ABSTRACT

WHAT ARE THE COMMON DISCIPLINE PROBLEMS AMONG ELEMENTARY
SCHOOL LEARNERS IN ENGLISH CLASSES WITH STUDENT-TEACHERS

By

Paola Caicedo Noguera
Patricia Muñoz Rojas

ABSTRACT

This descriptive work depicts the most common discipline problems among elementary schools English learners in classes taught by student-teachers. It also presents the possible causes of discipline problems and the student- teachers training or the lack of it to handle those problems.

The total population that participated in this work and that consisted of one hundred-twenty students and eight student-teachers was surveyed. The results showed that students expressed different types of discipline problems such as: restlessness, aggressiveness, violence and short attention spans. The main cause the stated problem was the lack of student- teachers´ training in aspects concerning the English teaching learning process (methodology, syllabus development, materials, context).

RESUMEN

Este trabajo descriptivo describe los problemas disciplinarios mas comunes entre los estudiantes de inglés en básica primaria en clases enseñadas por practicantes. Además presenta las posibles causas de los problemas de disciplina y la preparación de los practicantes o la falta de esta para manejar dichos problemas.

Un total de población de ciento veinte estudiantes y ocho practicantes que participó en este trabajo fue encuestada.

Los resultados mostraron que los estudiantes expresaron diferentes tipos de problemas de disciplina como agresividad, violencia, distracción, juego. La principal causa de dicho problema fue la falta de preparación de los practicantes en aspectos concernientes al proceso de enseñanza-aprendizaje del inglés (metodología, desarrollo de un plan de clases, materiales y contexto).

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DEDICATION

In memoriam to my mother Fanny Maria Rojas who is in heaven;

and dedicated to my father Roberto Muñoz, my sisters Ruby and

Bertha and my brother Jimmy Muñoz Rojas.

Patricia

DEDICATION

I dedicate this work in memoriam of my mother Ilba Noguera, to

my grandparents Rufino and Josefina; to my aunts Ana and Lucia,

and to a special woman Maria Alicia Cerón.

Paola

ACKNOWLEDGEMENTS

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CHAPTER 1. THE PROBLEM

The idea of working with the question "What are the common discipline problems among elementary school English learners in classes with student- teachers" was taken from a context where children were learning English as a foreign language. Discipline was chosen as the main topic to research because of its relevance in our daily professional practice. This situation helped the researchers identify the different areas which were directly connected with the research topic. The problem was evaluated to determine if this work had enough criteria to be researched. The delimitation was conceptual and it concerned the population and location. All the above considerations were complemented with general and specific objectives which were followed by the significance of the paper where the authors explained why this research was carried out.

Introduction to the Problem

According to Ur (1996) the word "discipline" has for educators an immediate meaning concerning silence, but discipline is in fact a complex, hard to define concept because each teacher may have in mind his/her own expectations depending on the type of students, proficiency and method used. For instance, a teacher using the communicative method may expect his/her students to talk a lot during the class period, but this does not mean that there are discipline problems.

Discipline is probably one of the most frequent sources of problems in a class, a problem which all teachers have to face. It affects the teaching system which involves teachers, students, principals and everybody who is interested in the success and efficacy of schooling.

This research problem appeared from the need to know, to describe, and to analyze what was happening with discipline in English classes with student-teachers.

In addition, it was important to start a research about discipline because this topic has not been profusely researched. Besides, research on discipline might suggest teachers some standards for handling discipline problems instead of tending to ignore or not to respond immediately and actively to any minor manifestation of them.

Description of the Problematic Situation

Unfortunately, English classes in Elementary schools presented a variety of difficulties concerning discipline and also a series of conditions that encouraged discipline problems. A possible cause of the discipline problems observed could be the qualification of teachers; in most of the cases analyzed in classroom observations, the people in charge did not have a degree as English teachers or as educators. This lack of training might be the reason why discipline was handled in a superficial way as it was observed.

Most of the teachers observed and teachers in general have a vague meaning about discipline. This meaning was associated to the time students spent working in silence and paid attention. However, discipline problems were not only related to noise or lack of attention. They could appear in several ways. According to the characteristics of the classroom, discipline problems could take the shape of restless, talkative, playful, aggressive, rebellious, violent, disobedient students. Sometimes teachers might just ignore talkative or restless students and tend to identify themselves with playful students. Some behaviors like the ones described above were present in the classes observed for this research, but some teachers tended not to recognize them as discipline problems. It could be said that the fact that teachers did not recognize problems, did not know how to handle

problems or choose to neglect them might also influence or contribute to the poor results in the learning – teaching process.

