Classroom management there is very little opportunity for teachers to instruct students in language skills, number skills, art, music, or whatever. This aspect of discipline has recently been characterized as its managerial function (Lewis, 1997); but we have to take into consideration the gender role.

Classroom discipline gender

It is important to mention the gender equity for giving our outcomes and in the role of teacher behavior in classroom. To this point the gender-equity teaching practices for teachers have, for the most part, illustrated thoughtful reflection and implementation of positive methods as the teachers attempt to counter gender bias in their classrooms. One important aspect of good gender-equity teaching practice that did not fare as well as most other aspects was that of unbiased discipline practices. As we consider the profiled teachers as models for good gender-equity teaching, it is well to keep in mind that none of the classrooms exemplified the perfect scenario of gender equity in teaching, especially when compared to the results and suggestions of the research. More than any other issue, discipline carried out by some of the teachers proved to be affected by gender bias. It suggests

that discipline is an aspect of classroom life that tends to be affected strongly by gender bias. It also is one of the few aspects of gender equity in which a case can be made that male students often feel the effects of gender bias more than female students (Janice Streitmatter, 1994, p.169, for this reason is a good idea to divide the women and men thoughts as you will be able to see in the results.

Why is discipline important in the English classroom?

In order to learn a foreign language we must take into account the role of discipline, in this case the English subject. Once the teacher realizes that even beginning students can learn a foreign language without constant teacher guidance, he or she will experience the challenge of experimenting with different types of instruction and the pleasure of seeing the class take an increased interest in class activities (Allen & Valette, 1972).

One difficulty frequently encountered by teachers of secondary aged students is the problem of maintaining discipline. There are two main aspects to consider in this. The first is to ask oneself what kind of discipline what the teachers want. And the idea should be to maintain a purposeful but relaxed atmosphere in the classroom where certain students do not disturb other students. This may mean that some so-called discipline problems are not real problems are not real problems at all. As long as the overall atmosphere is conducive to learning, it may not be worth making an issue out of minor acts of "misbehavior". On the other hand, at times, discipline can become a serious problem. The important part is to know why they are behaving in that way. The cause of discipline problems may lie in difficulties at home, in school, or with friends. These are likely to be beyond your control. Some causes of discipline problems, however, may lie within your classroom and you may be able to resolve them (Littlejohn, 1996, p. 118).

Student Behavior

The changes with the behavior of the students is a mystery but according to a scientific psychology which has been more concerned with the dimension of behavior variability, namely, differences between students they took an important part of scientific psychology which is concerned with the great number of behavior constants that have been measured and the relations between them. It is unfortunate that these accomplishments have not been accompanied by equal progress in studying naturally occurring in individual behavior variation. But there is an incompatibility here because there are not a stable behavior measurements or stable conditions (Roger G. Baker, 1964, pag. 1)

For the sake of the research of the aims in discipline it is important to note the student behavior and in the same way factors like personality and external-internal factors. So that, for Titone (1976), considers that learning a language, through a good environment is equivalent to structure the emitting personality, determining in them and organizing functionally certain interior modalities, (knowledge and attitudes) and certain exterior modalities of the behaviour, dependent of the first (skills to figure out and produce the words dependent of the subjective stadiums of the communicant). To learn a second or another language is equivalent to re-structure and re-organize the personality, in function of the new types of verbal behaviour.

Practical hints for English teachers on classroom discipline

At the beginning of the monograph we thought about how to develop an effective discipline research and we decided to follow some hints given by Wragg (1981), in order to apply them within the school through some surveys. These are the hints:

Start by being firm with students: you can relax later

One of the problems with teachers is to begin a class and sometimes at the beginning of the course they do not know how to start. For Murphy (1995), the first encounter between the teacher and the students is when they formulate their impressions of the teacher. Students sit quietly, raise their hands to respond and are generally well behaved. The teacher is easily misled into thinking that this is an ideal class and may relax their vigilance. Students within a week will begin to test the teacher and to know how to take advantage of the situation. It is during this period that the effective teacher will establish the expected ground-rules for classroom behavior. Moreover, According to Murphy (1995), a teacher can be firm yet still be supportive and friendly with students. A firm teacher can provide an environment where the students feel safe and secure. Many teachers report that it is easier to begin the year in a firm manner and relax later, than to begin in a lax manner and then try to become firm.

Get silence before you start speaking to the class

The thing is to know if it is important to begin a class by getting silence. It is often the loudest sound you can hear in a classroom is silence. In fact, silence can be an immediate way to get the student's attention. When you suddenly break your instruction flow and implement a protracted silence, students who at the beginning want to get away with it or become disruptive will often get back on task (Boynton, 2003, p.37)

A key time for an extended silence is to give instructions. After making a statement such as, "Turn to page 16" or "Take out your reading books," you should monitor the students and make sure that they are following your instruction. Each statement should be followed by a silence that lasts until every student takes part in the activity. Also remember that a 10-second silence can seem like an

eternity to students. There are few strategies that are so easy to use and as powerful as invoking silence (Boynton, 2003, p.37).

We have searched about some theories about getting silence in the classroom and we found a recent research which has documented silence also as an enemy among East-Asian international students, including Chinese students, in western English classrooms. Students' communication competence and cultural differences from the mainstream Euro-American society have been identified as two primary barriers to participation. Placing emphasis on individual characteristics of Chinese students, however, without considering aspects of the educational context with which those characteristics interact, may over-simplify and distort the mechanism underlying their silence in the classroom. Based on a qualitative study of Chinese students' experience of sharing indigenous knowledge in classroom settings of Canadian academic institutions, it is argued that the pursuit of diversity in the classroom may be compromised by classroom interactions, through which, for instance, the dynamics and quality of the knowledge exchange of students from different socio-cultural backgrounds may be adversely affected. Within this conceptual framework, the concepts "silence", "culture difference" and "indigenous knowledge" are examined, the concepts "reciprocal cultural familiarity" and "inclusive knowledge sharing" are advocated (Rachel et al, 2003).

Know and use the students' names

This hint is focus on the knowledge about the students' names in order to devise a seating arrangement whereby students' names are quickly learned. Calling a student by his or her name early in the year gives the student an increased sense of well being. It also gives a teacher greater control of situations. It is more effective to know the names for

being familiar with the students and being more secure (Murphy, 1995).

We must treat a student like he or she is and teachers have some resources like spreadsheets and databases which can be used by teachers to record and organize essential classroom information. Teachers cite that the most frequent use of databases is recording student demographic data a good aid to know the names and some information (Dockterman, 2002). For example, at the beginning of the school year, teachers will create a database that holds basic information such as student name, parents' names, contact information, birthday, and medical information. Once these data are entered into a database, teachers can use it for easy access to their students' home contact information or to create documents such as nametags or student lists. (Evertson, 2006, p.547)

Prepare lessons thoroughly and structure them firmly

For Murphy (1995), over plan the lessons for the first week or two. It is important for the teacher to impress on the students from the outset that he or she is organized and confident of their ability to get through the syllabus.

Be mobile: walk around the class

According to Schargel (1991), walking around besides being good for your health, walking around the classroom gives you an opportunity to see the students at work. It also gives the students the opportunity to see you. Students who sit in the back will be able to hear you better. Avoid working behind a lectern or a desk, it isolates you from the students and at the same time creates the illusion that you are distant from the learning environment. Do not allow the classroom to establish artificial barriers between you and the students. Moreover, to line up outside the classroom door in an orderly manner. Talk quietly with your friends in line, even though you see children from other classes making the wrong choices about behavior. (Reider, 2004, p.9)

Start the lesson with a "bang" and sustain interest and curiosity

Suspense and surprise are acting skills that can contribute directly to improve classroom management. Go out of your way to learn good things about your students: their work in other classes, family, part-time jobs, efforts and accomplishments in sports, participation in extracurricular activities, for instance. Actually, this is not very difficult, and even less time-consuming to do. Just keep your eyes and ears open. Try talking with fellow faculty; try reading the school newspaper (Tauber, 2007).

For Tauber (2007), impressing students is a challenge but we have to be armed with a knowledge of good things, set about to surprise students by asking the news when they least expect it. Also, at the beginning of your class, you could say an interesting sentence or write something and this can impress students and next the teachers can continue with the go on with the scheduled lesson.

Speak clearly

Another hint and a good advice for the teachers, is to speak clearly. For Cresswell (2003) Comprehensibility of input is not only essential to your ability to manage learning effectively, but also to the success of your teaching as a whole. In planning our lessons we pay careful attention to matching the level of the language items to be taught to the level of the learners themselves. The English we use to teach those language items should be no different. Think before you speak, give clear, competent responses to questions, give unambiguous feedback when correcting and praising learners, and be aware of processing load. Obviously, the better you know your students the easier you will find it to get the level right but even with a class you have never taught before, by decoding the inter-language they use, and tuning

into signals of non-comprehension you will soon be able to get an idea of where to pitch the level of your own language.

Make sure your instructions are clear

Problems sometimes arise due to student uncertainty about what they are supposed to be doing. Instructions, though they take up a very small proportion of lesson time, are crucial. The necessary information needs to be communicated clearly and quickly, courteously but assertively. This is not incompatible with the existence of student-teacher negotiation about what to do: but too much hesitation and mind changing can distract and bore students, with obvious implications for discipline (Brown, 2001, p.265).

If you seem to have difficulty giving oral directions and students are often asking for clarification. One step is to write down the directions for activities when planning the lesson. This gives you an opportunity to read through them. Making sure they are in logical order and are clear. They might be shared with someone else to see if they share your analysis that the directions are logical and clear. Written directions will also prompt you to be more concise and less wordy when giving directions. We have found it useful to write directions on a transparency and reveal it while giving directions so that students are not only hearing the directions but are also reading them. Another step is to give oral directions and then randomly choose a couple of students to explain in their own words what they are supposed to be doing (Savage, 2009, p.95).

As we can see some many teachers do not realize about their directions, for this reason we have to take into consideration quality and quantity. Instructions are the most important time for you like teacher to be understood, is when you are giving instructions. In the language of instruction, less is definitely more; your instructions should be as clear and concise as possible. The best way to explain activities is to

model them as you relay the instructions to your students (Cresswell, 2003).

Have extra material prepared

The use of extra material is a useful tool to be ready and also make sure you have more than you are capable of doing during the class period planned. Make sure about the time is well-organized because maybe the teachers can finish their lesson ten minutes early and the teachers perhaps have nothing to fill those ten minutes with. It is advisable to have contingency plans for the early finishers in case they finish the tasks earlier. This contingency plan might be an extra exercise, a handout or a reading passage. Recently, some of the textbooks have been prepared considering the mixed ability classes and include contingency activities in teacher's books. Nevertheless, teachers are the ones who should/could know which contingency plan works better after which activity in their class (Şalli-Çopur, 1994).

At the beginning of the course the teacher has to be prepared with dynamic lessons just in case if something is wrong the teacher can follow and extra plan, the teacher has to adapt it and prepare it in the curriculum materials for those students who have learning difficulties. After the first five minutes of the class. However, you realize that this lesson is sinking quickly. You decide to use a different approach toward engaging some students, but instead get into an argument over why they should spit out their gum (Khalsa, 2007, p.1).

Look at the class when speaking, and learn how to "scan"

According to Kelly (1995), watch the students as they come into class. Look for signs of possible problems before class even begins. For example, if you notice a heated discussion or problem before class starts, try to deal with the problem then. Allow the students a few moments to talk with you or with each other before you start your lesson to try and work

things out. Separate them if necessary and try to gain agreement that during your class period at least they will drop whatever issue they have.

Make work appropriate

According to Brophy (1976), As previously noted, students need to be taught what constitutes appropriate behavior, what the school and classroom rules are, and how to follow them. Obviously, this will be approached differently, depending upon the age/grade level of the students. Children below the fourth grade require a great deal of instruction and practice in classroom rules and procedures. For an effective management, especially in the early grades, is more an instructional than a disciplinary enterprise. Effective managers socialize their students to the student role through instruction and modeling. It is important that these teachers be consistent in articulating demands and monitoring compliance, but the most important thing is to make sure that students know what to do in the first place (Brophy, 1976, p.185)

With older students, researchers (Brophy 1983, 1986; Doyle, 1989) have noted that the best results are obtained through vigilantly reminding students about the rules and procedures of the school and classroom and monitoring their compliance with them.

Researchers have also found that, whereas the developmental level of small children is such that they tend to regard all punishment as unfair and undeserved, older students generally do regard punishment for misbehavior as fair and acceptable, provided that the punishment "fits the crime."

Finally, Sanford and Evertson (1981), some researchers have observed that students from lower socioeconomic backgrounds sometimes need more detailed instruction regarding classroom rules and procedures than other students, in order to insure understanding and compliance, conclude that more and

longer attention to orienting students to classroom procedures may be more beneficial in low SES junior highs than in most junior high schools. (Cotton, 1985 p. 38)

Develop an effective

Maintain your composure at all times when you control your classroom. Remember you are the adult. Never reveal any weakness that can be used against you. If a child makes a cutting remark, take the time to examine the remark. Get feedback from the child. Be careful with this, as many will say things that you don't want to hear.

Your physical presence in the classroom plays a large part in your ability to manage a it effectively. The way you move, how and where you stand, how physically demonstrative you are all these have an effect on the way you are perceived. Like anyone else, you have your own physical characteristics and habits, and you take these into the classroom with you. But there are a number of issues to consider which are not idiosyncratic to you and which have a direct bearing on your success as a classroom manager (Cresswell, 2003).

*Develop the art of timing your lesson to fit available
period*

If you have an early morning, after lunch, or after dinner class time, you might notice some problems with rhythm and attentiveness. You might start these classes with brainteasers or wake up exercises that get students ready to focus. Being aware of circadian rhythm might save you some frustration in getting used to timing issues with your class (Rodríguez, 2008).

New instructors often become surprised by how even the best-laid lesson plans go awry. It is often the case that students will lead the discussion off topic and the instructor, pleased to have such lively interaction, will not be able to bring the class back on track. As mentioned in Making a Good First Impression, a handy practice is to have key phrases pre-

planned to bring class back to topic such as "time to come together now, please wrap it up in 2 minutes(Rodríguez, 2008).

Some classrooms do not have clocks where faculty can see them, so as is practiced in Toastmasters (the professional speaking organization) it might be useful to select a timekeeper whose function it is to notify you when discussion time is up and transition is needed. Teachers often write a reminder to the class not to let me get off track or talk past a certain time amount when we have a good amount of material to be covered or group activities planned. With this reminder written on the board under the daily agenda, students are not as hesitant to let me know that while they are fascinated by my words, teachers have exceeded a self-imposed limit (Rodríguez, 2008).

Taking this a bit further, the act of student input into the pacing of the class adds to a sense of empowerment and lessens the sense that they are powerless to mood or whims of the instructor. Finally, if you have taken the advice to audio or video tape your instruction but still find that you are prone to tangents, you might bring a kitchen timer with a soft bell to keep track of time limits on lecturing or group projects. This is especially helpful with question and answer times following student presentations. With limited time allotted to groups or individuals to present, a timer can serve to maintain the sense of fairness (Rodríguez, 2008).

Vary your teaching techniques

Three strategies will help you teach and reach all students. Vary your delivery to keep students awake and interested in learning. Encourage all students to do their best and let them know that you believe they can succeed. Apply proven teaching techniques to keep student interest and monitor whether they are learning (Zauber, 2001).

Vary your instructional techniques. You can improve your relationship with students by adding some variety to your

teaching methods. In fact, this is often at the top of principals' list of suggestions on keeping the classroom under control. Colleges teach a lot of different teaching strategies, yet many new teachers quickly settle into one method they are most comfortable with," says a Virginia teacher. "The standard lecture-a-day approach just doesn't work if they want to avoid discipline problems. Kids love to work on computers or do group assignments. So you need to include these in your plan on a regular basis. (Aspen, 2004).

Anticipate discipline problems and act quickly

Alertness, anticipation, quick recognition, prompt but unobtrusive action are the characteristics of the good disciplinarian. Where the teacher is uncertain (and this is common) it is best to approach a student in a non-critical way, asking the student to report what progress has been made or what problems have been encountered. This will get him or her back on task without the need for unsafe accusations (Dickinson, 2001, p.84).

If the misbehaviour is overt it is best to remove the student from any possible audience. Set them to work in a different part of the room, making it clear that they can return to base when the particular task is completed. This helps the student to accept the arrangement (Dickinson, 2001, p.84).

Avoid confrontations

Confrontation is public and emotionally charged. It can result in frightful escalation and unwillingness to back down on either side. It is usually watched with fascination by the rest of the class.

An openly defiant student should be removed from the rest of the classroom. It is to be hoped that most schools have arrangements for this to be done with supervision. The teacher can then deal with the problem privately and (probably by then) more calmly (Waterhouse & Dickinson, 2002, p.85).

Clarify fixed rules and standards and be consistent in applying them

There is a general finding in the classroom management literature that the establishment and enforcement of clear expectations for behavior are at the heart of a well-run classroom (Emmer, 1984).

Establish a set of classroom rules to guide the behavior of students at once. Discuss the rationale of these rules with the students to ensure they understand and see the need for each rule. Keep the list of rules short. The rules most often involve paying attention, respect for others, excessive noise, securing materials and completion of homework assignments (Murphy, 1995).

Establishing and teaching clearly define parameters of acceptable behaviors is a critical part of classroom discipline, making up approximately 25 percent. In a summary of the research on classroom management, He found that "across the various grade levels the average number of disruptions in classes where rules and procedures were effectively implemented was 28 percentile points lower than the average number of disruptions in classes where that was not the case" (Marzano, 2003, p.14).

Show yourself as supporter and helper to the students

According to Brumfit and Johnson (1983), determine some positive attitudes and they are:

Be extremely supportive, but primarily of the learners' struggles towards independence from the teacher, and towards peer interdependence.

Allow time for learners to work at their own place (except where, as with some small-scale communication problems, an artificial time constraint may be intrinsic to the task) keep the learners busy, constantly engaged in "productive" tasks.

Do not patronize students, treat them with respect

Think about it for just a minute. Are Teachers not more apt to go out of their way to please a boss who you feel values you as an individual and treats you with dignity and respect, rather than a boss who communicates a lack of respect for them? When your boss asks about your family gives you "slack" when there is a personal emergency, or praises you for work well done, do not teachers develop feelings of regard for this boss and want to do your best to please him or her? Students have the same feelings (Boynton, 2005, p.6).

The teacher who gets respect from the students will be listened to, and the way that they get respect is not by being strict and always working with the rules. As long as you pay the same amount of respect to them, they'll make it more interesting for you. We've got teachers who are trying to teach without getting communication sorted out first (Bob Moon et al, p.86).

Discipline promotes a safe learning environment and creates powerful opportunities for teachers to treat students respectfully. During my observations, these teachers were never seen to use discipline for punishment or as a weapon in a power struggle with the students. Nor did the teachers discuss discipline in this manner. These teachers understood that classroom management and caring are threads from the same tapestry (Deiro, 2005, p.49).

Use humor constructively

When humor is used as a supplement to, and not a substitute for, teaching, its most positive benefits to classroom management come forth, Effective use of humor reinforces the teacher's superior position in the classroom. Psychologists recognize that it is "superior that most often uses humor in communication with the inferior" (Vizmuller, 1980, p.266). In this context, the words "superior" and "inferior" are not derogatory terms; they simply specify

status or position (Acting lessons for teachers, Tauber, 2007, p.156).

Humor can be an excellent tool for diffusing tense situations. This works best at the onset of a possible discipline problem. This is why teachers need to be ever alert in order to handle "little fires" before they have a chance to grow into "raging infernos" (Tauber, 2007, p.157).

Choose topics and tasks that will activate students

It may take you longer to prepare for inquiry based activities but it is well worth the effort. Taking the extra time will result in less stress during the activity. Preparation includes the activity, materials, classroom, and your students. Prepare your students by teaching them the needed skills. Also plan your groups according to your goal for the activity. Prepare your classroom by organizing it for group activities and making sure all needed safety equipment is available and functioning (Sampson, 2004).

Pedagogic activities help to explore and practice the skills that will enable the students to perform according to professional standards later on. On the other hand, activities, tasks or projects that imitate professional assignments, or that take the professional world into the classroom are "real life" activities and should also be included in the curriculum (Davies, 2004, p.19).

Be warm and friendly to the students

At the beginning we mention the importance to take into account the role of teachers warm. So, according to Murphy (1995), a teacher can be firm yet still be supportive and friendly with students. A firm teacher can provide an environment where the students feel safe and secure. Many teachers report that it is easier to begin the year in a firm manner and relax later, than to begin in a lax manner and then try to become firm.

Moreover, a good classroom management refers to issues of supervision, refereeing, facilitating, and even academic discipline. Not all student behaviors require intervention or confrontation while some are serious enough in nature to warrant formal disciplinary action. Rest assured that while there are current studies in higher education literature that suggest a growing trend of rudeness and even overt animosity towards faculty by students, the vast majority of classroom experiences are not dramatic" (Rodriguez, 2008).

CHAPTER III: METHODOLOGICAL ASPECTS

In the previous chapter, the theoretical implications of the 20 hints given by Wragg (1981), in Ur's book (2006) and their relevance was presented. In this chapter we intend to explain the methodology as well as the qualities, features of participants and the setting itself. Besides, the most relevant ways to collect information, their validation and subsequently the instruments, the different aids to analyze data as well and some ethical issues in order to make a transparent research.

Gender

In the research a sample of 15 men and 15 women of the three eighth grades will be taken in order to have gender equality and not to divert the research, this is an important part because the two concepts can be separated and the different answers given.

Population

The project is done within three eighth high school courses in a school which we called "Escuela Publica El Saber". The population taken into account for this research is a group of high school students at the eighth level at the "Escuela Publica El Saber" who have had English instruction since the elementary school.

Geographical

This research is carried out in which we called "Escuela Publica El Saber" in order to protect the identity of the institution, in a range of time from November 20th 2009 to February 25th 2010, where the students are at eighth level at "Escuela Publica El Saber".

Limitations

Some limitations were found such as:

When some previous monographs were gone over about types of questions, some difficulties were found because there was not enough information on this issue as a guideline to follow.

There were some problems with the participation of some teachers who were afraid of the surveys because they thought the surveys would have some implications with their jobs or maybe with the institution.

Design

First of all, the paradigm will be presented, next the research type will be shown, and as well as the research techniques the data collection technique is presented.

Paradigm

The type of paradigm is qualitative and quantitative. Qualitative because the whole hints are pedagogical concepts which were analyzed as it was mentioned, with open-ended questions which were analyzed in the results. Moreover, they can help our teachers to be aware of the relevance of discipline and quantitative because we have made statistics in order to give which are the weaknesses and the strengths which are given through numbers in the pie chart. The relevance of taking into account the hints in a classroom and that was developed through the qualitative research and it was proved by means of the quantitative research.

Type of research

The research's techniques

The surveys were developed in order to know what the weaknesses and strengths in Classroom management are, and to support the research some open-ended questions were used.

On the other hand, the type of research is descriptive because it describes the real characteristics and properties of a population, area and defines circumstances, which are

specific in a systemic way and they are used simply to describe the sample that the researchers concerned with. They are used in the first instance to get a feel for the data.

Setting, Participants and Sample

In this part of the research, it will be shown where the research was carried out, that is, the setting. It will be also shown the sample of participants between female and male, and their characteristics.

Setting

The observation was carried out in the institution "La Escuela Publica El Saber" which has good and comfortable settings. This school which receive students of different social status; it has appropriate classrooms where the students spend their time studying during hours their classes from Monday to Friday. The space of this institution is big for making students feel good not only in classroom but also in break time. It has a library, computer rooms and video room.

Participants and sample

The number of students who participated in this research were chosen at random with average ages from 12 to 14 years old, in this case five children of the three courses (eight level), taking as a total sample of 30 students who were surveyed in order to know why their age, gender, social status.

Procedure

The respective authorization was asked for in the school mentioned before; the institution was visited in order to observe with detail his settings and realize about the disciplined problems through the pilot study. Then the necessary information was collected to be able to reach the mentioned objectives. Some surveys were done with yes/no and open-ended questions to teachers as well as students. Students were observed in some classes and finally the collected

information was analyzed and some result analyses were done with some graphics about all the collected information and then we did some conclusions.

Pilot Study

The pilot study was made at the beginning of the research. First of all , three students of the target study was chosen at random and a brief survey was made asking about the likes, dislikes, economical situation, problems and their thoughts about English taking as result the discipline problems.

Validation Criteria

In order to analyze the present work it is necessary take into account some aspects like validity, confidence and some ethical issues. First, Students were asked about 21 hints in a survey constructed by the researchers. The questionnaire used a simple yes/no question format which allowed researchers to compile all the required information correctly due to its practicality and accuracy, as well as, it was not so difficult in order for the students to provide their information. The researchers analyzed the information and gathered it in order to assign data an appropriate meaning. The results of these questionnaires were the starting point to select a sample of people to carry out a recorded interview in order to deepen in our research, by focusing on the classroom management.

Data Analysis and Interpretation

The collected data was analyzed through descriptive method by means of graphs, and then we analyzed the surveys. Through this information some specific answers could be gotten about classroom management.

Ethical Issues

To develop this research, there were some aspects to take into consideration. The first one had to do with the permission to carry out an investigation at the institution with the Principal's authorization. The second one dealt with

the identity of the students involved in the research. Student's names were changed by consonants from A to O. Moreover, it did not cause any harm to the participants of the institution.

In this chapter, the researchers have showed some significant features about the method such as the design, the participants, the setting, the sample, the procedure, the validation criteria, and the techniques used to gather the data. In the following section, the data gathered through surveys and recorded interviews are analyzed.

Authorizations

The respective authorization was asked for the principal in charge who helped us with politeness and was ready to contribute with the research. Moreover, any problem was found with the students; they were well-disposed to solve the surveys, whereas teachers were a little worry for the surveys and their supposedly implications but in the end they changed their mind without problems.

Voluntary participation

The teachers and students who collaborated, were not neither forced and nor obligated to answer the questions which were done by the researchers, they had the whole freedom to decide.

Confidence

All the information and results of the research are in complete confidence to protect the institution, teachers and students and the respective procedure was followed.

Plagiarism

This research is made with the APA style and following the rules like authors, their respective bibliography and taking into considerations the authors' quotations.

CHAPTER 4: RESULTS

Subsequent to the previous chapter, the fourth chapter deals with the results where we present all the outcomes and the analysis of the research with the aid of some interviews applied to teachers as much as students.

Analysis and Interpretations of the results

Practical hints for English teachers on classroom discipline taken by Wragg (1981), in Ur's book (2006)

Surveys were intended to lead us up to find out the required information about classroom discipline. First of all we only thought to apply surveys to students but we realized the essential part of the teacher to strength the outcomes.

We took a sample of 10 students 5 men and 5 women of the three courses of the eighth level for a total of 30 students 15 men and 15 women. They were chosen at random. The research's techniques we chose were surveys which were translated in Spanish for their understanding and the 22 questions were addressed to students and teachers. The surveys had information about the gender and the date when it was made the survey and the 22 questions. The second sample we took was the teachers' survey which had the same information of the students' survey and the 22 questions.

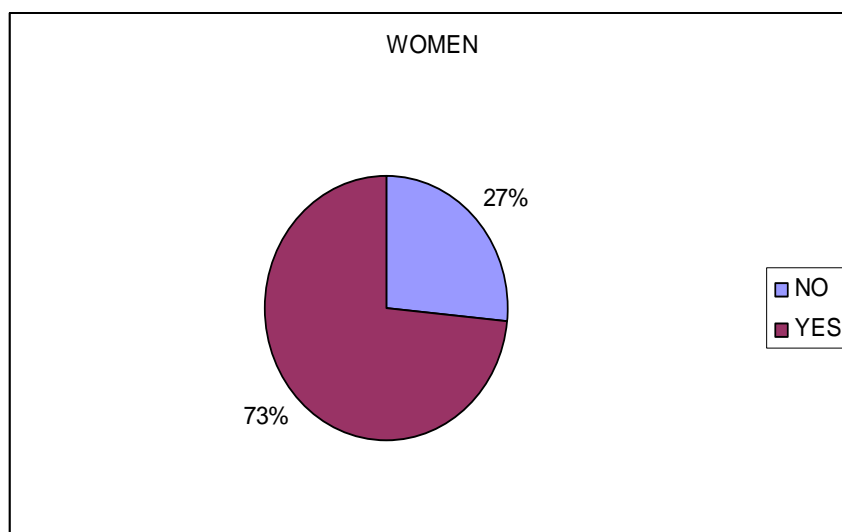


Figure 1

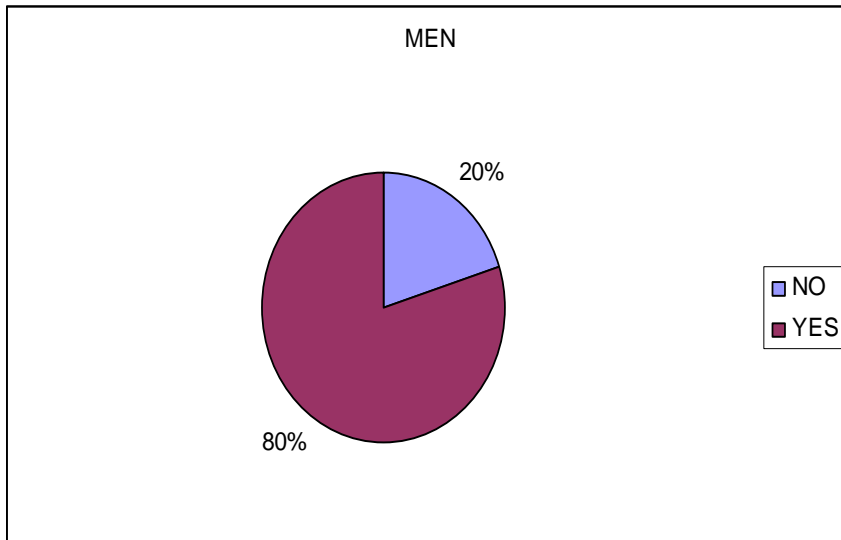


Figure 2

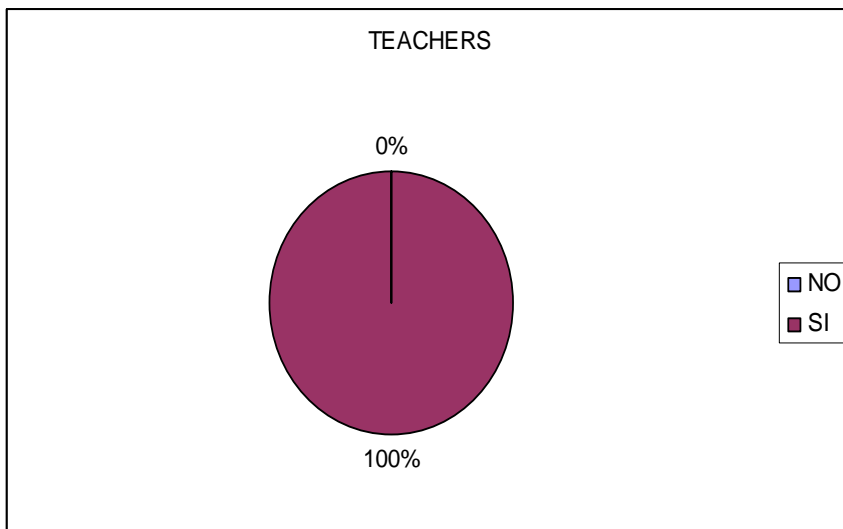


Figure 3

As it can be seen from figures 1, 2 and 3 to the question "At the beginning, does the teacher start by being firm with students?" from 100% women students, 73% answered "yes" and 27% percent answered "no" and from 100% men students 80% answered "yes" and 20% answered "no". Instead all the teachers answered "yes" from a 100%. According to Murphy (1995), a teacher can be firm yet still be supportive and friendly with students. A firm teacher can provide an environment where the students feel safe and secure. We could realize according to the yes/no questions teachers are firm when they begin the

class, and in the interview we can see that the teacher always begin making silence to keep order. As a conclusion it is a good idea to begin by being firm and next the teachers can relax.

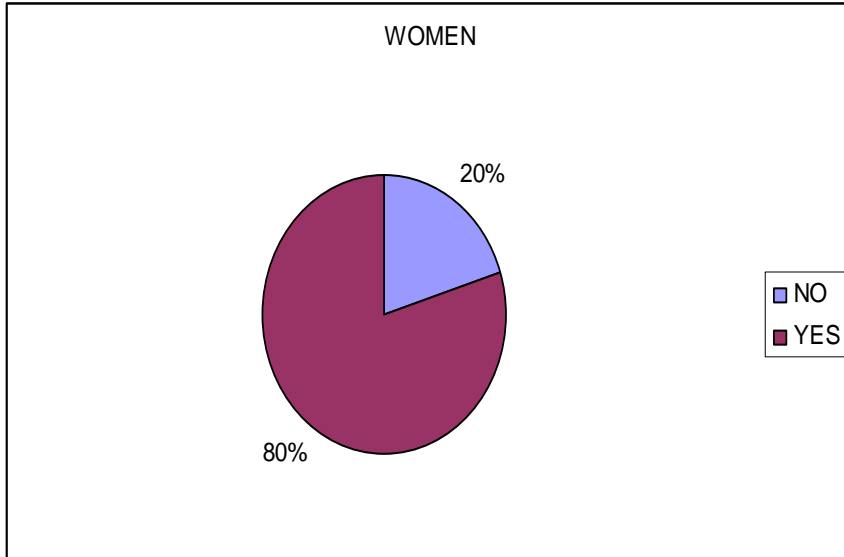


Figure 4

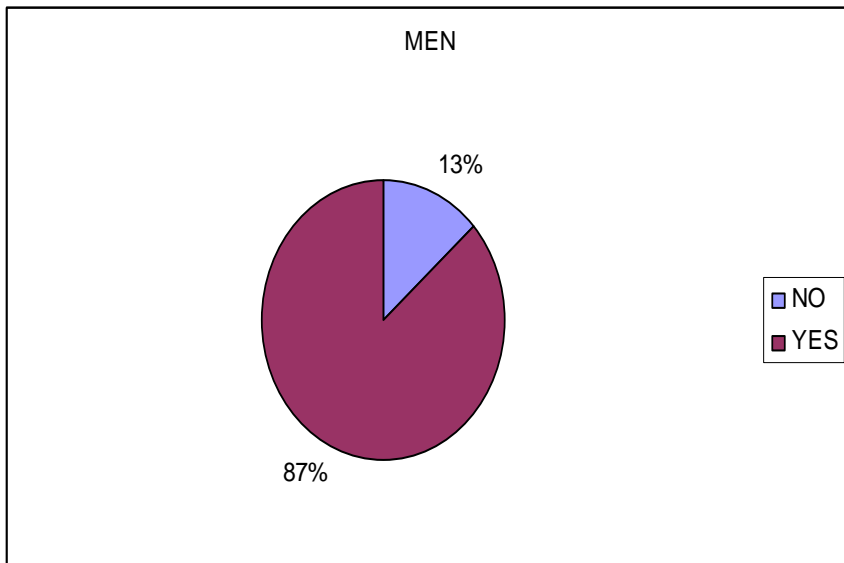


Figure 5

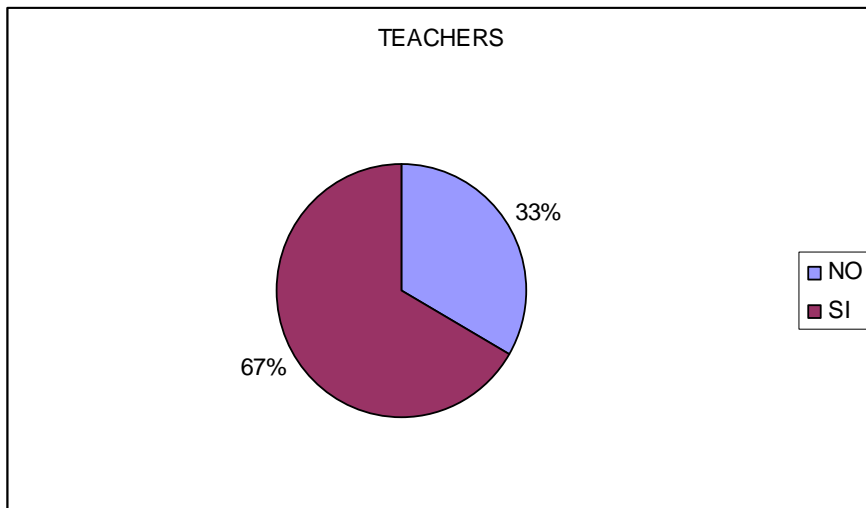


Figure 6

As it can be seen from figures 4, 5 and 6 to the question "Does the teacher get silence before they start speaking to the class?" From 100% women students, 80% answered "yes" and 20% answered "no" and men students from 100%, 87% answered "yes" and 13% answered "no". Instead all the teachers 67% answered "yes" and 33% "no" from a 100%. Often the loudest sound you can hear in a classroom is silence. In fact, silence can be an immediate way to get the student's attention (Boynton, 2003, p.37), according to the yes/no questions we can take into consideration that silence is a good idea to begin a class and according to the interview teachers give advice that it is necessary to speak aloud. As a conclusion, it is important because the behavior that they have at the beginning it will continue for the rest of the class either good or bad.

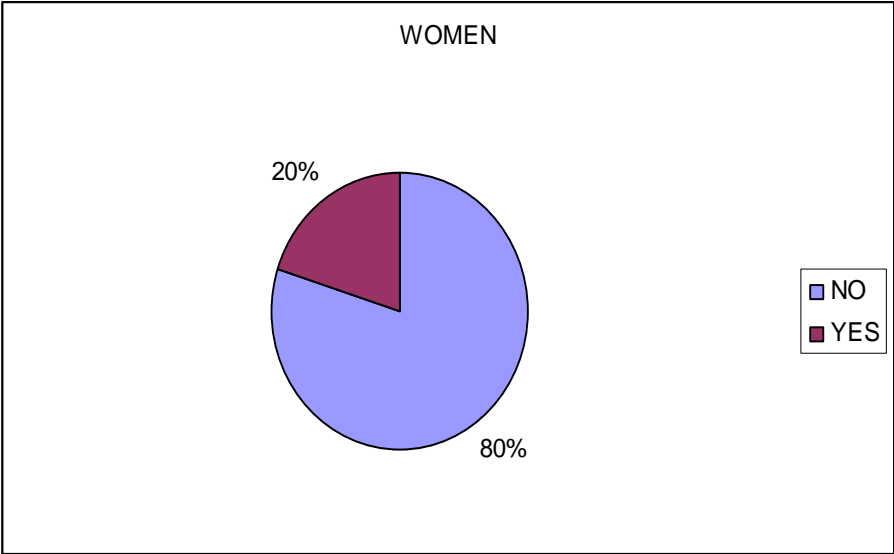


Figure 7

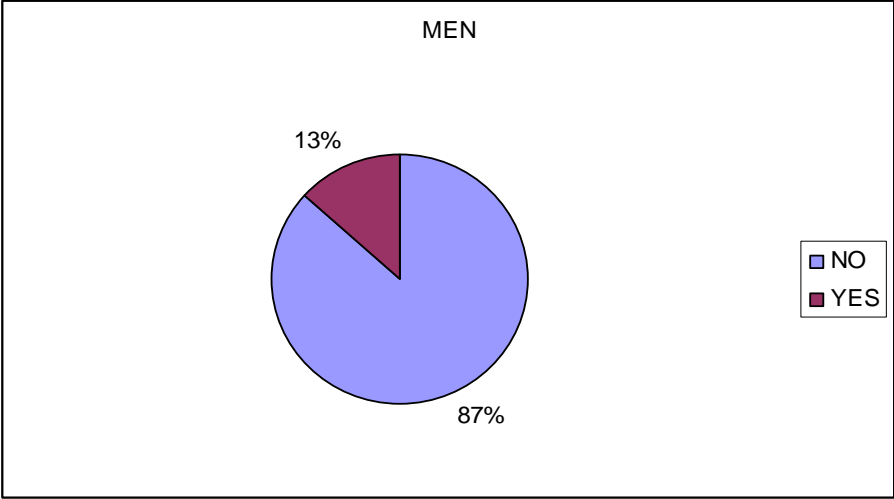


Figure 8

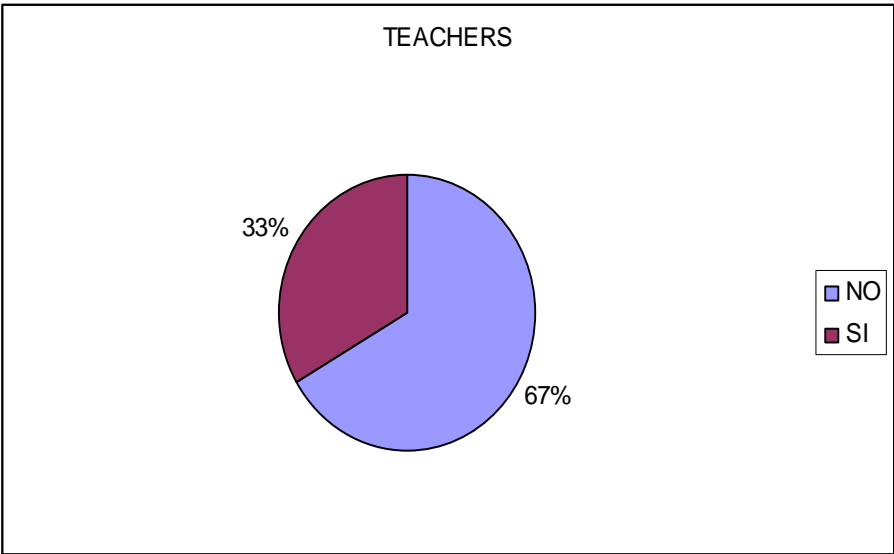


Figure 9

As it can be seen from figures 7, 8 and 9 to the question "Does the teacher know and use the students' names?" From 100% women students, 20% answered "yes" and 80% percent answered "no" and men students from 100% 13 answered "yes" and 87% answer "no". Instead all the teachers 67% answered "yes" and 33% answered "no" from a 100%. Calling a student by his or her name early in the year gives the student an increased sense of well being (Murphy, 1995). According to yes/no questions most teachers do not know the students' names, this could be the reason why students have misbehavior. According to the interview teachers only know the restless students' names. To conclude if there is some discipline problem, it is a useful aid to know the students' names because they feel supervised.