It was vital for student-teachers to learn how to notice discipline problems and their manifestations in English classes and the most important thing was to acknowledge and to handle them in a suitable way for the age of the learners, size of the class, schedule particularities and so on. As teachers people not only have the chance to face a group of students, but also the opportunity to discover and handle different discipline problems.

Tentative Problem

The tentative problem for this project was: What are the common discipline problems among elementary school English learners in classes with student- teachers.?

Problem Analysis

In the process of teaching and learning English in elementary schools there is a variety of elements, of categories and subcategories which contribute to a whole process of teaching. For the purpose of this paper the elements selected are presented next in an specific order according to the relevance they had for this research.

Methodology is one major area within which classroom management is found as well as a main constituent: discipline. At the same time, discipline is related to and influences the teacher, the students, the method, the materials and the context where learning takes place.

Teaching and learning of English is an endless process in which all the categories and subcategories mentioned above work harmoniously for providing successful results or attaining the goals proposed.

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                          ┌─────────────┐
                          │   Method    │
                          └─────────────┘
          ┌───────────────────┼───────────────────┐
   ┌────────────┐      ┌────────────┐       ┌────────────┐
   │  Approach  │      │   Design   │       │ Procedure  │
   └────────────┘      └────────────┘       └────────────┘
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Approach

a.   A theory of the nature of language
-an account of the nature of language proficiency
-an account of the basic units of language structure
b. A theory of the nat ure of language learning
-An account of the psycholinguistic and cognitive processes involved in language learning.
-An account of the conditions that allow for successful use of these processes..

Design

a.   the general and specific objectives of method.
b.   A syllabus model.
-Criteria for the selection and organization of linguistic and/or subject -matter content
c. Types of learning and teaching activities
- Kinds of tasks and practice activities to be employed in the classroom and in material.
d. Learner roles.
- Types of learning tasks set for learners
- patterns of learner groupings that are recommended or implied.
-Degree of control learners have over the content of learner
- degree to which learners influence the learning of others
- the view of the learner as a processor, performer, initiator, problem solver, etc
e. Teacher roles.
- types of functions teacher fulfil
- degree of teacher influence over learning.
- degree to which the teacher determines the content of learning.
-types of interaction between teachers and learners..
f. the role of instructional materials.
-primary function of materials.
-the forms materials take (textbook, audiovisual).
-relation of materials to other input.
- assumptions made about teachers and learners.

Procedure

a.   Classroom techniques, practices and behaviours observed when the method is used.
-    resources in terms of time, space and equipment used by the teacher.
-    International patterns observed in lessons.
-    Tactics ann strategies used by teachers and learners when the method is being used

Figure 1. For a more detailed overview Richards, & Rodgers, (2001) presents a summary of elements that compose the process of teaching and learning.
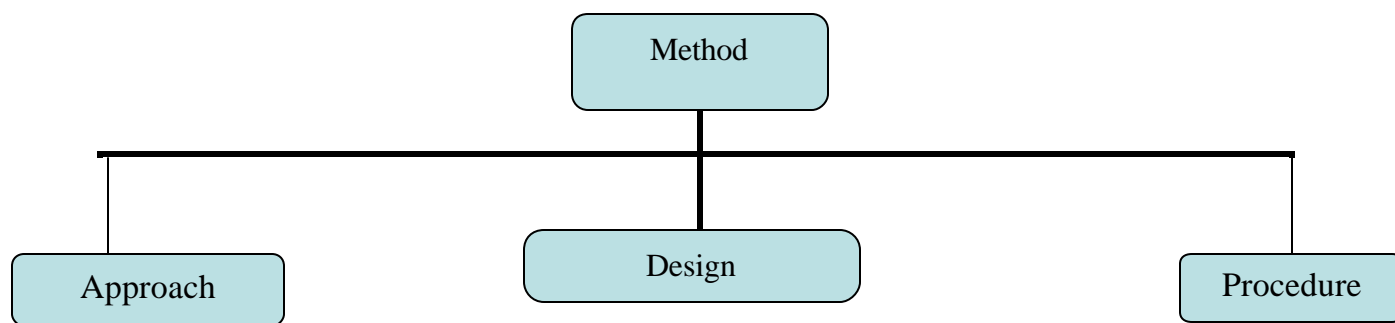
Problem Statement

What are the common discipline problems among elementary school English learners in classes with student- teachers?

Problem Evaluation

Considering the previous observations and the interest to know about discipline problems in English classes with student – teachers it is interesting to notice that very rarely discipline had been developed as a research problem by students of the University of Nariño. That was why the researchers were interested in researching this topic and its possible manifestations (aggressiveness, violence, and so on) in English classes. Also, the topic was considered because teachers, as has been stated before, have to face discipline problems at some point of their professional practice.

Classroom management and specifically discipline problems were a researchable topic and through the observations, analysis and the possible problems that might be found in elementary school the topic could be described adequately. In this case the problem was focused on classes conducted by student-teachers because by the time the observations were carried out many people including the researchers were involved in the process of practicum. Besides, it is important to mention that the bibliographical resources, time and administrative cooperation for developing this research were available.

Some social and political elements such as the following were also taken into account to facilitate the development of this research.

To Observe Protocol: It was necessary to talk to the principals of the institutions where the research was done. They decided if the school was ready to cooperate. Then,

the coordinators, teachers and even the parents of the children were informed about the work that would be developed in order to clarify the objectives and nature of the research.

To Report Progress: The work was kept visible and remained opened to suggestions. In the institutions where this research took place, the principal and teachers were able to observe the process, they were included in this work and they had the right to know how the research was developed.

Confidentiality: This aspect covered the institution and the teacher. Some of these institutions or student-teachers had the option of keeping anonymity or not using their names for the research.

<div align="center">Delimitations</div>

In order for readers to have a clearer idea of the concept of discipline and other concepts that were useful for understanding this paper, a brief list of terms is provided:

Conceptual Delimitation: Ur, (1996, p. 270), defines the following concepts which were included in or related to classroom discipline:

Discipline: Ur, (1996) states that "classroom discipline" is a state in which both teachers 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" (p. 270).

The following concepts needed to be contrasted to that of discipline to better understand their characteristics and avoid thinking that discipline is a synonym of the following concepts

Control: It is imposed from above by an authority that is invested with superior influence. Discipline is accepted by participants in the activity of studying as an essential and integral part of that study. (Ur, 1996, P. 270)

"Authoritarian" : Describes a teacher whose authority derives from some exterior empowering agent. Considering this, "authoritative" describes one who is obeyed because she or he is trusted to know best about the subject of study and how to learn it. (Ur, 1996, P. 270).

"Power": is the ability to impose one's will on others, through physical coercion, or other forms of pressure. (Ur, 1996, P. 270).

Another definition was given by Tanner (1980) who says that the teachers who ignore the discipline fail in a hopeless way however for paradoxical that it seems just the importance of discipline is noticed when its absence is reflected in the behaviour of the group. Without discipline the teaching tires, frustrates and demoralizes. In one word, it is impossible. So it is necessary to ask what is the meaning of this important factor which influence the teaching and learning?.

The Webster Dictionary provides four common definitions of the discipline; 1) the training guided to achieve the self-control and ordered behaviour; 2) the result of that training; 3) the acceptance of the authority or submission to it. and 4) treatment in which it is corrected or it is punished. Since the dictionary constitutes a guide that makes possible that everybody uses the language correctly. It is evident that for teachers the discipline definition that the dictionary provides has a limited utility.

The meanings that appear in the dictionary and the discipline concept which is used in this book show radical differences. Both indicate that self-control and orderly behaviour are everything in discipline, but although the two aspects are essential in teaching,

discipline should be more than that, if it is to be used as a force that supports learning, not as a factor that acts against it.

In addition, Tanner talks about static discipline which is the discipline that just emphasizes self-control, and the observation of an ordered behaviour. This means that the student's energy should be directed to obtain her/his self-control and in the same way teachers must spend their energy in teaching learners to be organized. From this it can be seen that the definitions a dictionary provides are not complete, because the teaching is more than just a matter of order. One must remember that in order to be useful, discipline should be bound to the objectives of education when applied in the school classroom.

In a democratic society, teaching has to help students learn how to behave, it means that they have to know what to do or what to avoid in their personal and social goals. So, the students spend their energy in the objectives of the learning and the teachers apply methods that facilitate and direct that energy toward transcendental objectives. (Tanner, 1984, P. 2,3).

Population:

This research involved of 120 students who were attending the fourth grade. They were children with ages ranging from eight to ten years old; boys and girls. The work was directed to student- teachers in government schools, so the socio-economical status in these schools usually ranges from medium to low. This work could be done in private schools, the assumption was that research could be done with two different kinds of socio-economic status.