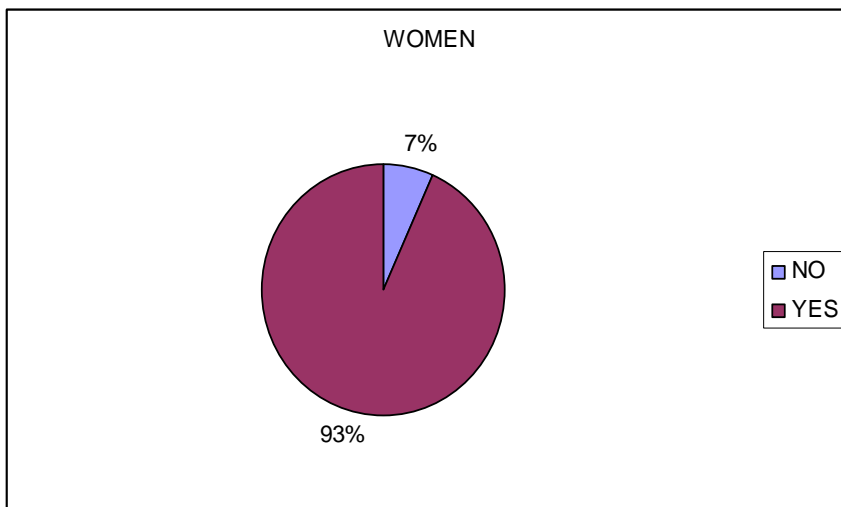


Figure 10

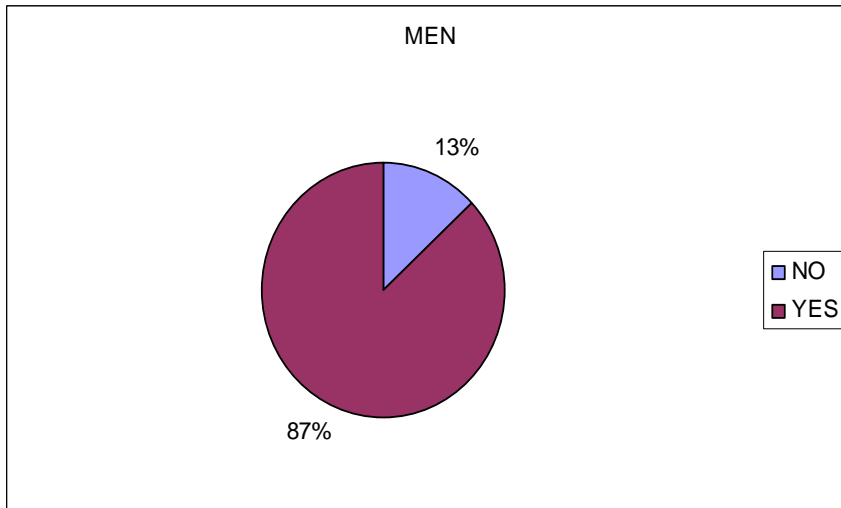


Figure 11

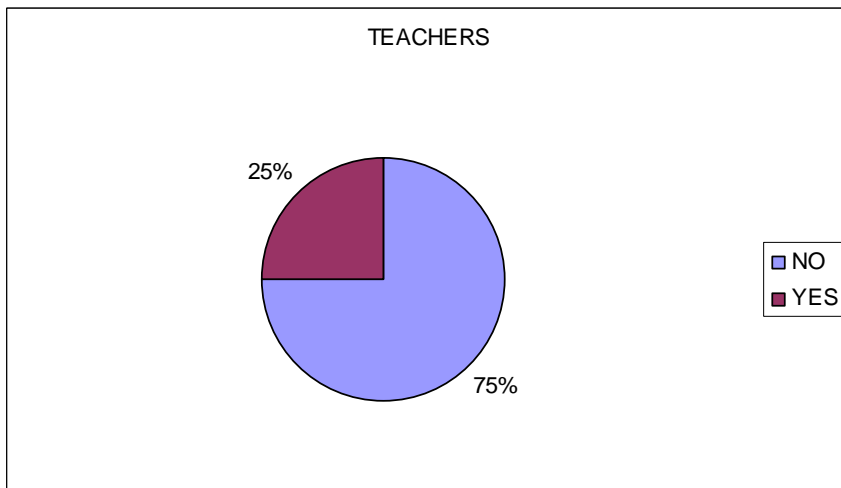


Figure 12

As it can be seen from figures 10, 11 and 12 to the question "Does the teacher prepare lessons thoroughly and structure them firmly?" From 100% women students, 7% answered "yes" and 93% percent answered "no" and men students from 100%, 13% answered "yes" and 87% answer "no". Instead all the teachers 75% answered "no" and 25% answered "yes" from a 100%. It is important for the teacher to impress on the students from the outset that he or she is organized and confident of their ability to get through the syllabus (Murphy, 1995). Yes/no questions show us that students do not recognize when the teacher has prepared the class. In the interview we can see that teachers do not have time enough to prepare a plan B.

As a conclusion, it can be said that teachers must have another plan for unexpected situations and be more responsible that is necessary to organize the tasks to handle the time.

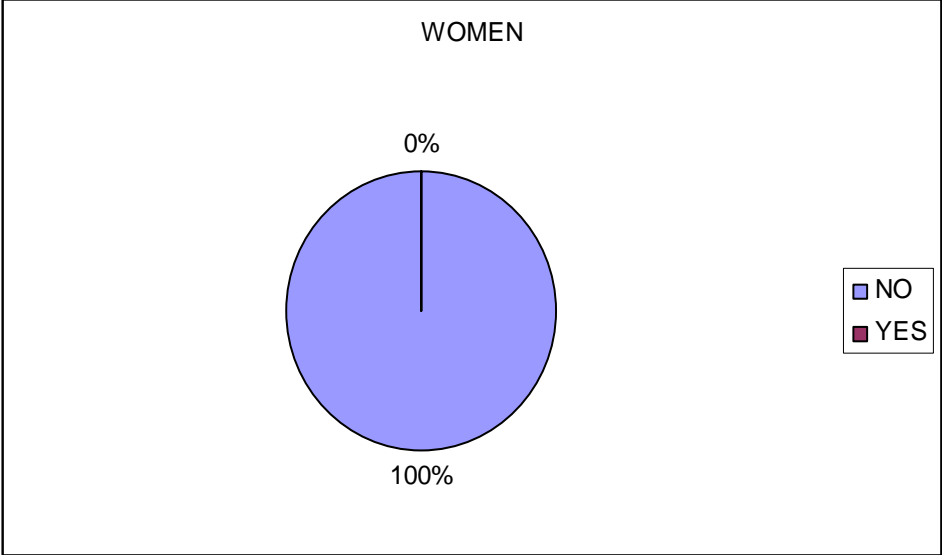


Figure 13

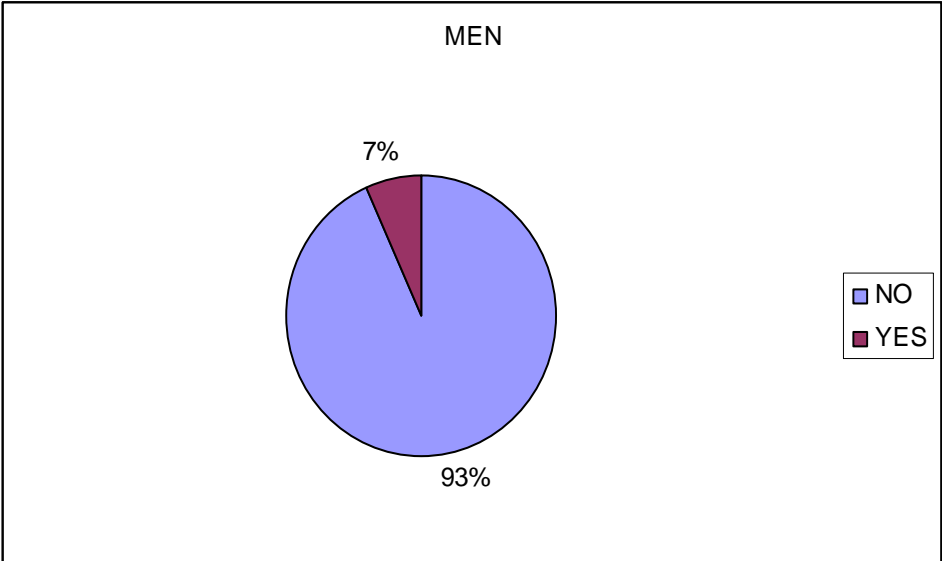


Figure 14

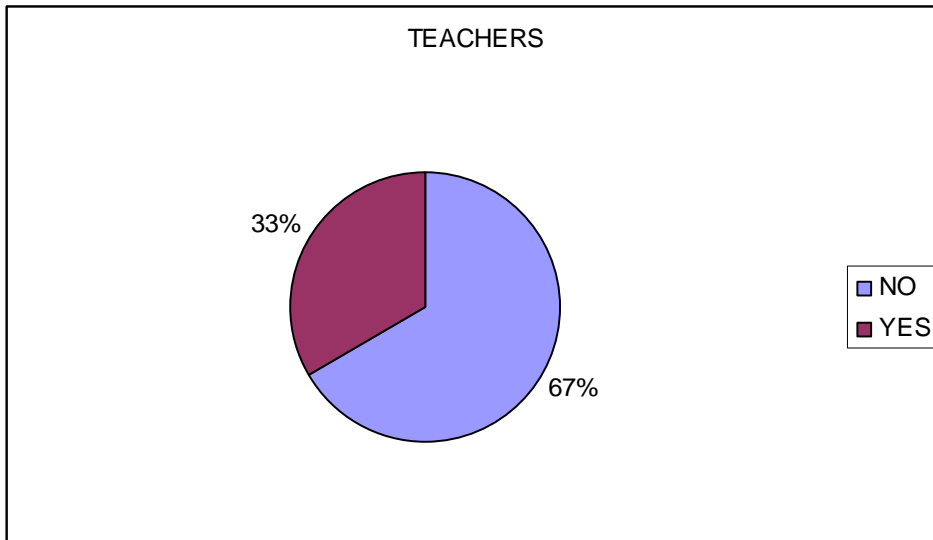


Figure 15

As it can be seen from figures 13, 14 and 15 to the question "Is the teacher mobile and do they walk around the class?" From 100% women students all of them answered "no" and men students from 100% 7% answered "yes" and 93% answered "no". Instead the teachers 33% answered "yes" and 67% answered "no" from a total 100%. According to Schargel (1991), walking around besides being good for your health, walking around the classroom gives you an opportunity to see the students at work. It also gives the students the opportunity to see the teacher. Yes/no questions declare teachers do not walk around the class. The interview show us most teachers do not like walk in the class for different reasons such us: tiredness, old age, weariness. To conclude, it is important for undisciplined students to find good ways to keep attention in the development of the class, to walk and to be mobile are good options to maintain discipline.

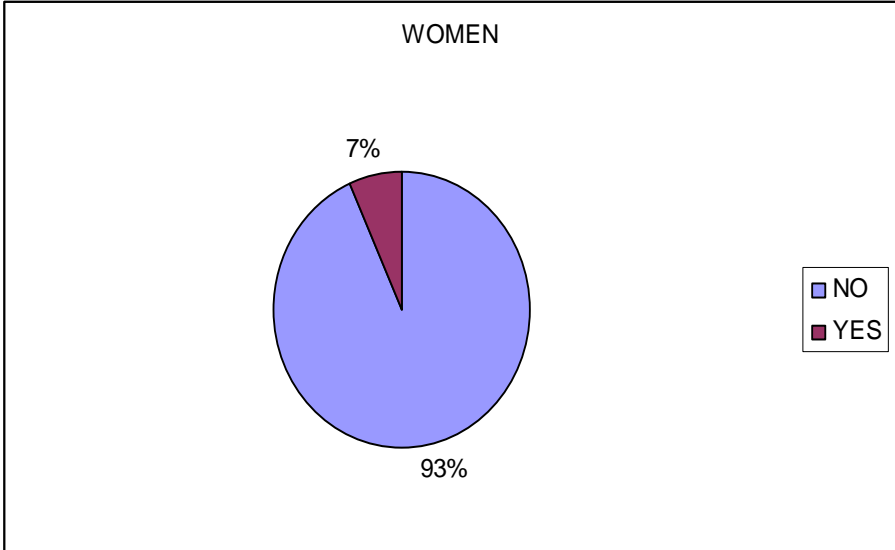


Figure 16

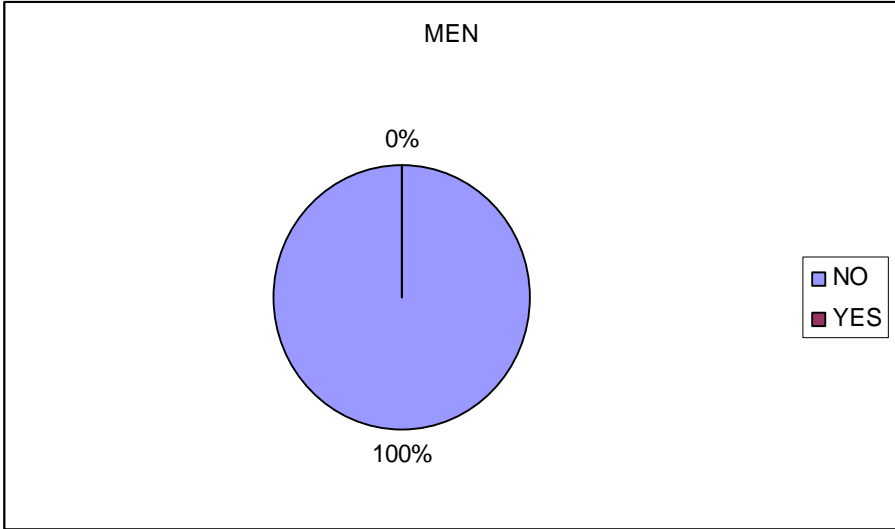


Figure 17

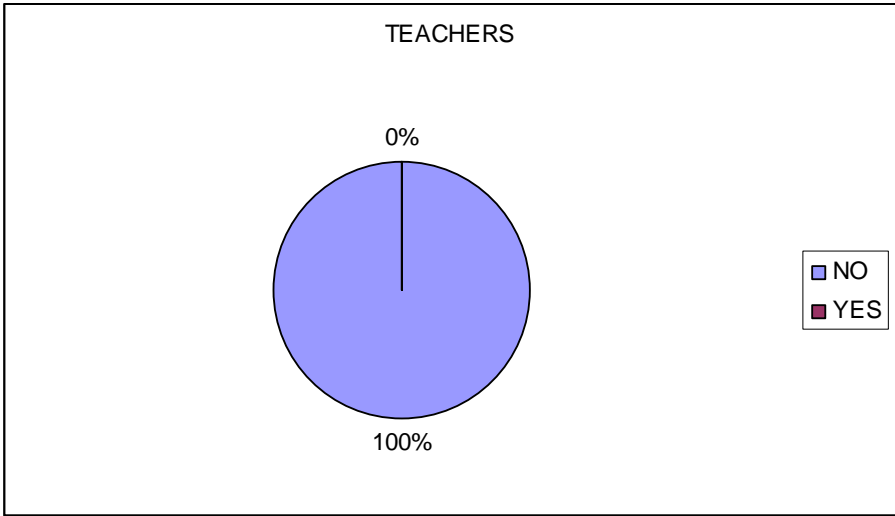


Figure 18

As it can be seen from figures 16, 17 and 18 to the question "Does the teacher start the lesson with a "bang" and sustain interest and curiosity?" From 100% women students, 7% answered "yes" and 93% percent answered "no" and men students answered "no" from 100%. Instead all the teachers answered "no" from a 100%. Suspense and surprise are acting skills that can contribute directly to improve classroom management (Tauber, 2007, p.329).According to yes/no questions to use this kind of strategy to begin a class is not so usual from teachers. In the interview shows us that it is difficult to apply in each class and with several topics. As a conclusion, to begin a class with a bang is innovator and surprising to students and it gives students interest to follow the class.

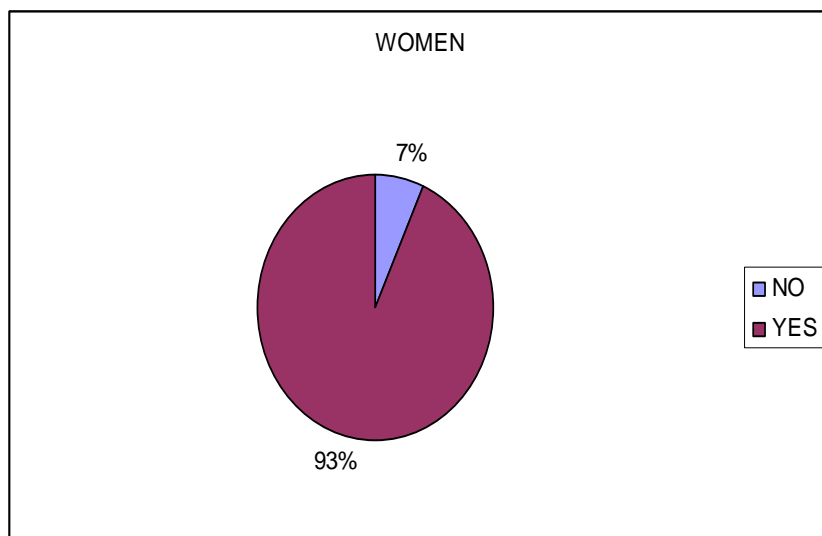


Figure 19

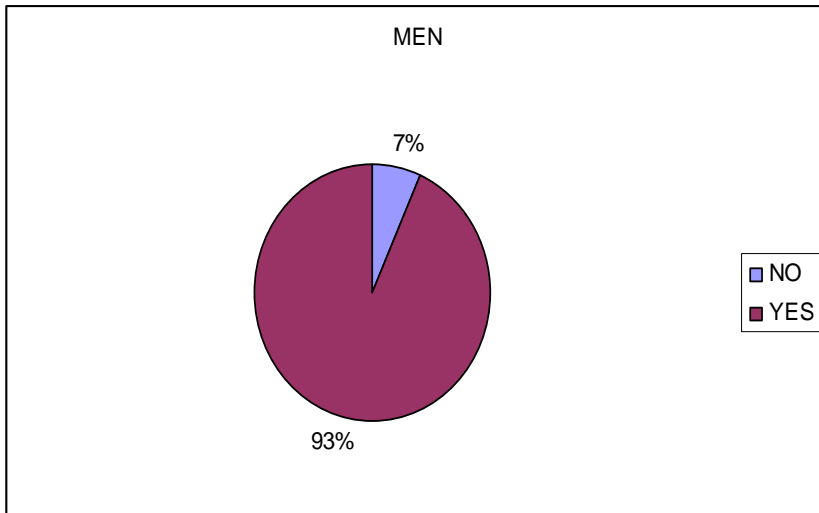


Figure 20

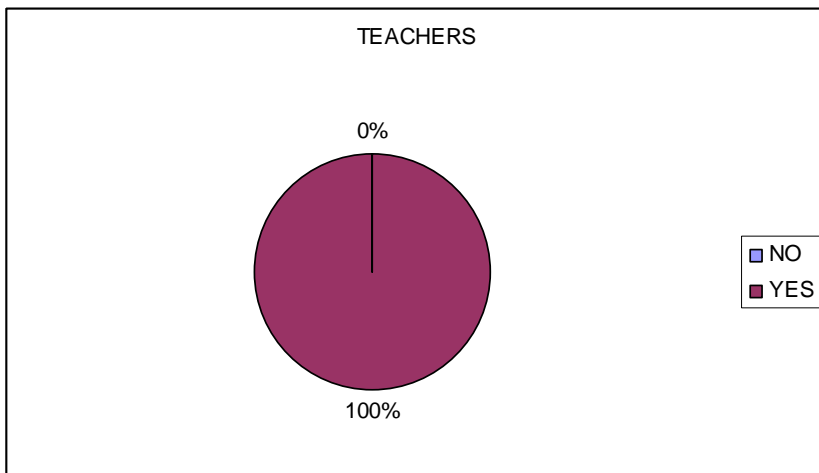


Figure 21

As it can be seen from figures 19, 20 and 21 to the question "Does the teacher speak clearly?" From 100% women students, 93% answered "yes" and 7% percent answered "no" and men students from 100% 93 answered "yes" and 7% answer "no". Instead all the teachers answered "yes" from a 100%. For Cresswell (2003) Comprehensibility of input is not only essential to your ability to manage learning effectively, but also to the success of your teaching as a whole. In planning our lessons we pay careful attention to matching the level of the language items to be taught to the level of the learners themselves. We can see that students in the yes/no questions affirm that teachers are clear when they are speaking. In the

interview teachers say that it is important to speak clearly without the need to scream. To conclude we can say teachers do not need to scream, they just need a good tone of voice.