Location:

Research involved 6 schools. These were some general aspects of the schools that may help readers understand the audience student-teachers had to handle.

These are the names of the schools:

Centro Educativo el Tejar

Centro Educativo Santa Barbara

Escuela N. 1

Escuela Maridiaz

Centro educativo Bethlemitas

Colegio Militar Colombia.

Most of them are located in southeast of Pasto. These schools present two kinds of socio economic status: medium and medium-low. The neighborhoods are large and there are small businesses around. The streets are clear and paved.

These schools are rather big, their buildings had been built for their purpose, there are enough classrooms, in general they have a library,   restrooms, and green areas with plants where children could play. The classrooms have different sizes, they all have a board and their walls are well built. These places have different accessing roads which are in excellent conditions. All the schools have buildings which are very appropriate for children. The classrooms are comfortable, well-lit and have decorations such as pictures and drawings make by the students.

Objectives

General Objective:

To describe the common discipline problems in the English classes with student – teachers in fourth level in some primary schools in Pasto.

Specific Objectives:

To identify the main causes of discipline problems in English classes in fourth level in some primary schools in Pasto.

To analyze the strategies used by the student – teachers in English classes for handling discipline problems.

Table 1. It shows a summary of the objectives which were taken into account to develop this research.

To describe the common discipline problems in English Classes with student-teachers in fourth level in some primary schools in Pasto

To identify the main causes of discipline problems in the English classes in primary schools in Pasto.

To analyse the strategies used by student-teachers in English Classes for handling the discipline problems.
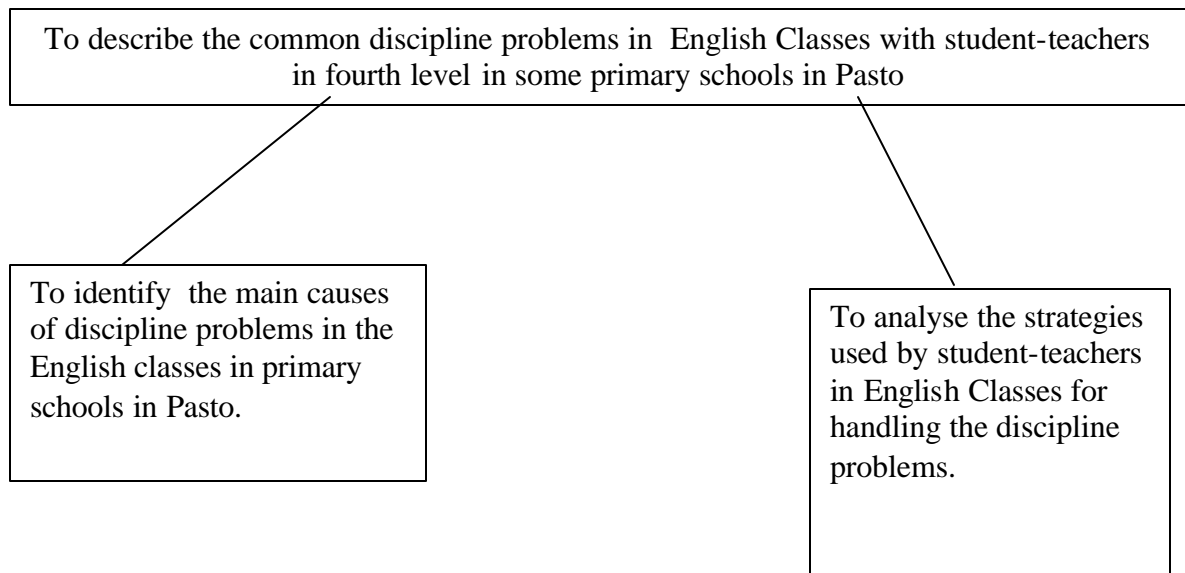
Significance

Discipline was an important factor for the normal procedure of a class, so it was necessary to have a significant knowledge about this. This topic provided a lot of questions which needed to be answered. The best option to answer these questions in an academic way was through research.

The main concern, since there was no research about this, was to know what was happening with the discipline in English classes carried out by student-teachers through

direct classroom observation. By analyzing this, it was possible to identify and describe the most frequent problems of discipline in a class. Besides, the research may provide some basic information about the observable sources of these problems or about strategies that help student-teachers and teachers in general improve their professional practice.

Limitations

The following limitations were a concern when this research started. Fortunately only a few of them came into play:

The schools and their administrators might not want to cooperate with this research.