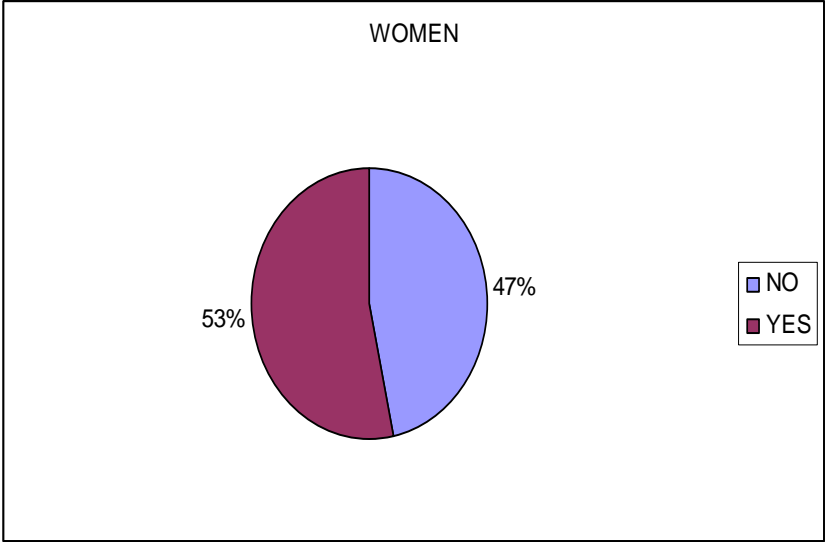


Figure 22

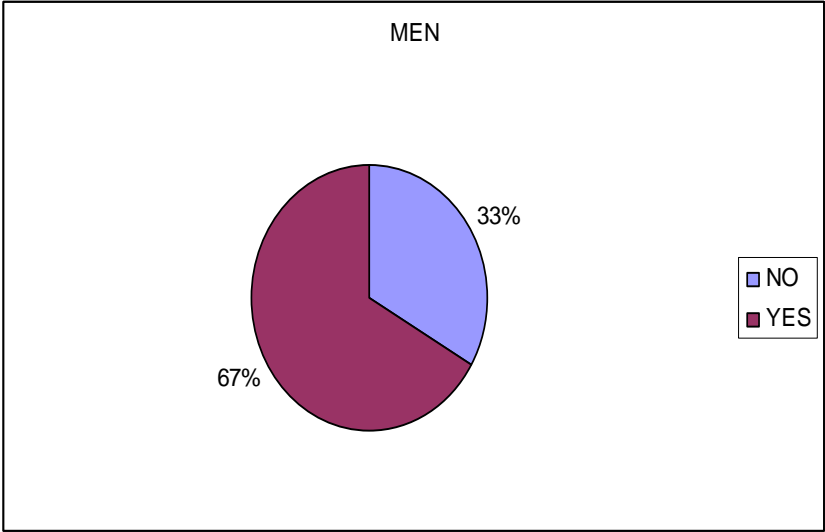


Figure 23

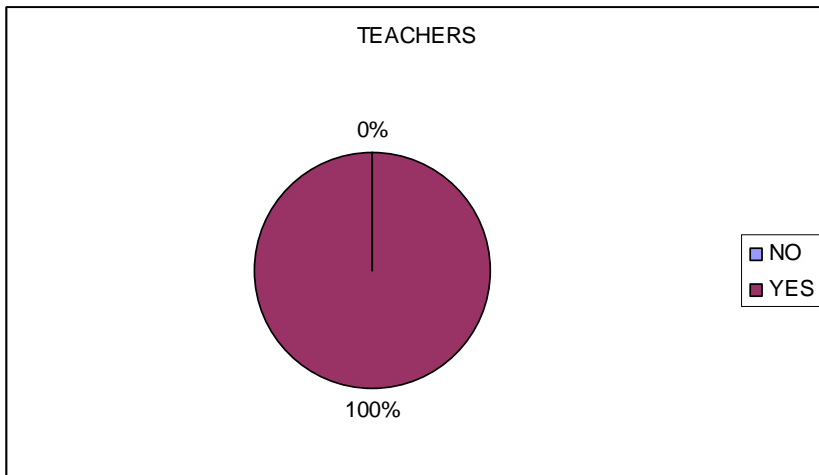


Figure 24

As it can be seen from figures 22, 23 and 24 to the question "Does the teacher make sure their instructions are clear?" From 100% women students, 53% answered "yes" and 47% percent answered "no" and men students from 100% 67 answered "yes" and 33% answer "no". Instead all the teachers answered "yes" from a 100%. Instructions, though they take up a very small proportion of lesson time, are crucial. The necessary information needs to be communicated clearly and quickly, courteously but assertively (Brown, 2001, p.265). observing the statistics, we can realize that some students understand the teachers' instructions. In the interview we can see that the teachers make sure that their students understand in spite of they have to repeat several times. In conclusion for teachers not to be sure with the instructions to the students can provoke difficult situations like indiscipline.

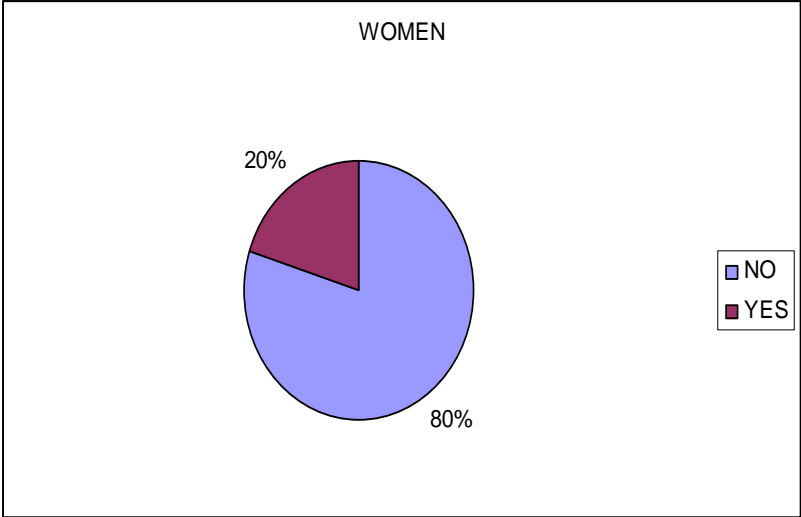


Figure 25

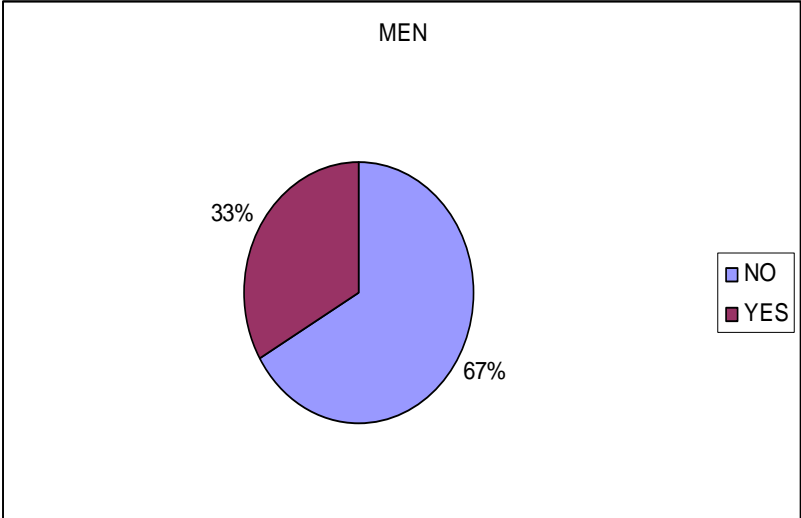


Figure 26

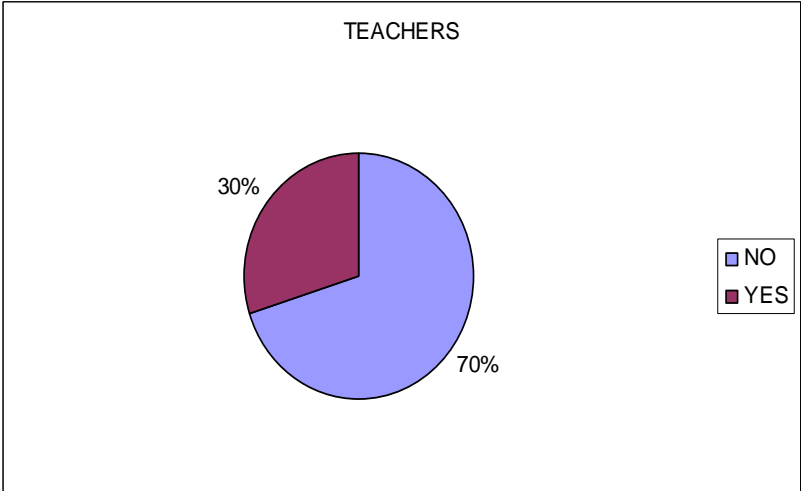


Figure 27

As it can be seen from figures 25, 26 and 27 to the question "Does the teacher have extra material prepared?" From 100% women students, 20% answered "yes" and 80% percent answered "no" and men students from 100% 33 answered "yes" and 67% answer "no". Instead all the teachers 30% answered "yes" and 70% answered "no" from a 100%, it is advisable to have contingency plans for the early finishers in case they finish the tasks earlier. This contingency plan might be an extra exercise, a handout or a reading passage. Recently, some of the textbooks have been prepared considering the mixed ability classes and include contingency activities in teacher's books. Nevertheless, teachers are the ones who should/could know which contingency plan works better after which activity in their class (Şalli-Çopur, 1994), in the yes/no questions students say that teachers do not prepare extra material while in the interview some of teachers say that they prepare extra material but the most teachers say that they have some difficulties for preparing others and they say that they have a book and for this reason they have not a extra material. To conclude we can say that insecurity and irresponsibility can leave a students misbehaviour into the class.

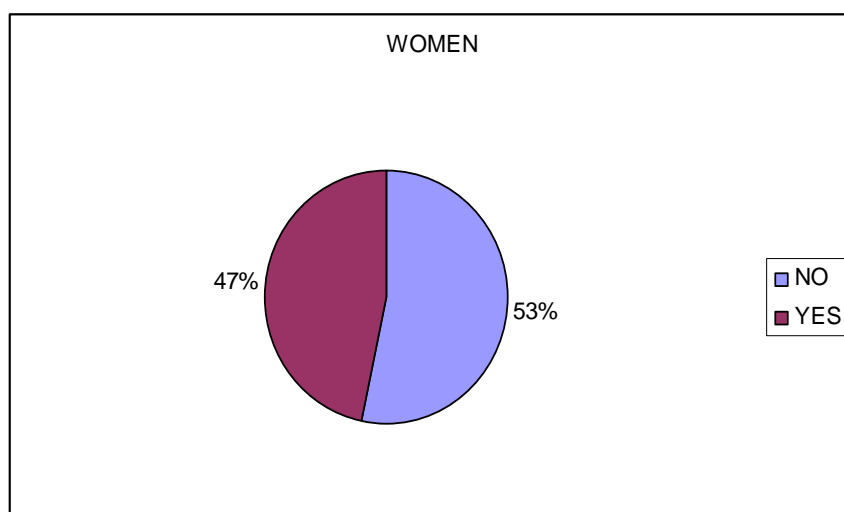


Figure 28

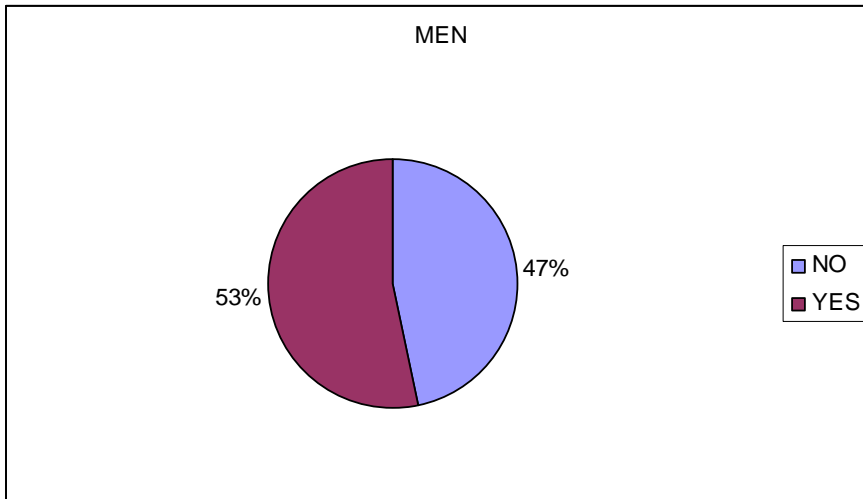


Figure 29

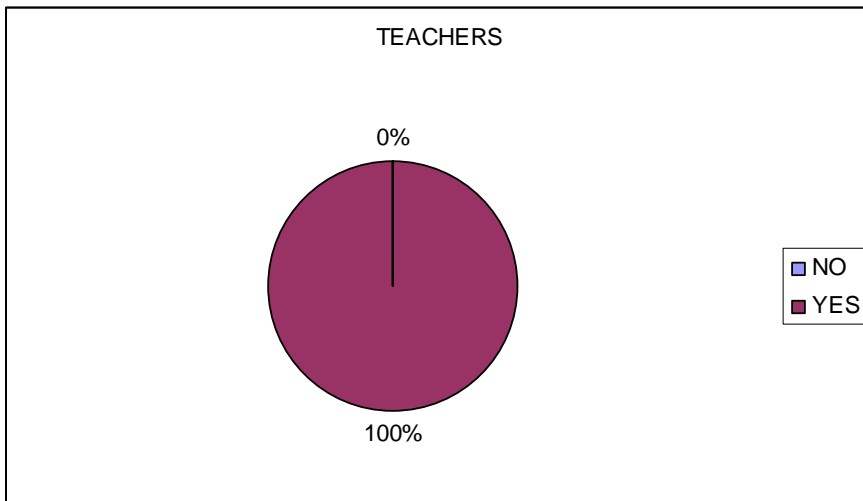


Figure 30

As it can be seen from figures 28, 29 and 30 to the question "Does the teacher look at the class when speaking?" From 100% women students, 47% answered "yes" and 53% percent answered "no" and men students from 100% 47 answered "yes" and 53% answer "no". Instead all the teachers answered "yes" from a 100%, when you suddenly break your instruction flow and implement a protracted silence, students who at the beginning want to get away with it or become disruptive will often get back on task (Boynton, 2003, p.37), according to the yes/no questions students affirm that teachers do not look at the class while they speak. According to the interview teachers look at the class all the time when they speak. As a

conclusion, to maintain vigilance guarantees discipline in the classroom.

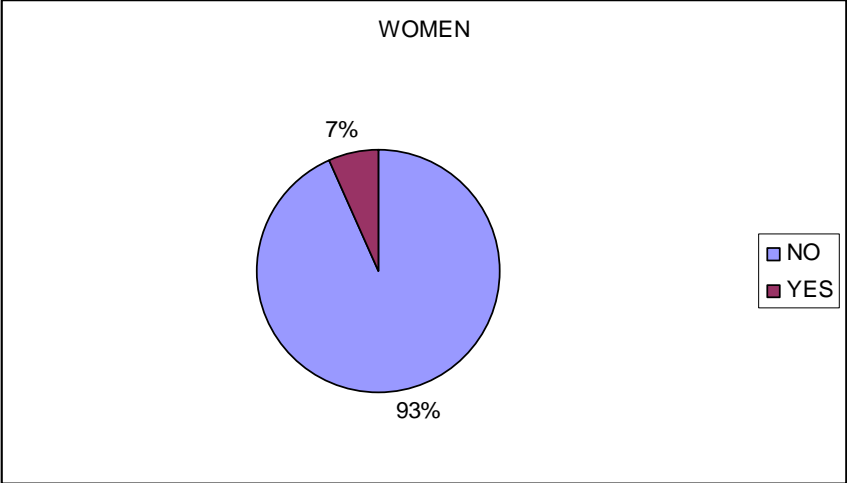


Figure 31

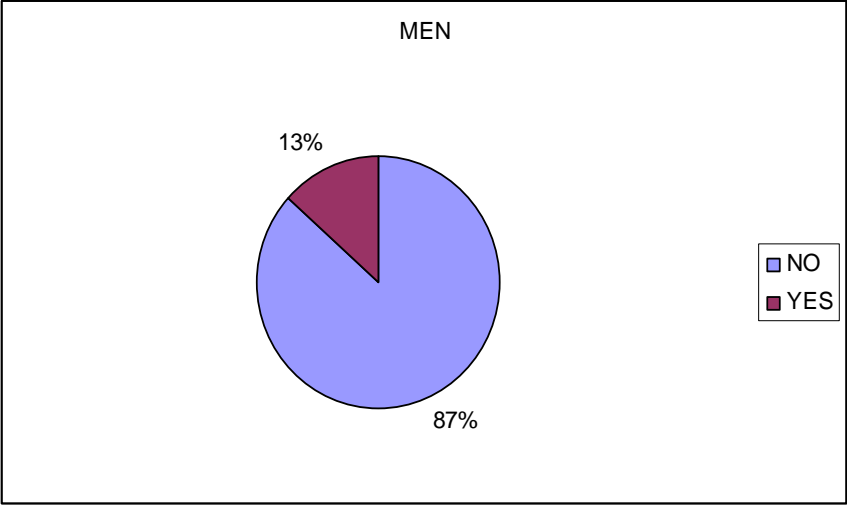


Figure 32

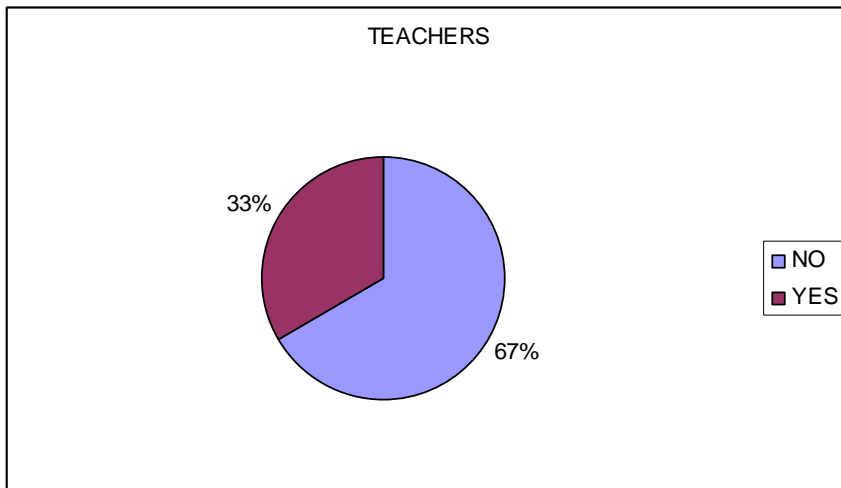


Figure 33

As it can be seen from figures 31, 32 and 33 to the question "Does the teacher make work appropriate (to pupils' age, ability, cultural background)?" From 100% women students, 7% answered "yes" and 93% percent answered "no" and men students from 100% 13% answered "yes" and 87% answer "no". Instead all the teachers 33% answered "yes" and 67% answered "no" from a 100%, according to Brophy (1976), as previously noted, students need to be taught what constitutes appropriate behavior, what the school and classroom rules are, and how to follow them. Obviously, this will be approached differently, depending upon the age/grade level of the students. We can see in the yes/no and the open-ended questions that the teachers do not do an adequate class taking into consideration the pupils' age, ability and cultural background, and in the interview teachers say that they have to follow the institutional syllabus. As a conclusion, to make a work appropriate to students implies their attention. It is important to change the lesson plan and the syllabus if the problem is manifest.

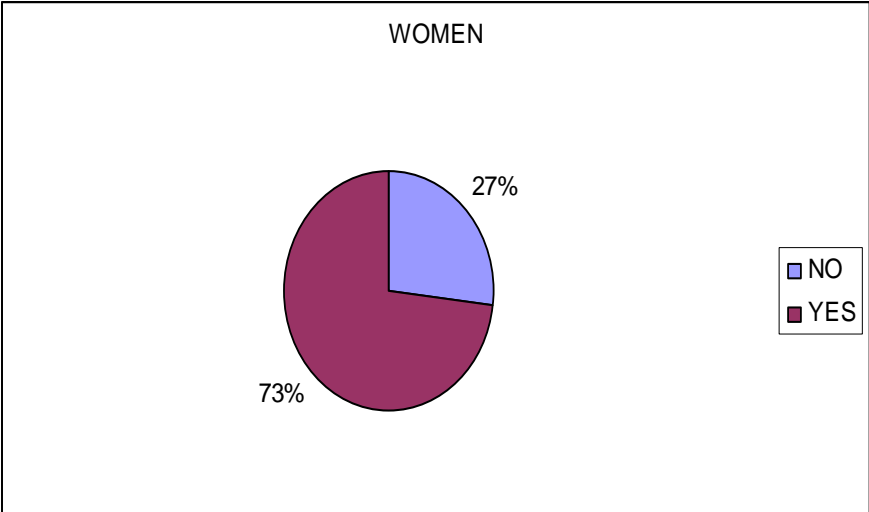


Figure 34

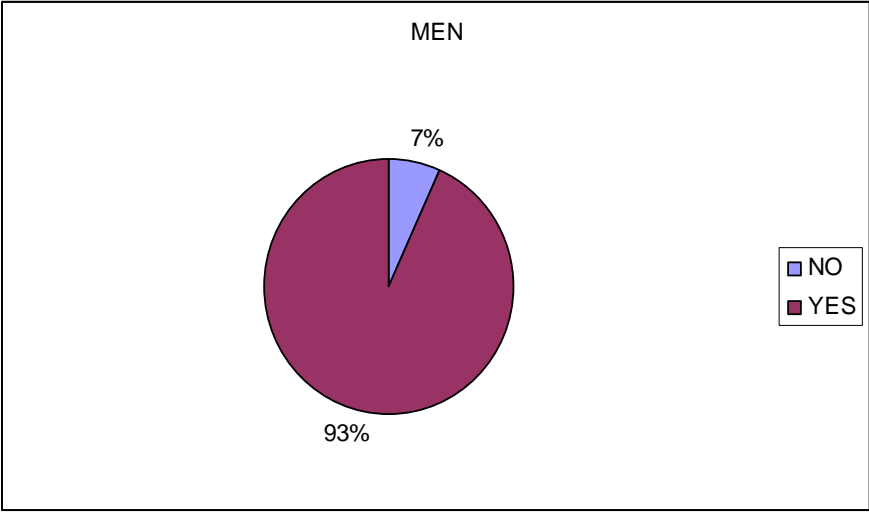


Figure 35

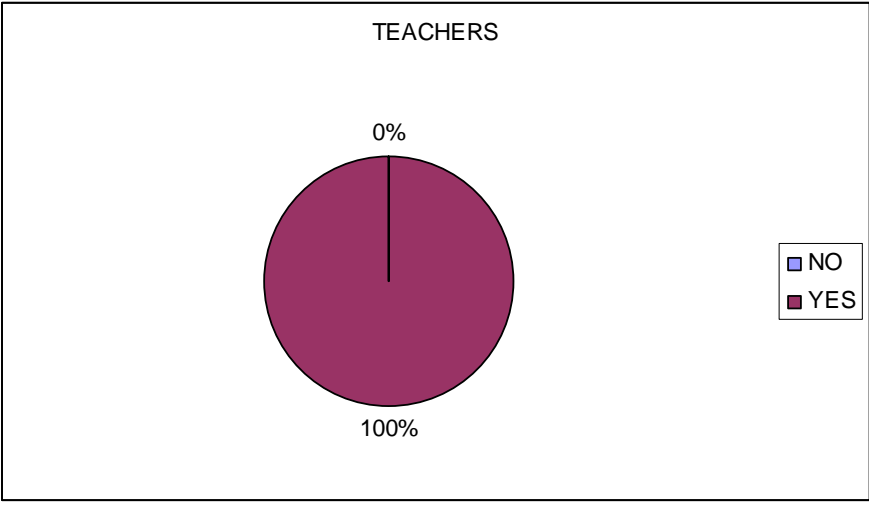


Figure 36

As it can be seen from figures 34, 35 and 36 to the question "Does the teacher develop an effective personality?" From 100% women students, 73% answered "yes" and 27% percent answered "no" and men students from 100%, 93% answered "yes" and 7% answer "no". Instead all the teachers answered "yes" from a 100%. Your physical presence in the classroom plays a large part in your ability to manage it effectively. The way you move, how and where you stand, how physically demonstrative you are those entire have an effect on the way you are perceived (Cresswell, 2003). According to yes/no questions students affirm that teachers have an appropriate style to teach in class. In the interview teachers said that through the time they have acquired their own style. In conclusion we can say that to change the teaching techniques is a good way in order to not annoy students, and not to be static in one methodology or techniques.

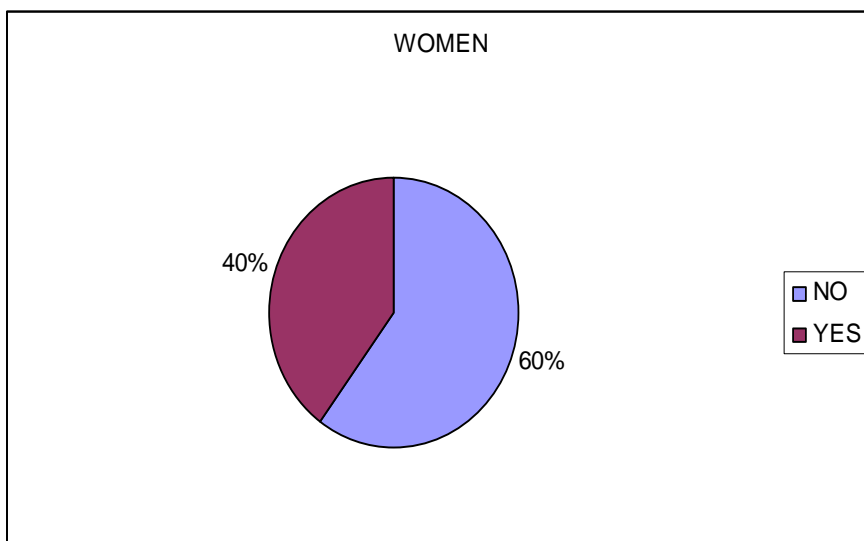


Figure 37

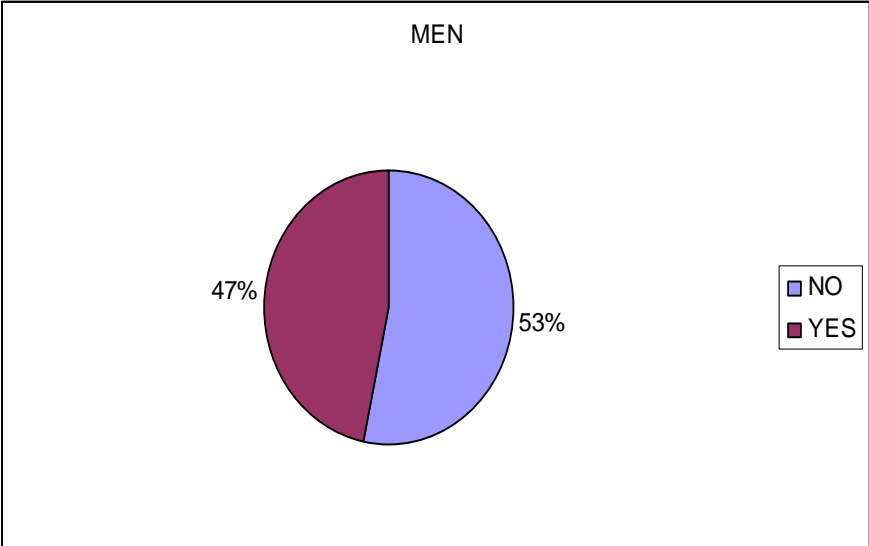


Figure 38

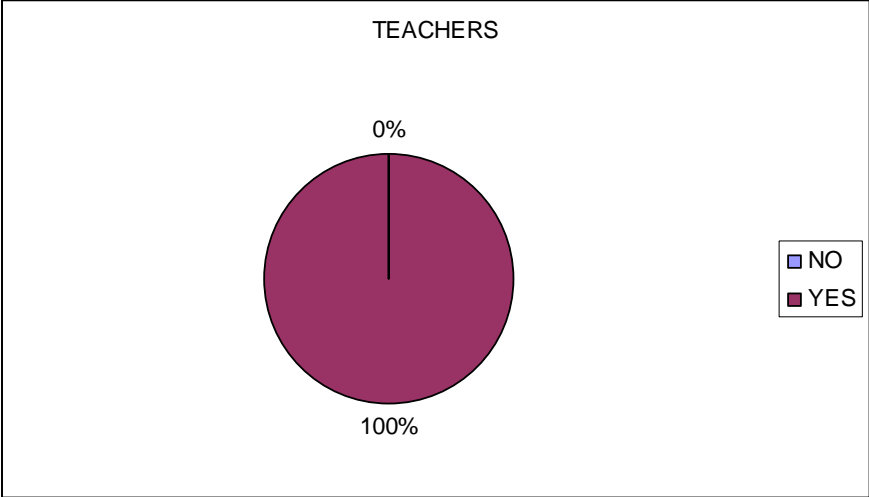


Figure 39

As it can be seen from figures 37, 38 and 39 to the question "Does the teacher develop the art of timing their lesson to fit available period?" From 100% women students, 40% answered "yes" and 60% percent answered "no" and men students from 100% 47 answered "yes" and 53% answer "no". Instead all the teachers answered "yes" from a 100%. Some classrooms do not have clocks where faculty can see them, so as is practiced in Toastmasters (the professional speaking organization) it might be useful to select a timekeeper whose function it is to

notify you when discussion time is up and transition is needed(Rodríguez, 2008). In the yes/no questions students affirm that teachers do not give the time enough to develop some activities. In the interview teachers consider that they give the sufficient time for the activities. In conclusion we can realize that it is relevant to organize the topics and the necessary time because we have to keep an order in order to not to stick in one topic which can get bored students.

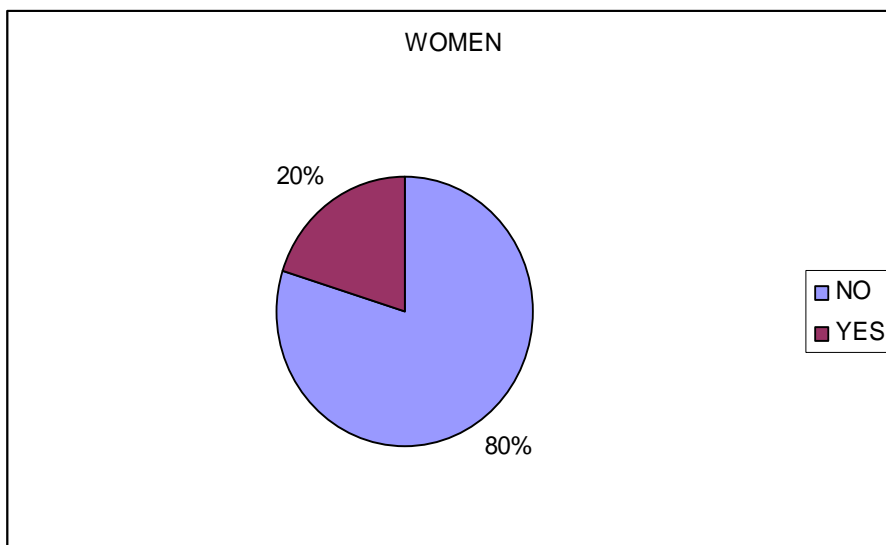


Figure 40

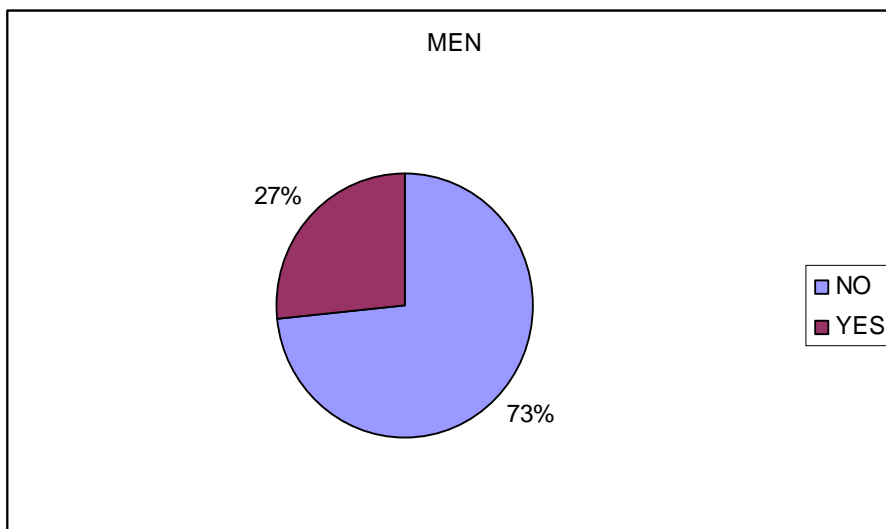


Figure 41

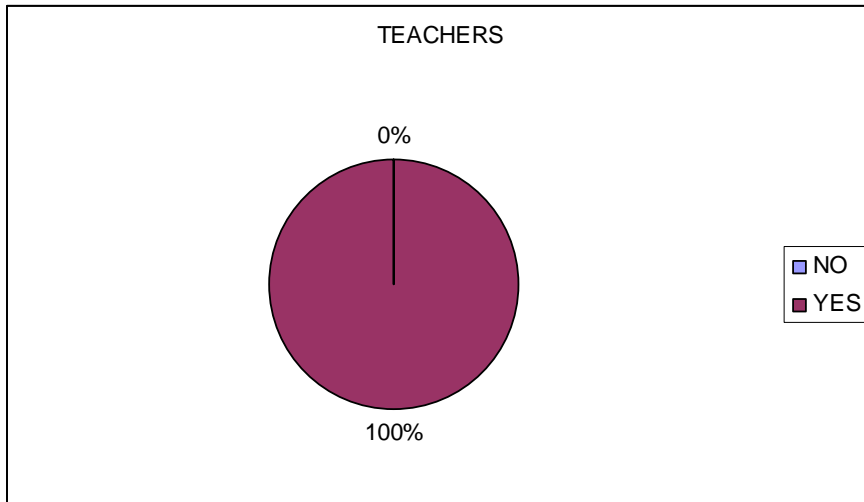


Figure 42

As it can be seen from figures 40, 41 and 42 to the question "Does the teacher vary their teaching techniques?" From 100% women students, 20% answered "yes" and 80% percent answered "no" and men students from 100% 27 answered "yes" and 73% answer "no". Instead all the teachers answered "yes" from a 100%. Vary your delivery to keep students awake and interested in learning. Encourage all students to do their best and let them know that you believe they can succeed. Apply proven teaching techniques to keep student interest and monitor whether they are learning (Zauber, 2001). The statistics and the open-ended questions show us that the students do not feel comfortable with the teacher's techniques and in the interview, we can realize that teachers try to change their ways of teaching but they already have a habit and the class can keep the same. As a conclusion to be static in one technique it becomes monotonous the class.

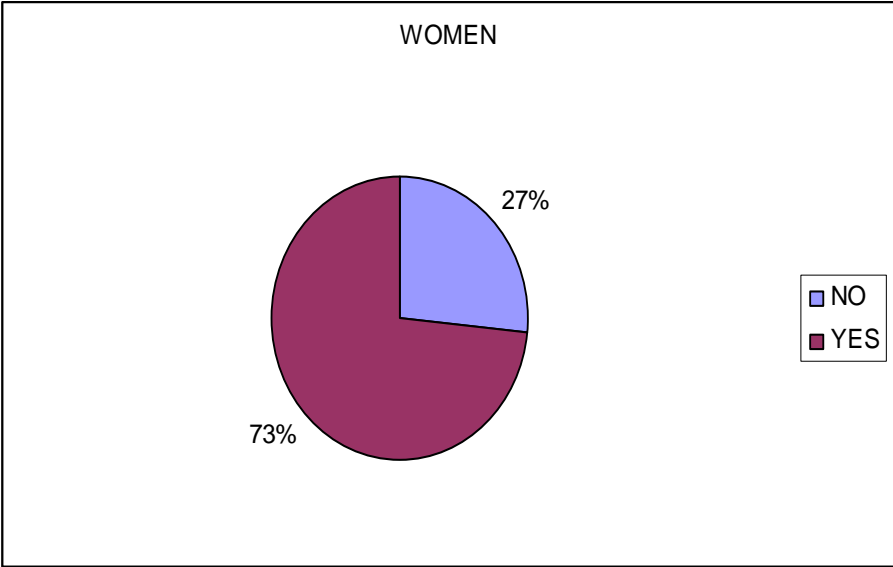


Figure 43

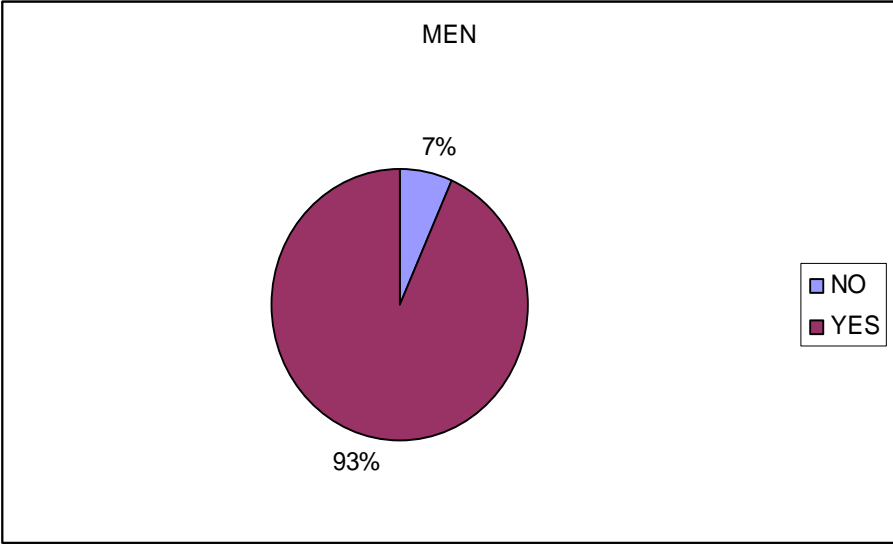


Figure 44

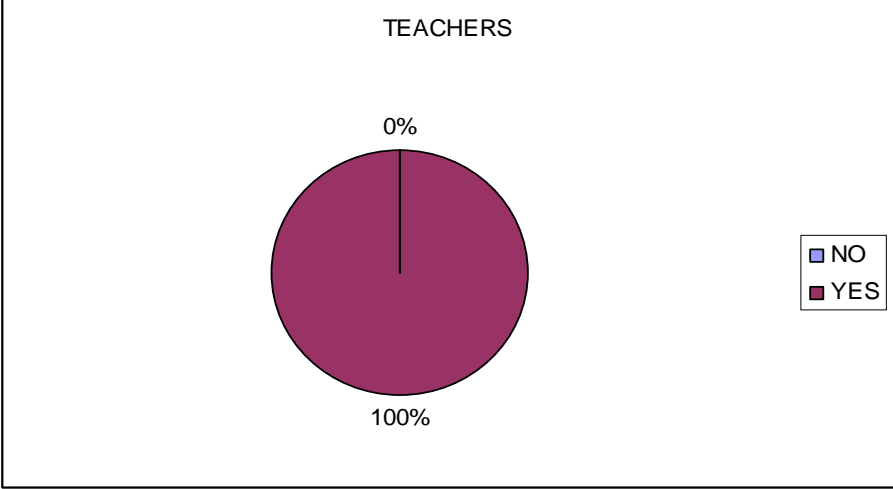


Figure 45

As it can be seen from figures 43, 44 and 45 to the question "Does the teacher anticipate discipline problems and act quickly?" From 100% women students, 73% answered "yes" and 27% percent answered "no" and men students from 100% 93 answered "yes" and 7% answer "no". Instead all the teachers answered "yes" from a 100%. It is best to approach a student in a non-critical way, asking the student to report what progress has been made or what problems have been encountered. This will get him or her back on task without the need for unsafe accusations (Dickinson, 2001, p.84). The yes/no and open-ended questions reveal that teachers are ready to act in come kind of discipline problem and in the interview we can stand out the different ways to control a disruptive class. To conclude, a quickly reaction can avoid a pain in your neck, and to keep students with the same courage.