The teachers might not want to cooperate with this research.

Finding literature concerning this research topic and that would be oriented to EFL or ESL might be difficult.

This chapter described the problem and the aspects that exert an influence, the origin of the problem statement was explained as well as its relevance. A description of the problem situation and a tentative problem were presented. This problem was analyzed explained and evaluated. Then, the delimitations and the objectives and significance of the study were stated. Finally, some limitations that could be found when developing this research were suggested.

CHAPTER 2: LITERATURE REVIEW

Theoretical Framework

   One might say that people did not have discipline problems when learning their first language, but this may not be the same for people learning a second or foreign language. In order to understand the process of First Language Acquisition and the differences regarding Second Language Acquisition, the following conceptions were included.

First Language Acquisition

According to Fromkin and Rodman (1998) every aspect of language is extremely complex; yet very young children before the age of five already know most of the intricate system we have been calling the grammar or a language.   Before they can add 2 + 2, children are conjoining sentences, asking questions, selecting appropriate pronouns, negative sentences, forming relative clauses, and using the syntactic, phonological,   morphological, and semantic rules of the grammar.

The study of the nature of human language itself has revealed a great deal about language acquisition, about what the child does and does not do when learning or acquiring a language.

1.   Children do not learn language by storing all the words and all the sentences in some giant mental dictionary . The list of words is finite, but no dictionary can hold all the sentences, which are infinite number.

2.   Children learn to construct sentences, most of   which they have never produced before

3. Children learn to understand sentences they have never heard before. They cannot do so by matching the heard utterance with some stored sentence.

4. Children must therefore construct the " rules" that permit them to use their language creatively.

5. No one teaches them to use rules. Their parents are no more aware of the phonological, morphological, syntactic, and semantic rules than the children are.

Even if you remember your early years, you will not remember anyone telling you how to form a sentence by adding a verb phrase to a noun phrase, or to add (s) or (z) to form plurals. Children , then, seem to act like efficient linguistics equipped with a perfect theory of language, and they use this theory to construct the grammar of the language they hear.

In addition to acquiring the complex rules of the grammar (gaining linguistic competence), children also learn pragmatics, the appropriate social use of language, what certain scholars have called **communicative competence**. These rules include, for example, the greetings that are to be used, the " taboo" words, the polite forms of addressing, the various styles that are appropriate to different situations, and so forth.

(Fromkin and Rodman, 1998, P. 318).

Lightbown, & Spada (1999) present several theories of language acquisition which take into account the manifestations of the general human capacity to learn and use language, but these theories are different and have had changes through time. Teaching methods have originated from these theories.

Behaviorism: Watson (1993) explains that Language learning is simply a matter of employing observable patterns like stimulus, responses, learning and habit. Besides, Skinner (1957)   suggests that children emit and imitate sounds which they hear from their parents and other people. These people reinforce these sounds through the attention and praise; besides the environment play an important role because children continue to imitate and practice these sounds until they form "habits" of correct language use. Thus, the success of children's language learning depends on the quality and quantity of the language which children hear around them and the appropriated reinforcement that the others give and develop into their environment. (Watson and Skinner, as quoted in Lightbown & Spada 1999).

Innatism: The linguist Noam Chomsky (1959) claims that children are biologically programmed for language and that language develops in the child just the same way that other biological functions develop. The language structure is determined by the human mind. Besides, Chomsky claims that children's minds are not blank slates to be filled merely by imitating language they hear in the environment; so, children are born with a special ability to discover by themselves the underlying roles of language system. (Chomsky, as quoted in Lightbown & Spada 1999).

The cognitive theory: Piaget (1952, 1962, 1983) referred that all people passed in a fixed sequence through a series of universal stages of cognitive development. In each stage, he suggested, not only did the quality of information increase, but the quality of knowledge and understanding change as well. His focus was on the change in cognition that occurred when children moved from one stage to the next. He remarks that the growth in children's understanding of the world can be explained by two basic principles. Assimilation is the process in which people understand an experience in terms of the

current stage of cognitive development and way of thinking. In contrast, Accommodation refers to changes in existing ways of thinking in response to encounters with new stimuli or events

Piaget divided the language development in four stages:

Sensoriomotor stage: (0-24 months) It is divided in two sub stages: (0-8 months) In this stage children pronounce the first words and children try to communicate with gestures, crying, and babbles. (8-24 months) Children pronounce one word, they repeat one syllable, then, they know new vocabulary associated with things which are surrounding them.

Preoperative stage: (2-7 years) Children begin to use two words which are easy sentences, specially they share a noun with a verb or a noun with adjective. When children are between 4-7 years they can use complete sentences using prepositions, verbs, adjectives and so on.

Real , specific, concrete- operations stage: Children can use complex sentences with right grammatical structure.

Formal operation stage: children use a clear and comprehensible language and besides they can talk about different topics with an adequate vocabulary. (Piaget, as quoted in Feldman 1998).

<center>Second Language Acquisition</center>

There are many theories which have been built around First Language Acquisition, at the same time, there are some theories about Second Language Acquisition which have permitted to identify a diversity of factors that are not similar when we are learning the first language. This diversity could affect in positive or negative way the purpose of learning a second language.

Lightbown, & Spada (1999) explain several theories which have been built around acquisition of second language process: these are some of theories.

Behaviourism: the second language view: Lado (1964) claims that, learners receive linguistic input from speakers in their environment and positive reinforcement for their correct repetitions and imitations. As a result habits are formed. Because language development is described as the acquisition of a set of habits. It is assumed that a person learning a second language starts off with the habits associated with the first language. These habits interfere with those needed for second language speech, and new habits must be formed. (Lado, as quoted in Lightbown & Spada, 1999).

Cognitive theory: a new psychological approach : McLaughlin (1987) explains that learners have to pay attention to any aspect of the language which they are trying to understand or produce. Gradually, through experience and practice, learners become able to use certain parts of their knowledge so quickly and automatically that they are not even aware that they are doing it. (McLaughlin, as quoted in Lightbown & Spada 1999).

Comparison between First Language and Second Language Acquisition

After we know the different theories about First Language Acquisition and Second Language acquisition, we have found some differences between them:

(The first language: L1 ; The second language: L2).

1. L1: When the child is two years old , he-she has dominated already his-her own language.
L2: The language learning is developed step by step, besides it depends on effort, dedication, and the interaction with the others.

2. L1: The language is learnt by the need to interact with the others and it depends on the place where he-she is born.

L2:   The language is learnt through the school system.

    3. L1: We are interacting with the language all the time. The time is unlimited.

L2:   We interact with the language in some times: in the school, with the teachers. The time is limited.

    4. L1: The grammatical rules are known without the need to learn them.

L2: The grammatical rules are learnt from the books and other things, and it is focused on the precision of language.

    5. L1: Since we are born, we are in contact with our culture.

L2:   We are in contact with the culture in some cases or never.

<div align="center">Teaching and Learning of English in Primary Schools</div>

Richards, & Rodgers (2001) describe some approaches and methods which could be used in the teaching of English in primary Schools. A very brief characterization of some methods follows:

Audiolingual: Language is a system of rule-governed structures hierarchically arranged. The skills are learned more effectively if oral precedes written; analogy not analysis.

Total Physical Response: Basically a structuralist, grammar-based view of language. Second language (L2) learning is the same as first language (L1) learning; comprehension before production is "imprinted" through carrying out commands (right brain functioning): reduction of stress is also an important factor in this approach.

The silent way: Each language is composed of elements that give unique rhythm and spirit. Functional vocabulary and core structure are a key to the spirit of the language. Processes of learning a second language are fundamentally different from L1 learning.

L2 learning is an intellectual, cognitive process. Surrender to the music or the language, silent awareness then active trial.

Communicative Language Learning: Language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes. Learning involves the whole person. It is a social process of growth from child-direction and independence.

The Natural Approach: The essence of language is meaning. Vocabulary not grammar is the heart of language. There are two ways of L2 language development: "acquisition" – a natural subconscious process, and "learning" – a conscious process. Learning cannot lead to acquisition.

Suggestopedia: Rather conventional, although memorization of whole meaningful texts is recommended. Learning occurs through suggestion, when learners are in a deeply relaxed state. Baroque music is used to induce this state.

Communicative Language Teaching: Language is a system for the expression of meaning: Primary function – interaction and communication. Activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner.

Classroom Management

Early in this paper attention was paid to the topic of discipline and through it the research problem and its particularities were stated. It is important to state that discipline according to Brown (1994. p: 192-196) is immerse in a bigger concept which is called " Classroom Management". This encompasses several factors that are explained.

The physical environment of classroom: It encompasses four categories:

A .Sight, Sound and Comfort: It relates to the fact that students are affected by what they see, hear and feel when they enter the classroom (clear and orderly classroom, it is as fee from external noises as possible).