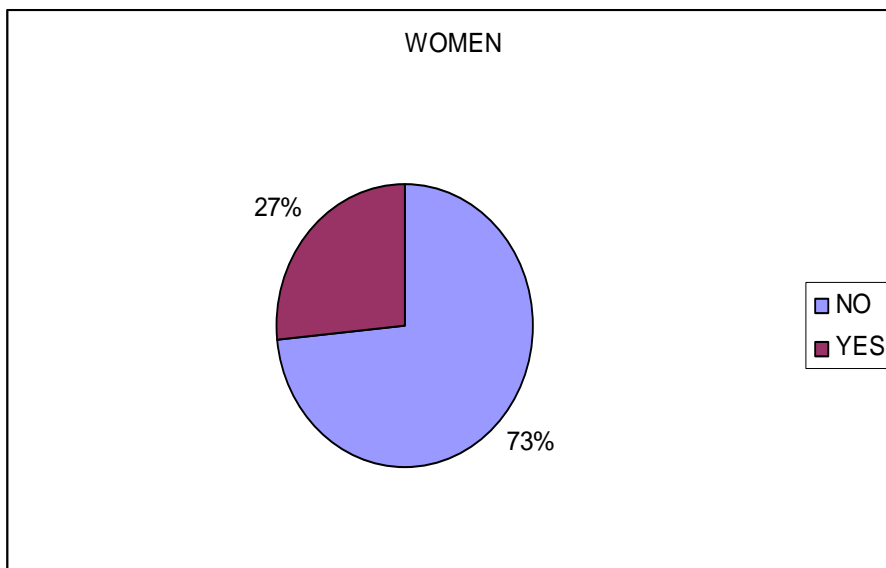


Figure 46

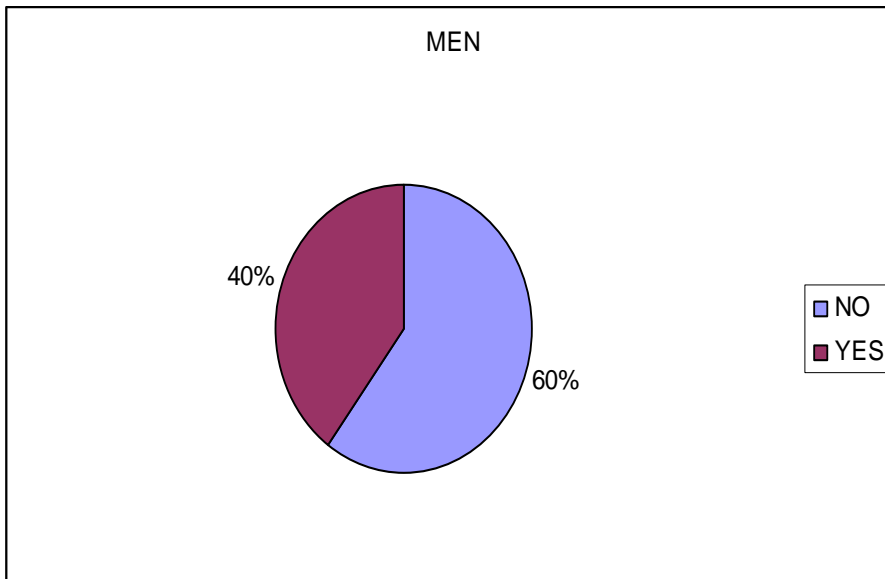


Figure 47

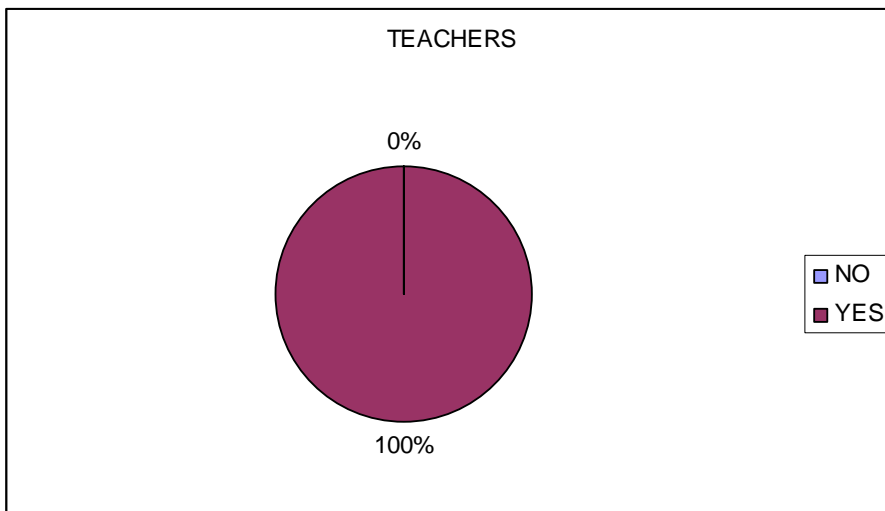


Figure 48

As it can be seen from figures 46, 47 and 48 to the question "Does the teacher avoid confrontations?" From 100% women students, 27% answered "yes" and 73% percent answered "no" and men from 100% students 40% answered "yes" and 60% answer "no". Instead all the teachers answered "yes" from a 100%. An openly defiant student should be removed from the rest of the classroom. It is hoped that most schools have arrangements for this to be done with supervision. The teacher can then deal with the problem privately and (probably by then) more calmly (Waterhouse & Dickinson, 2002, p.85). We can realize into the yes/no and open-ended questions that the opinions between

teachers and students are very different. So we can also infer taking into account that the interview and the statistics that there is an uncomfortable environment because students have to stand the teacher's behavior. To conclude it is better to take the things with calm in order to avoid serious problems.

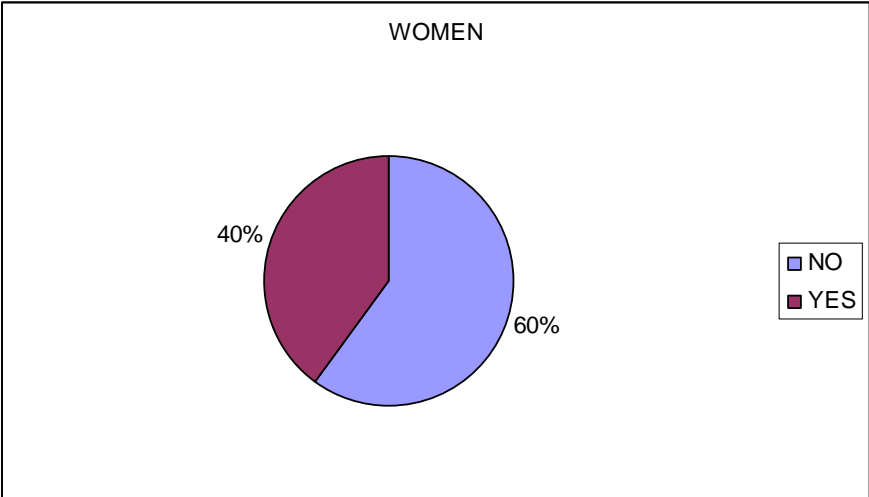


Figure 49

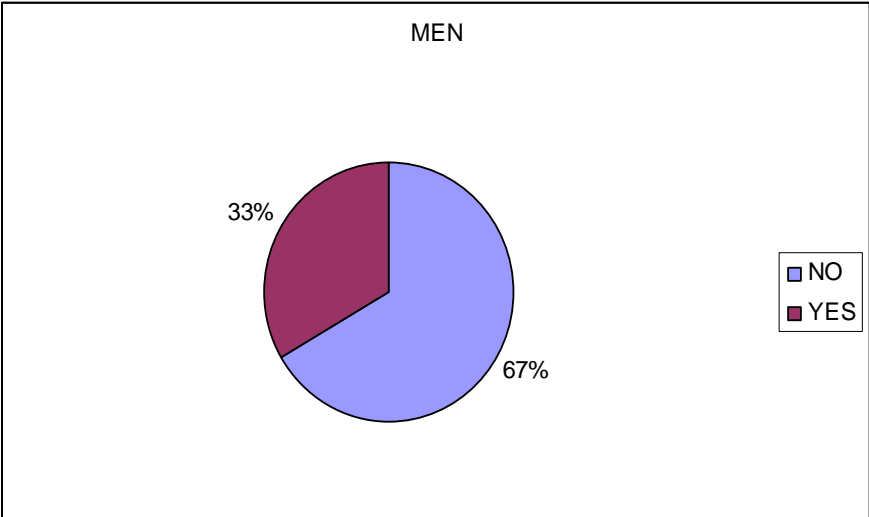


Figure 50

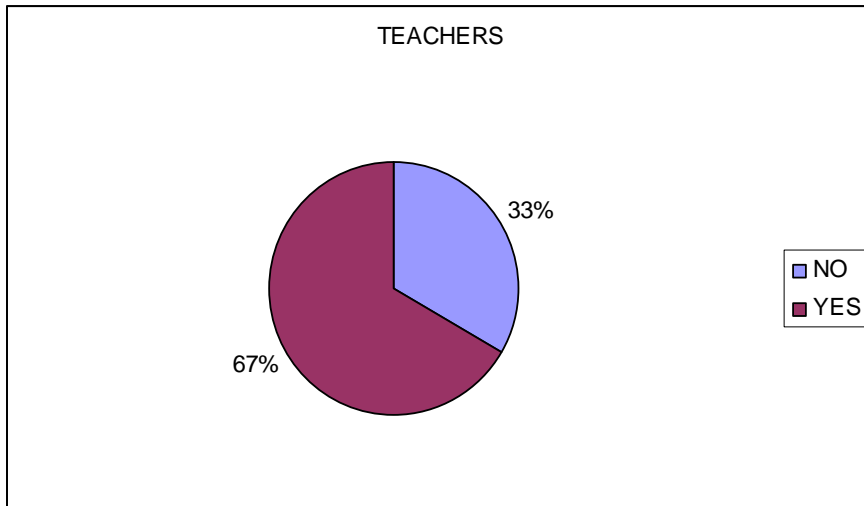


Figure 51

As it can be seen from figures 49, 50 and 51 to the question "Does the teacher clarify fixed rules and standards and they are consistent in applying them?" From 100% women students, 40% answered "yes" and 60% percent answered "no" and men students from 100% 33% answered "yes" and 67% answered "no". Instead all the teachers 67% answered "yes" and 33% answered "no" from 100%. There is a general finding in the classroom management literature that the establishment and enforcement of clear expectations for behavior are at the heart of a well-run classroom (Emmer, 1984). In the yes/no and open-ended questions show us that teachers cannot keep their own rules and standards and that is more evident in the interview which teachers affirm that there is difficult to maintain them because they intent to avoid confrontations. As a conclusion, all the rules that there are in the classroom must be applied not only for students but also for teachers to maintain the discipline.

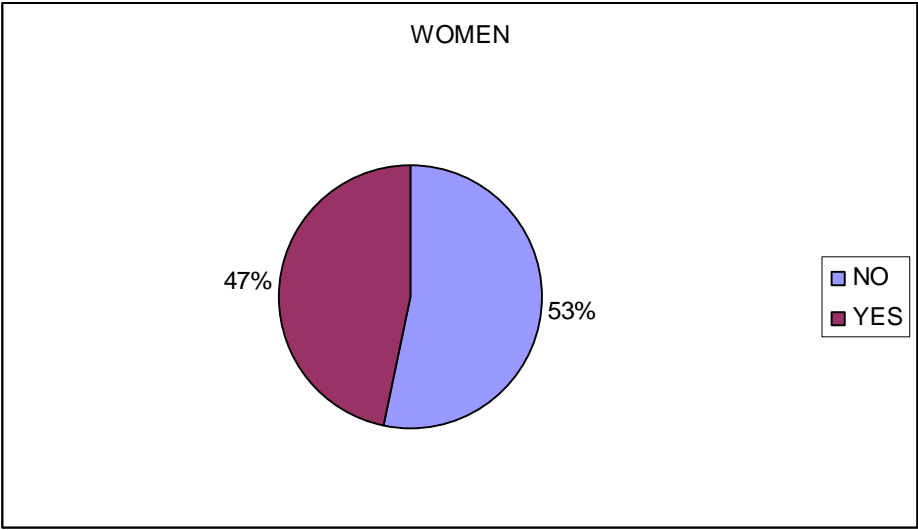


Figure 52

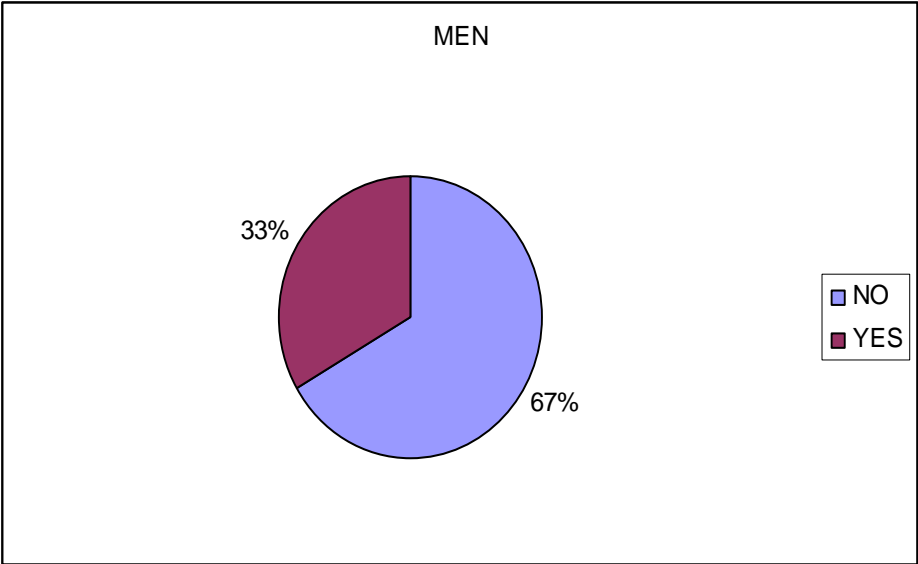


Figure 53

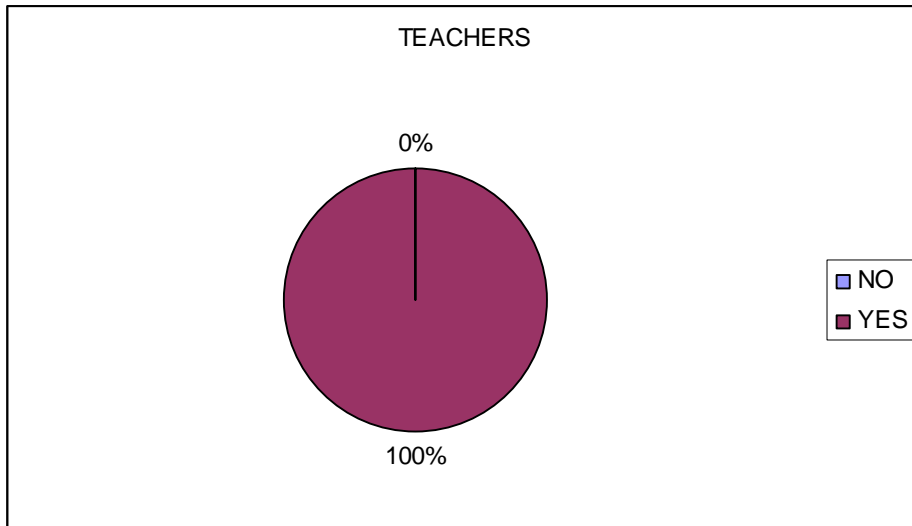


Figure 54

As it can be seen from figures 52, 53 and 54 to the question "Does the teacher show themselves as supporter and helper to the students?" From 100% women students, 47% answered "yes" and 53% answered "no" and men students from 100%, 33% answered "yes" and 67% answer "no". Instead all the teachers answered "yes" from a 100%. According to Brumfit and Johnson (1983) the teacher must reinforce the learners' struggles towards independence from the teacher, and towards peer interdependence. In the yes/no, open-ended questions and in the interview we can see that teachers do not realize that students need a personalized instruction because it is a public school where there is not time enough. To conclude, we can say that the teachers should try look for new ways to teach like asking for the students more work at home, knowing that they do not have time enough to do their activities.