B. Seating Arrangements: This relates to the organization of the chairs or desks (rows, circle, semi-circle, u-shapes) where the students see one another, to talk to one another (in English) without feeling they are into a military formation.

C. Chalkboard Use: It gives students additional visual input along with auditory input (the voice of the teacher). It allows us to illustrate with words and picture and graphs and charts.

D. .Equipment: The "classroom" should be constructed to include any equipment (video player, projector and so on) for developing the learning and teaching of English better.

Voice and Body Language: The messages that we can send through the voice and body language are additional features that influence teaching. The voice plays an important role because the good voice allows the persons sitting farthest away from us to hear us clearly, without the shouting or speaking out loud.

The nonverbal messages enhance the meaning of words and sentences and they permit the contact with whole the class. A main element to consider within classroom management is the way the teacher conducts a class, this idea is explained next.

Teachers Roles and Styles:

Roles: In the classroom, the teacher can play many roles: Authority figure, leader, knower, director, manager, guide and even friend, counselor or parents. This depends on

the country we are in, on the institution in which we are teaching, on the type of course, and of our students.

Some of these roles will be more important than others, specifically in the mind of our students and different point of view that there are between people to people.

Styles: It is different from individual to individual, besides it is related to personality. (e.g serious - humorous, rational – emotional, formal – informal); but it is very important to know that playing of roles and developing styles depend on the culture where we are teaching and the culture of the students.

Creating a Positive Classroom Climate:

A. Establish Rapport: Rapport: is the relationship or connection established with the students. This relationship is built on trust and respect that leads to the students feeling capable, competent and creative.

B. Creative Energy: It is an aspect developed in the moment that we begin with our work (teaching) through solid preparation and confidence in the ability to teach. This energy is reflected in our thinking and developed in our talking and witting so " energy is an aura of creativity sparked by the interaction of students" .

Teaching Under Adverse Circumstances: The teaching – learning context is not perfect because in it there are always imperfect institutions, imperfect people and imperfect circumstances. These factors have an important significance for professional success.

The classes should have no more than a dozen people, where the students can interact among them, develop the participation and so get individual attention. Unfortunately, in our context, the language classes are large. The classes have thirty and forty students where they do not develop the skills in a proper way.

Besides there is another circumstance which most of teachers have to deal: Teaching under the institutional circumstances focus on an individual in charge, a director or principal, but there is an important aspect which carries out some problems and which we as students teachers have to face all the time, this aspect is called the DISCIPLINE.

Discipline in Classroom

Hurlock, (1982) explains that the most common concept of "Discipline" is the one associated with "punishment" so discipline is only mentioned or used when the child makes a mistake or when he-she does not take into account the rules which are established by her-his parents, teachers, adults or members of the society where the child lives. It is important to remember that parents and teachers are the models which the child follows, imitates and learns from.

Also one must keep in mind that the existence of some kind of organization or discipline is an element that gives the child a feeling of security and reassurance because it shows him/her what things are right or not. Discipline allows the child to live according to the rules of society and so she/he can obtain the approval and harmony with its members.

As a conclusion, discipline is a motivation for children because it helps them develop their personality within boundaries.

Positive discipline is a synonym of education and advising because it emphasizes on the internal growth, the self – discipline and the self – control . At the same time this leads to motivation .

Although, all children need discipline, there are differences in their needs. Nowadays children need discipline to create their happiness and good personal and social adaptation.

There are a lot of conditions, which affect the needs of children´s discipline and the most important are the following:

Children development: Because every child follows his/her own development, the kind of discipline that is adequate for a person may not be considered appropriate for another even if both children are the same age.

Time: The need and nature of discipline changes with the days and with the hours. It is probable that children need more discipline when they are tired.

The activities to which children are devoted affect their need for discipline: It is likely that they require more discipline and guidance regarding routine activities such as: eating, going to bed, going to school and so on, and less discipline when children are playing in a free way or when no social rules are involved.

The days of week : The discipline may change with the different days of week, classes taught on Mondays and on weekends might require more focus on discipline and guidance.

Family influence: Big families might need more discipline than small families, because parents need to pay attention and take care of everybody, so time must be optimized.

The age of children: Older children need to be disciplined with higher frequency than younger children, besides older children need another kind of discipline, because they need an explanation about the reason why the behavior is acceptable or not, these explanations contribute to enlarge their concepts and motivate them to follow the rules.