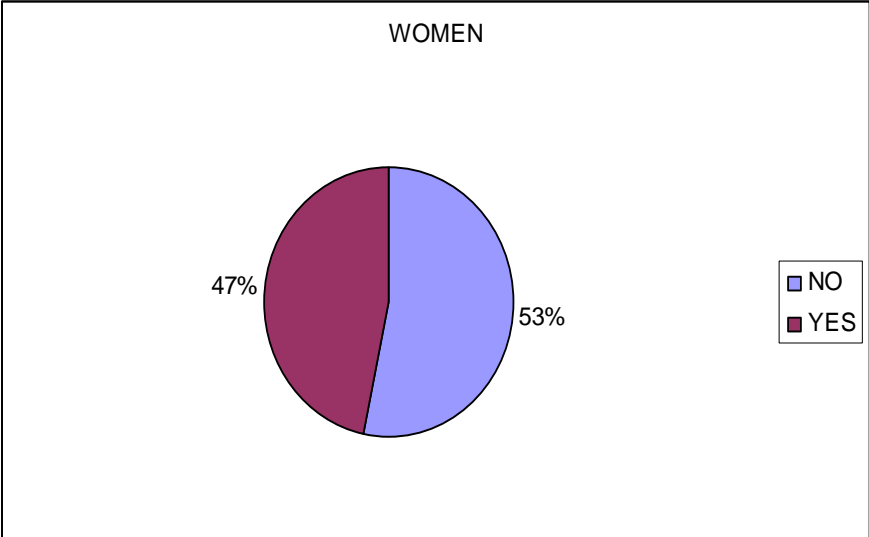


Figure 55

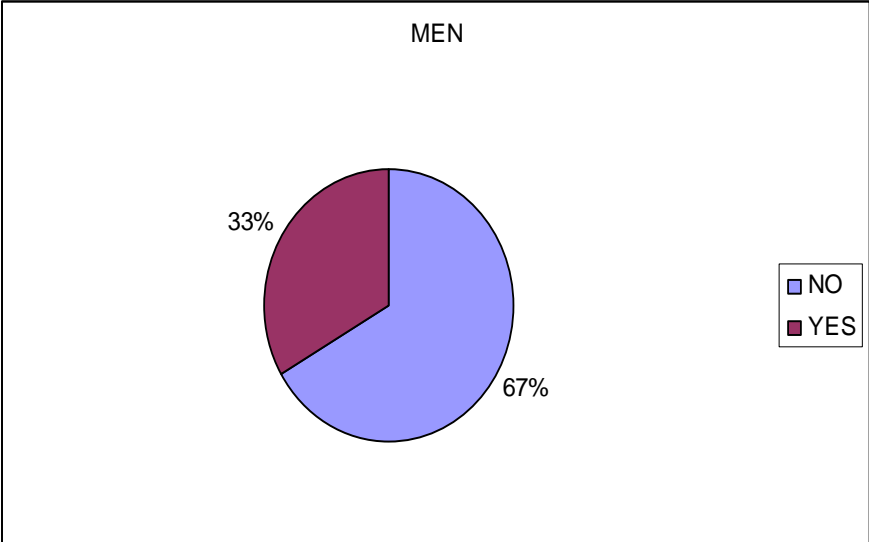


Figure 56

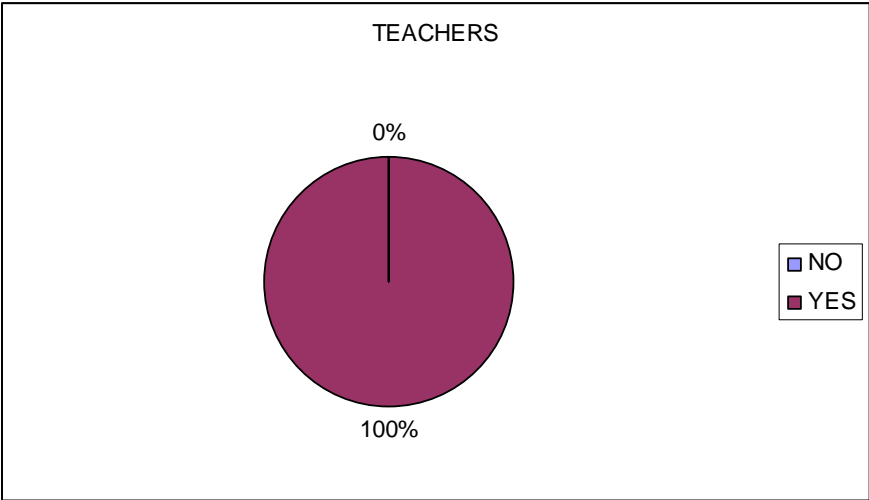


Figure 57

As it can be seen from figures 55, 56 and 57 to the question "Does the teacher treat students with respect?" From 100% women students, 47% answered "yes" and 53% percent answered "no" and men students from 100%, 33% answered "yes" and 67% answer "no". Instead all the teachers answered "yes" from a 100%.The teacher who gets respect from the students will be listened to, and the way that they get respect is not by being strict and always working with the rules (Bob Moon et al, p.86). According to the yes/no and open-ended questions we can infer that the students take a strict teacher like a disrespectful teacher and in the interviews we can see that teachers prefer not have any kind of problem with students in order to avoid a misunderstood to conclude, we can say that the teacher must be flexible but within limits.

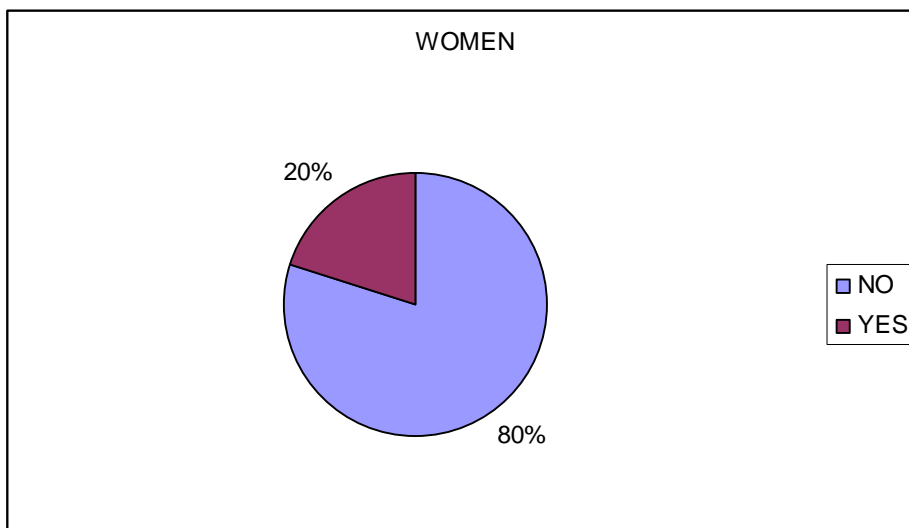


Figure 58

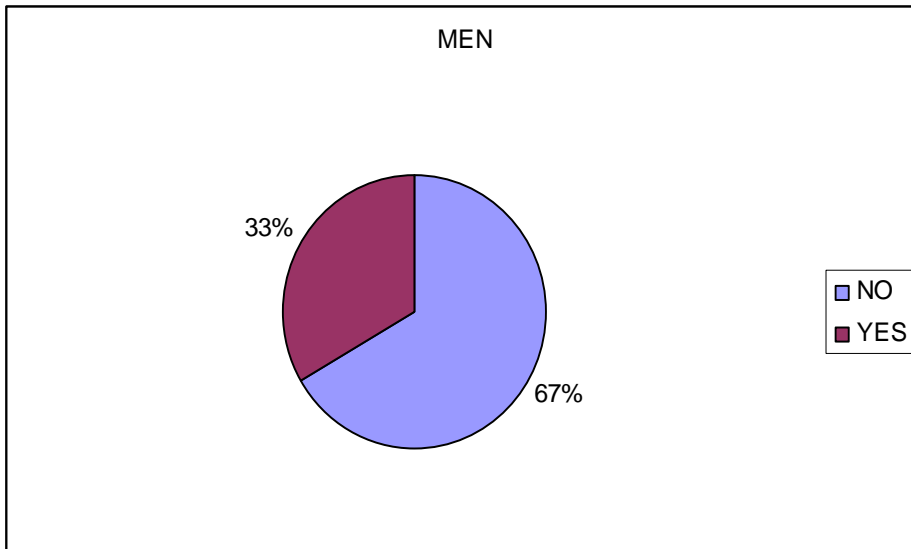


Figure 59

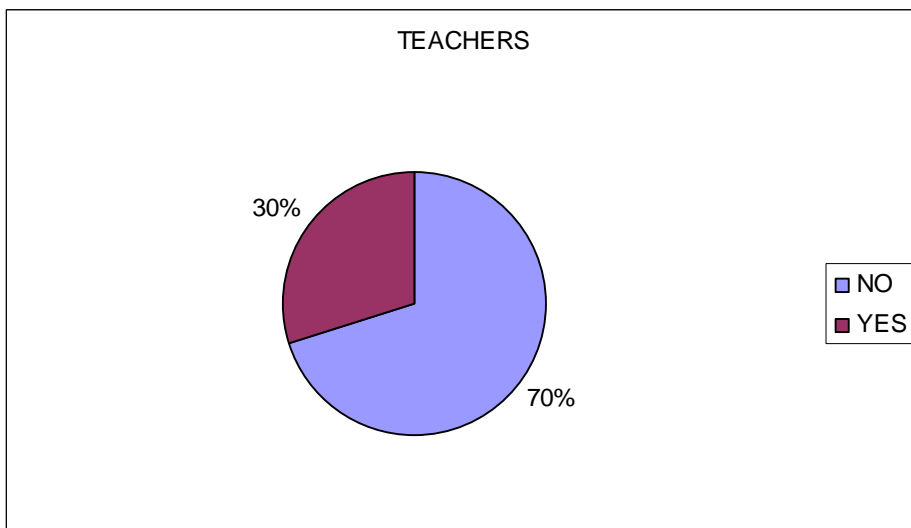


Figure 60

As it can be seen from figures 58, 59 and 60 to the question "Does the teacher use humor constructively?" From 100% women students, 20% answered "yes" and 80% percent answered "no" and men students from 100%, 33% answered "yes" and 67% answer "no". Instead all the teachers 30% answered "yes" and 70% answered "no" from a 100%. When humor is used as a supplement to, and not a substitute for, teaching, its most positive benefits to classroom management come forth, Effective use of humor reinforces the teacher's superior position in the classroom. Psychologists recognize that it is "superior that most often uses humor in communication with the

inferior" (Vizmuller, 1980, p.266).we can infer according to the open-ended questions and in the interview that teacher do not want to be clown and students are always complaining about their mood. As a conclusion, we can say that teachers have to keep a moderated humor according to the context.

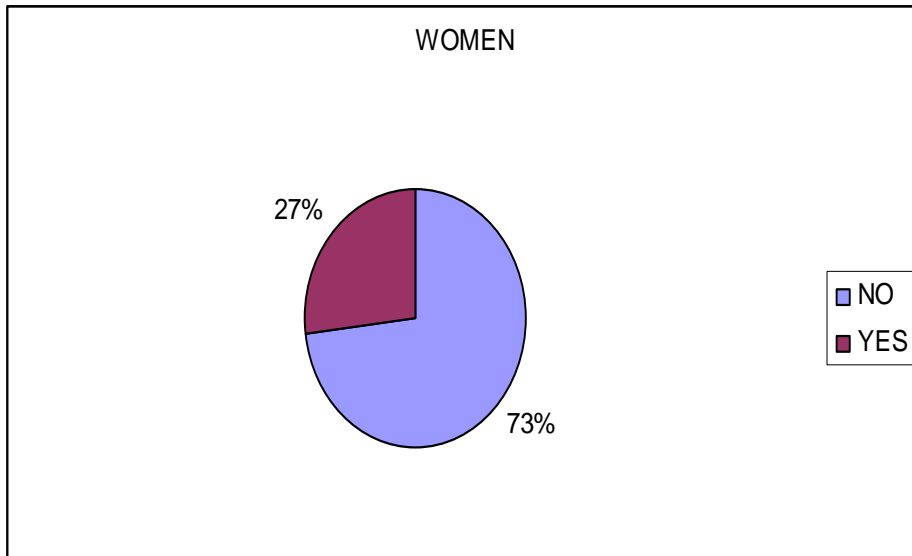


Figure 61

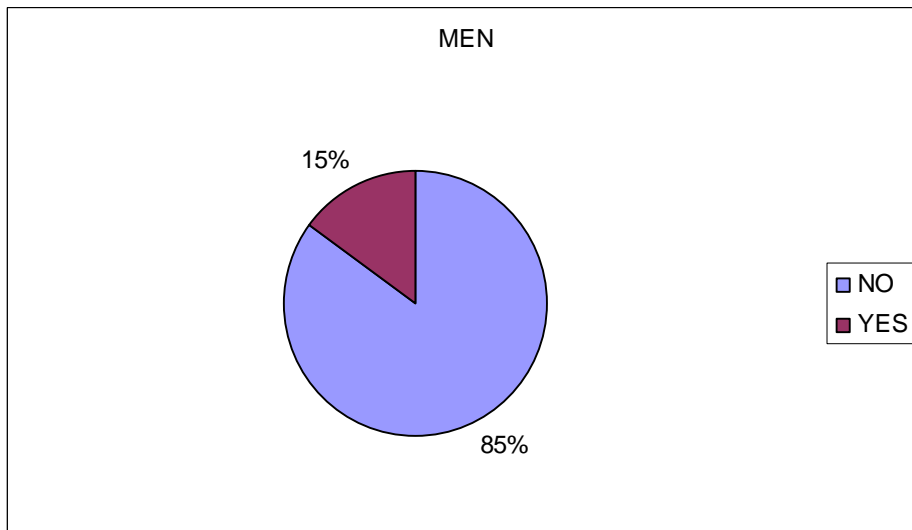


Figure 62

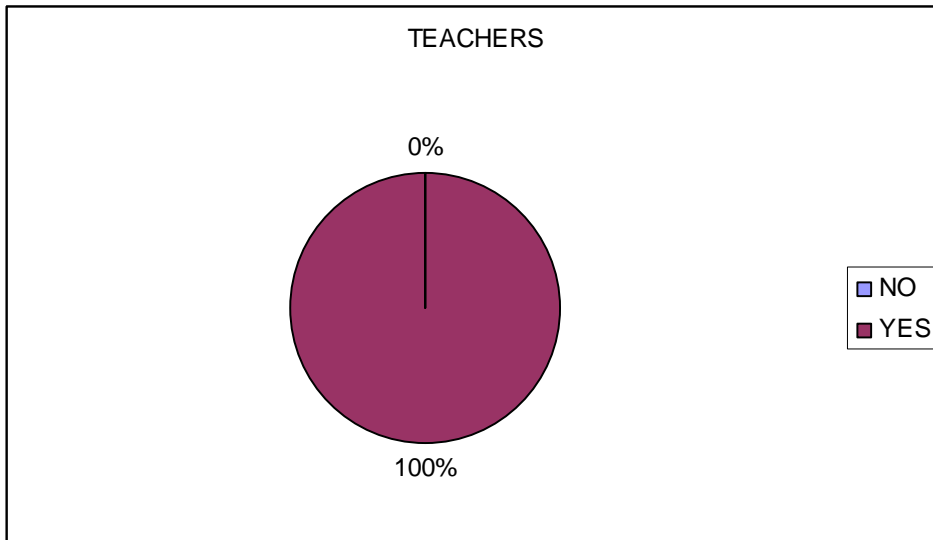


Figure 63

As it can be seen from figures 61, 62 and 63 to the question "Does the teacher choose topics and tasks that will activate students?" From 100% women students, 27% answered "yes" and 73% answered "no" and men students from 100%, 15% answered "yes" and 85% answered "no". Instead all the teachers answered "yes" from a 100%. Prepare your classroom by organizing it for group activities and making sure all needed safety equipment is available and functioning (Sampson, 2004).in the yes/no and open-ended questions we can say that the activities that the teacher use are old fashions and we can see in the interview that the teachers do not realize about that. To conclude teachers have to be updated and try to change their techniques.

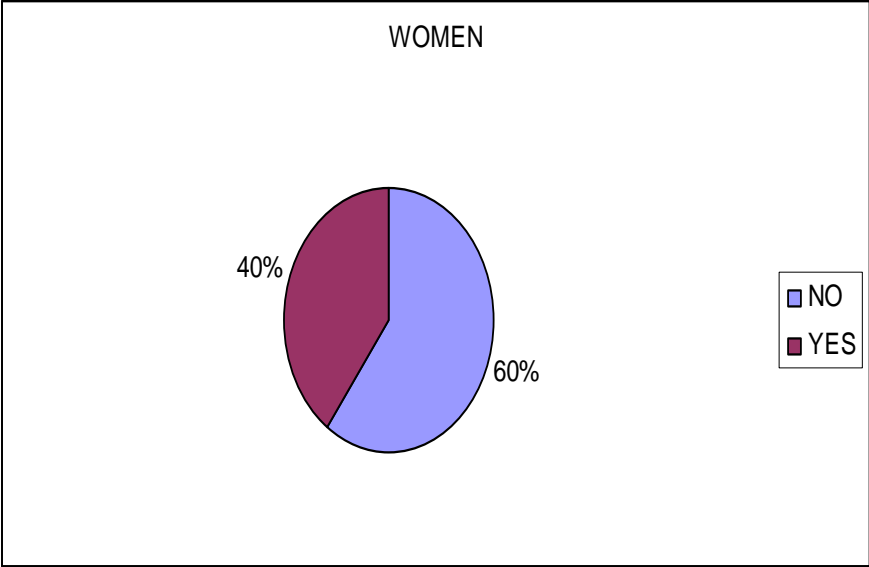


Figure 64

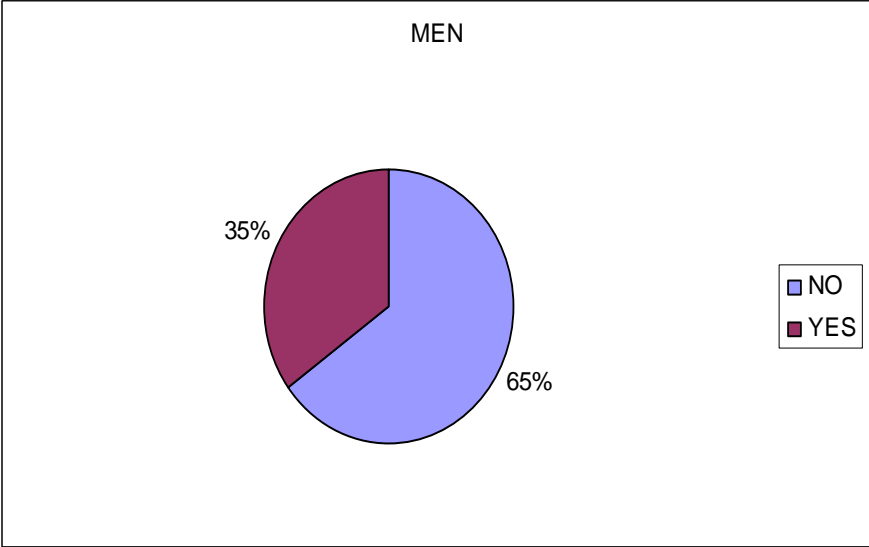


Figure 65

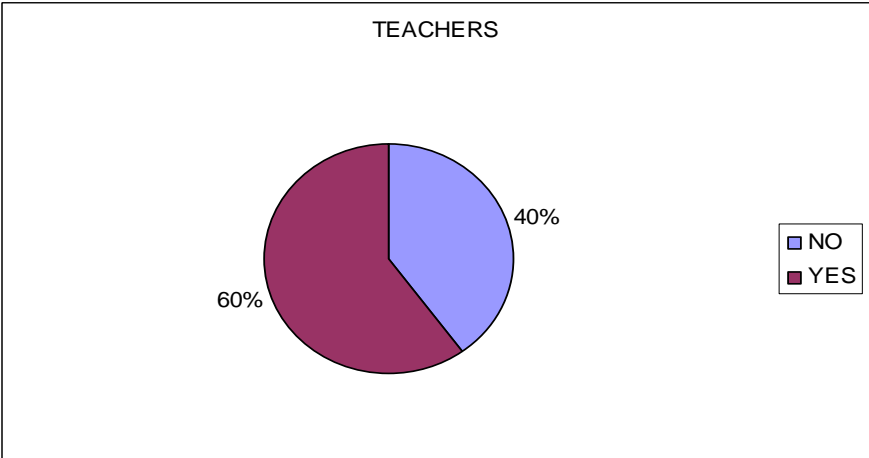


Figure 66

As it can be seen from figures 64, 65 and 66 to the question "Is the teacher warm and friendly to the students?" From 100% women students, 40% answered "yes" and 60% answered "no" and men students from 100%, 35% answered "yes" and 65% answered "no". Instead all the teachers 60% answered "yes" and 40% answered "no" from a 100%. Moreover, a good classroom management refers to issues of supervision, refereeing, facilitating, and even academic discipline. Not all student behaviors require intervention or confrontation while some are serious enough in nature to warrant formal disciplinary action (Rodriguez, 2008). In the open-ended and the yes/no questions and in the interview we can see that the teachers' concept about friendship it is a personal relationship which can carry out confidence between teachers and students. As a conclusion, we can say that the teachers must be friendly and warm but within limits and not give many confidence.

GENERAL CONCLUTIONS

This research shows that most of discipline problems are because of teachers' behavior.

Teachers are authoritarian, for this reason, they cannot control a class.

Teachers must have another plan for unexpected situations and be more responsible than necessary. Moreover, to organize the tasks to handle the time and a good sense of humor is important.

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APPENDIX

Appendix A - questionnaire - Hints about classroom management according to Wragg (1981), taken by Ur's book (2006).

"CLASSROOM MANAGEMENT AND DISCIPLINE FACTORS IN A PUBLIC HIGH SCHOOL IN PASTO"

"

Escuela Publica El Saber
English subject
Eighth courses
Semestre A
San Juan de Pasto
October 2009

NAME _____

DATE _____

Please read carefully the questions below, and mark in the "yes or nor" charts just One answer with an X

No	SURVEY	YES	NO
1	At the beginning, does the teacher start by being firm with students?		
2	Does the teacher get silence before they start speaking to the class?		
3	Does the teacher know and use the students' names?		
4	Does the teacher prepare lessons thoroughly and structure them firmly?		
5	Is the teacher mobile and do they walk around the class?		
6	Does the teacher start the lesson with a "bang" and sustain interest and curiosity?		
7	Does the teacher speak clearly?		
8	Does the teacher make sure their instructions are clear?		
9	Does the teacher have extra material prepared?		

10	Does the teacher look at the class when speaking?		
11	Does the teacher make work appropriate (to pupils' age, ability, cultural background)?		
12	Does the teacher develop an effective personality?		
13	Does the teacher develop the art of timing their lesson to fit available period?		
14	Does the teacher vary their teaching techniques?		
15	Does the teacher anticipate discipline problems and act quickly?		
16	Does the teacher avoid confrontations?		
17	Does the teacher clarify fixed rules and standards and they are consistent in applying them?		
18	Does the teacher show themselves as supporter and helper to the students?		
19	Does the teacher do not patronize students, treat them with respect?		
20	Does the teacher use humor constructively?		
21	Does the teacher choose topics and tasks that will activate students?		
22	Is the teacher warm and friendly to the students?		

INTERVIEW

Appendix B - Interview - Hints about classroom management according to Wragg (1981), taken by Ur's book (2006).

"CLASSROOM MANAGEMENT AND DISCIPLINE FACTORS IN A PUBLIC HIGH SCHOOL IN PASTO"

Escuela Publica El Saber
English subject
Eighth level
San Juan de Pasto
October 2009

Profesor A

No	Questions		
1	<p>Al inicio de la clase, Es firme con los estudiantes. ¿Cual es su técnica?</p>		
2	<p>¿Hace silencio antes de comenzar a hablar en la clase?</p>		
3	<p>¿Conoce y usa los nombres de los estudiantes?</p>		

4	<p>¿Prepara las clases adecuadamente y las organiza?</p> <p>Respuesta: pues, yo preparo las clases de acuerdo al plan de estudios que preparamos antes de iniciar el año electivo y este no tiene ninguna modificación por ende no se organiza otra clase de plan de clase.</p> <p>Entrevistador: no pero a diario, es decir una actividad extra o algo así.</p> <p>Respuesta: si se prepara la clase pero no hay diferentes planes de clase, por ejemplo, si ese día esta programado un video y no hay luz entonces se continua con otro tema.</p>
5	<p>¿Se mueve o camina alrededor del salón de clase?</p> <p>Respuesta: pues, a veces si ya que uno a la edad que tiene le cansa estar caminando en el curso pero por lo general no me muevo del escritorio solo cuando hay algún examen.</p>
6	<p>¿Comienza la clase con algo que sorprenda a los estudiantes, una frase o una palabra para mantener el interés al introducir un tema?</p> <p>Respuesta: la verdad no, yo solo digo el nombre del tema, coloco el titulo en el tablero y ya... dicto mi clase.</p>
7	<p>¿Habla claro en la clase?</p> <p>Respuesta: si por supuesto ya que de esta forma los estudiantes entienden un tema y no se presentan luego problemas al dejar actividades para la clase.</p>
8	<p>¿Se asegura que sus instrucciones sean claras?</p> <p>Respuesta: yo me aseguro. Si una gran cantidad de estudiantes no me entienden porque si todos se quedan</p>

	calladitos entonces quiere decir que si entienden.
9	<p>¿Tiene material extra preparado?</p> <p>Respuesta: yo tengo guías preparadas y material por si de pronto pasa algo.</p>
10	<p>¿Mira a los estudiantes cuando habla?</p> <p>Respuesta: claro que toca mirar a los estudiantes cuando uno habla ya que así ellos se dan cuenta de que uno los tiene en la mira y entonces así ellos no molestan aunque no claro que hay estudiantes que eso no les importa y siguen haciendo recocha.</p>
11	<p>¿Hace el trabajo de acuerdo a (la edad de los estudiantes, habilidad, origen cultural)?</p> <p>Respuesta: nosotros como profesores realizamos un plan de estudios el cual debemos seguir sin importar las habilidades o dificultades que tengan los estudiantes ya que nosotros no tenemos conocimiento previo de que clase de estudiantes tendremos durante el año escolar.</p>
12	<p>¿Tiene su propio estilo al dictar la clase?</p> <p>Respuesta: si yo tengo mi propia manera de dictar mis clases por eso ellos ya me conocen y ya saben por ejemplo cuando me pongo bravo o que clase de actividades les hago realizar ya sea en clase o trabajo en casa.</p>
13	<p>¿Tiene la habilidad de manejar el tiempo?</p> <p>Respuesta: si de acuerdo a las actividades que desarrollo en las clases y con la experiencia que he tenido en las mismas se cual es el tiempo suficiente para cada actividad y de hecho es así los niños siempre terminan los ejercicios a tiempo.</p>
14	<p>¿Varía sus técnicas de enseñanza?</p> <p>Respuesta: si nosotros tenemos que variar las técnicas que uno aplica para enseñar porque sino los estudiantes se aburren unas veces les hago hacer trabajos en grupos,</p>

	consultas, lecturas y así...
15	<p>¿Anticipa problemas de disciplina y actúa a tiempo?</p> <p>Respuesta: si claro eso es importante ya que yo en mi caso soy muy claro desde el principio de acuerdo a algunas reglas que uno pone al principio del año ya sean como la puntualidad, apagar los celulares y cosas así y cuando no hacen caso a estas observaciones obviamente actúo de manera rápida para que no se vuelvan a presentar los mismos problemas.</p>
16	<p>¿Evita discusiones con los estudiantes?</p> <p>Respuesta: Claro sino imagínese uno que se la pase discutiendo todo el tiempo con los alumnos no... Eso si que es tenaz... pues igual con el tiempo que uno ya tiene aquí aprende a tener mucha paciencia con estos muchachos.</p>
17	<p>¿Hace respetar las reglas y normas establecidas y se empeña en aplicarlas?</p> <p>Respuesta: Uno trata de que así sea pero la verdad es difícil ya que por ejemplo una de las reglas estipuladas es que a los alumnos que llegan tarde no se los deja entrar entonces imagínense es difícil yo por ejemplo no les hago ese mal a los alumnos porque eso es un mal cierto... que ellos no entren a clase y pierdan... no pues eso uno no debe hacer yo por lo menos no lo hago lo que hago es volverles a insistir en tratar de cumplir con las reglas que se deben llevar a cabo.</p>
18	<p>¿Se muestra como un apoyo y colabora a los estudiantes?</p> <p>Respuesta: Si yo siempre les digo que yo puedo colaborarles en algo que no entiendan para volverles a explicar o algo así además para que ellos confíen un poco en los profesores y no tengan miedo porque sino después le cogen odio a la materia.</p>

19	<p>¿Trata a los estudiantes con respeto?</p> <p>Respuesta: Por supuesto eso es muy importante el respeto ya que los niños como todos nosotros queremos que todos nos traten con mucho respeto además es algo muy fundamental como docentes inculcar el respeto.</p>
20	<p>¿Tiene un buen sentido del humor?</p> <p>Respuesta: No la verdad es algo difícil ser o implementar algo de humor en las clases ya que de esa forma los estudiantes tratan de montársela y eso es lo que uno no debe permitir.</p>
21	<p>¿Escoge temas y tareas que despierta el interés en los estudiantes?</p> <p>Respuesta: Si se escogen temas que sean interesantes para los alumnos para que ellos se motiven al estudio, le cojan interés y no se aburren y le cojan odio a la material.</p>
22	<p>¿Es amigable con los estudiantes?</p> <p>Respuesta: Yo soy algo amigable con mis estudiantes para que de esa forma ellos no les de miedo preguntar cuando no entiendan aunque con ciertas limitaciones ya que muchas veces ellos confunden la relación profesor-estudiante.</p>

INTERVIEW

Appendix B - Interview - Hints about classroom management according to Wragg (1981), taken by Ur's book (2006).

"CLASSROOM MANAGEMENT AND DISCIPLINE FACTORS IN A PUBLIC HIGH SCHOOL IN PASTO"

Escuela Publica El Saber
English subject
Eighth level
San Juan de Pasto
October 2009

Profesor B

No	Questions		
1	<p>Al inicio de la clase. Es firme con los estudiantes. ¿Cual es su tecnica?</p>		
	<p>Respuesta: saludar a los estudiantes, así decir fuerte "buenos días" sino se la montan, si ya no hacen silencio... No, seguir hablando fuerte si no... pues sacarlos del salón.</p>		
2	<p>¿Hace silencio antes de comenzar a hablar en la clase?</p>		
	<p>Respuesta: Claro pues... si uno no hace eso los estudiantes siguen en su juerga y es berraco pues... entonces toca ponerse pilas con ellos.</p>		
3	<p>¿Conoce y usa los nombres de los estudiantes?</p>		
	<p>Respuesta: yo soy malo pa los nombres... yo solo lo señalo le digo ve vos... pa que hagan caso pero uno que otro si me lo sé</p>		
4	<p>¿Prepara las clases adecuadamente y las organiza?</p>		
	<p>Respuesta: siempre es bueno tener un plan extra porque si uno se basa en el plan de estudios es muy poco entonces</p>		

	es bueno colocar otros temas, pero particularmente a mi no me queda mucho tiempo para preparar más de una actividad para la clase.
5	<p>¿Se mueve o camina alrededor del salón de clase?</p> <p>Respuesta: pos que te dijera... eh.. pos yo me quedo quieto en un solo lugar el que me presta atención bien si no pues cuando hay indisciplina yo señalo al grupo que esta molestando para que haga silencio.</p>
6	<p>¿Comienza la clase con algo que sorprenda a los estudiantes, una frase o una palabra para mantener el interés al introducir un tema?</p> <p>Respuesta: al principio tenia el habito pero ahora es difícil con el manejo de tantos cursos y a veces el manejo de los temas...</p>
7	<p>¿Habla claro en la clase?</p> <p>Respuesta: mi tono de voz es fuerte y tal vez ellos ya se acostumbraron y a veces es difícil alzar la voz ya que ellos no reconocen que lo estoy haciendo con un tono más fuerte. Pero es bueno a veces hablar bajito o despacio ya que a veces ellos prestan atención a lo que se va a decir.</p>
8	<p>¿Se asegura que sus instrucciones sean claras?</p> <p>Respuesta: si ya que de esta manera los estudiantes no tienen dudas al realizar las actividades ya sean fuera o dentro de la clase. Claro que sean presentado casos donde los niños no entienden algo pero es porque muchas veces están charlando con el de al lado o algo así.</p>
9	<p>¿Tiene material extra preparado?</p> <p>Respuesta: es difícil tener mas de un material preparado ya que en mi caso por ejemplo tengo muchos cursos y con cada uno es un tema diferente entonces la verdad si es complicado.</p>

10	<p>¿Mira a los estudiantes cuando habla?</p> <p>Respuesta: es bueno mirar a los estudiantes porque se mantienen atentos a lo que uno esta diciendo aunque los estudiantes son vivos uno los mira pero ellos a veces están en las nubes porque cuando uno les pregunta algo y no salen con nada.</p>
11	<p>¿Hace el trabajo de acuerdo a (la edad de los estudiantes, habilidad, origen cultural)?</p> <p>Respuesta: con la cantidad de estudiantes que tenemos y con las deficiencias de algunos de ellos es difícil dar una instrucción adecuada a lo que me preguntas es decir la edad, la habilidad y el origen cultural.</p>
12	<p>¿Tiene su propio estilo al dictar la clase?</p> <p>Respuesta: al comienzo me guiaba como intentando remedar a otros profesores pero luego con los años un va adquiriendo su propio estilo y manejo de la clase.</p>
13	<p>¿Tiene la habilidad de manejar el tiempo?</p> <p>Respuesta: a veces se le pasa un poquito de tiempo o a veces no le queda tiempo pero se intenta manejar adecuadamente el tiempo y le doy a cada actividad el tiempo que yo considero pertinente.</p>
14	<p>¿Varía sus técnicas de enseñanza?</p> <p>Respuesta: algunas veces si, pero no todo el tiempo ya que los muchachos de ahora son muy inquietos entonces se llegan a aburrir fácilmente.</p>
15	<p>¿Anticipa problemas de disciplina y actúa a tiempo?</p> <p>Respuesta: Si pues lo que se hace es advertir al estudiantado los posibles problemas que se puedan presentar en el aula y cuando sucede toca tomar medidas inmediatamente.</p>
16	<p>¿Evita discusiones con los estudiantes?</p> <p>Respuesta: En la mayoría de veces si ya que es mucho problema cuando se presentan casos en los que los</p>

	estudiantes no entienden un regaño y después vienen aquí con los padres de familia y la verdad yo soy de las personas que no me gusta discutir y muchos menos con los padres de familia.
17	¿Hace respetar las reglas y normas establecidas y se empeña en aplicarlas?
	Respuesta: Pues a pesar de ser algo muy difícil de lograr en los estudiantes yo si soy muy estricto en ese sentido y les inculco todo el tiempo las reglas y normas a cumplir.
18	¿Se muestra como un apoyo y colabora a los estudiantes?
	Respuesta: Claro eso es parte de la empatía hacia los estudiantes y depende mucho de uno como profesor que de esa forma el alumno pueda llegar a querer o a odiar la materia.
19	¿Trata a los estudiantes con respeto?
	Respuesta: Si siempre trato bien a mis estudiantes y ellos de la misma forma me respetan porque eso es lo que yo siempre les digo que debemos respetarnos los unos con los otros.
20	¿Tiene un buen sentido del humor?
	Respuesta: No a mi me gusta ser muy estricto con mis estudiantes ya que de esa forma los estudiantes no toman en burla las clases.
21	¿Escoge temas y tareas que despierta el interés en los estudiantes?
	Respuesta: Si utilizo actividades nuevas y que despierten interés, se hace para no tener clases monótonas sino intentar variar para que ellos no se aburran.
22	¿Es amigable con los estudiantes?
	Respuesta: Yo creo que la palabra amigable significa confianza y entre amigos y en esta profesión no se puede ser amigos según lo que yo he aprendido el profesor debe ser un guía y no un amigo.

INTERVIEW

Appendix B - Interview - Hints about classroom management according to Wragg (1981), taken by Ur's book (2006).

"CLASSROOM MANAGEMENT AND DISCIPLINE FACTORS IN A PUBLIC HIGH SCHOOL IN PASTO"

Escuela Publica El Saber
English subject
Eighth level
San Juan de Pasto
October 2009

Profesor C

No	Questions		
1	<p>Al inicio de la clase. Es firme con los estudiantes. ¿Cual es su tecnica?</p>		
	<p>Respuesta: Pues... si es buena idea que los profesores hagan silencio al comienzo porque al inicio de la clase los estudiantes son un poco revoltosos y es parte importante en el orden de la clase y el manejo... La técnica es quedarme callado para que todos presten atención y haya interés. Ya</p>		
2	<p>¿Hace silencio antes de comenzar a hablar en la clase?</p>		
	<p>Respuesta: toca ver pues la actitud de cómo uno entra si uno entra y estan haciendo ruido entonces se les dice que hagan silencio sino pues no... tambien se habla fuerte sin pedirles el favor sino no hacen caso...</p>		
3	<p>¿Conoce y usa los nombres de los estudiantes?</p>		

	Respuesta: en este caso uno los conoce a los que son más molestos entonces uno ahí si se acuerda del que es mas inquieto, más jodido porque así uno los tienen en cuenta...
4	¿Prepara las clases adecuadamente y las organiza?
	Respuesta: pos claro uno tiene que estar preparado porque uno para improvisar aquí que tal y que uno lo vayan a corchar no que tal por eso uno tiene que preparar al menos una actividad más para la clase.
5	¿Se mueve o camina alrededor del salón de clase?
	Respuesta: si toca moverse para ir pasando por cada puesto e ir viendo lo que esta haciendo cada uno y así mantener el orden.
6	¿Comienza la clase con algo que sorprenda a los estudiantes, una frase o una palabra para mantener el interés al introducir un tema?
	Respuesta: no yo solo hago un recuento de la clase pasada, he intento implementar nuevas cosas.
7	¿Habla claro en la clase?
	Respuesta: yo hablo claro para que mis estudiantes me entiendan y no pregunten, sino toca pegarles su regañazo. Voy al grano sin vacilaciones.
8	¿Se asegura que sus instrucciones sean claras?
	Respuesta: yo hablo una vez si me entendieron me entendieron pero siempre hay uno por ahí rezagado entonces toca volverle a repetir... Si pues eso es.
9	¿Tiene material extra preparado?
	Respuesta: no yo pues yo hasta ahora me ha resultado bien mis clases con el material que preparo sin necesidad de otro material extra además nosotros manejamos un libro entonces pues no es necesario más material.
10	¿Mira a los estudiantes cuando habla?

	Respuesta: si porque es la única forma que uno tiene para supervisarlos porque ellos son muy inquietos.
11	¿Hace el trabajo de acuerdo a (la edad de los estudiantes, habilidad, origen cultural)?
	Respuesta: no porque hay personas que tienen deficiencias cognitivas y toca saber su conocimiento en el estudio aunque seria bueno tener un aprendizaje personalizado.
12	¿Tiene su propio estilo al dictar la clase?
	Respuesta: tengo mi propio estilo ya que para los estudiantes la monotonía de ser igual que los otros profesores a los estudiantes les inquieta y se estresan
13	¿Tiene la habilidad de manejar el tiempo?
	Respuesta: algunas veces podría necesitar un poco mas de tiempo pero concretaría el ejercicio lo más rápidamente pero eso es muy raro por lo general no me ha pasado eso.
14	¿Varía sus técnicas de enseñanza?
	Respuesta: hago diferentes técnicas dependiendo de las notas que tienen los estudiantes ya que si ellos están todos mal toca aplicar otra técnica.
15	¿Anticipa problemas de disciplina y actúa a tiempo?
	Respuesta: Siempre se han presentado problemas de indisciplina a pesar de que uno trata en lo posible de evitar que los niños hagan indisciplina y pues lo que yo hago es volver a repetir las cosas que no me gustan por el cual se presentan los problemas de indisciplina pero ya lo hago es con voz más fuerte.
16	¿Evita discusiones con los estudiantes?

	<p>Respuesta: La verdad hay estudiantes muy inquietos y muy indisciplinados que casi siempre no hacen caso a las observaciones pero pues a nosotros los profesores no nos conviene tener discusiones con los alumnos porque uno es consciente de que ellos son niños todavía y pues toca ser muy paciente.</p>
17	<p>¿Hace respetar las reglas y normas establecidas y se empeña en aplicarlas?</p> <p>Respuesta: Todo el tiempo claro eso es muy importante pues para eso estamos nosotros acá para enseñarles a hacer respetar e igualmente yo también las aplico para darles ejemplo a los niños como por ejemplo la puntualidad yo siempre llego a tiempo a mis clases.</p>
18	<p>¿Se muestra como un apoyo y colabora a los estudiantes?</p> <p>Respuesta: Todo el tiempo yo les digo a mis alumnos que tienen mi apoyo y colaboración en lo que se pueda para sus actividades y lecciones.</p>
19	<p>¿Trata a los estudiantes con respeto?</p> <p>Respuesta: Por supuesto es parte de nosotros los docentes que para nosotros es una obligación tratar a los estudiantes con respeto y de esa forma enseñarles a respetar a los demás. Claro que también hay casos de casos donde hay niños que entre más se les habla de respeto son más groseros tanto con uno al igual que con sus compañeros.</p>
20	<p>¿Utiliza un buen sentido del humor?</p> <p>Respuesta: Se intenta tener una clase con humor pero los años de experiencia que tiene uno le dan una nueva perspectiva y creo que el humor es algo que puede dar algo de confianza hacia los estudiantes y eso afecta la relación profesor estudiante por eso es mejor mantener un perfil bajo.</p>

21	<p>¿Escoge temas y tareas que despierta el interés en los estudiantes?</p> <p>Respuesta: Las tareas que presento son innovadoras e igual están basadas al plan de estudios de los estudiantes. Yo sé que algunas de las tareas no son muy interesantes para ellos pero igual hay que seguir el plan.</p>
22	<p>¿Es amigable con los estudiantes?</p> <p>Respuesta: Uno es amigable con ellos pero no puede sobrepasar los límites, los estudiantes deben estar con los estudiantes y los profesores tienen que encargarse de sus asuntos porque eso después si hay algún tipo de amistad conlleva a malos entendidos pero por lo regular si soy amigable con ellos porque uno tampoco puede amargarse.</p>