Ur. (1996. p: 260-262) explains some factors which influence more directly classroom discipline. These factors include the following:

Place where English is learned: The question of the relationship between discipline and learning is a crucial one. It seems fairly clear that in a disciplined classroom it is easier to active students in the way the teacher wants, and that time will be probably spent on-task rather than wasted on organizational or disruptive behavior.

Disciplined classes: Disciplined classes may or may not be quite; undisciplined ones are usually noisy . There is, therefore, arguably some positive correlation between quietness and the level of discipline.

The teacher is in control: The fact that a teacher is in control of proceedings does not necessarily mean that he or she is standing in front of the class telling everyone what to do.

Teachers and students are cooperating smoothly: Smooth-running process in the main outward manifestation or discipline in the classroom, as it is in any other organization; and there has to be cooperation or participants in order to produce this. That cooperation between students, or between students and teacher, is not necessarily either willing or democratic: it may be a result of coercion or fear.

Students are motivated: The correlation between motivated and unmotivated class is not absolute. The association is one of probability: If the class is motivated to learn, it is more likely to be easy to manage.

The lesson is proceeding according to plan: A lesson which is going according to plan is more likely to be disciplined: the teacher knows where he or she is going, activities are well prepared and organized; and the awareness that the process is clearly planned tends

to boost teacher confidence and student trust, which in their turns also contribute to discipline. On the other hand, changes and improvisations do not necessarily lead to indiscipline, and may even prevent it.

Teacher and students are aiming for the same objective: Students may be quite unaware for the objective of lesson, and yet be amenable to the control of the teacher, and the class and the whole discipline.

The teacher has natural charismatic "authority": There exists a quality as charismatic "authority", some teachers possess it while others do not; and that the possessors of this quality find it much easier to control classes. The good news is that the classes of teachers who do not possess natural "authority" can be equality discipline.

Discipline and Development

The academic discipline must adapt the level children development and to the requirements of the plan of study which take into account the development of children to handle the discipline and obtain good results. Some psychologists and researchers of education have obtained some ideas of practical use for teachers, such as these:

According to Tanner (1980). The research Piaget developed during some decades guided him to the conclusion that intelligence passes through qualitative changes which are related to children's maturing and their experiences. His theory about intelligence is as important as the development of moral judgment because it is really a theory of behaviour from the perspective of intelligence. For Piaget doing and knowing go together.

The evolving changes of the mental structure of the child are inferred from the evolving changes which come about in her-his behaviour. Piaget distinguishes four stages of development:

Sensoriomotor Stage: (from 0 to 2 years). Where children learn to control the perception and the motor answers interaction with objects and with the language.

Preoperative Stage: (From 2 to 7 years). Where a child learns to ask concepts starting from the experience and to make perceptive and intuitive judgements.

Concrete operations: (from 7 to 11 years) The child learns to solve physical problems through the perceptive foresee of consequence.

Formal operations: (from 11 to 15 years). When children learn to think in terms of hypotheses, the child not only reflect about the situations which he-she had experienced, but also she-he thinks about the possible relationships and events.

Piaget explains some factors which one might take into account because discipline is an aspect which all teachers have to face in a real context. So, discipline and the lack of it are factors which one must handle to achieve success in learning, specially, in English classes. Now that some stages in children development have been explained, let us explain some stages of discipline that learners may experiment.

Stages of Discipline:

According to Tanner (1980), there are some stages of development which help teachers know what children must do in order to enhance discipline. Discipline stages are given a chronological order: basic stage, constructive stage and creative stage.

Basic Stage: In this stage, children must be able to listen to and follow instructions if they want to assimilate what is being taught to them. Besides, children must ask questions to understand how they must do the work at the moment they receive it.

When children do not listen and do not follow the instructions given by the teacher their attention is scattered and end up doing other things like: playing, pushing the chairs, joking, throwing things, shouting, striking their classmates and so on. So the teachers have

to enforce discipline since this is part of the social development of the students and it constitutes a different way of teaching. The idea is that learners share with their classmates their points of view, didactic materials and other things which help them develop the best way to learn along with a behavior that will comply to general rules and be satisfactory for teachers and the society in general.

Constructive Stage: In this stage children obey models and they contribute to social sharing . Besides children cooperate with others, this represent an advancement in relation to sharing capacity, so children can interchange ideas with other children and work with them to get a common objective.

In other words, children get to understand the groundwork of models and reasoning procedures which have helped them to acquire the concept of the reciprocal obligation knowledge.   The constructive stage turns around of social responsibility where the primordial aspect is the autonomy in collective situations.

Creative Stage: In this stage children still control themselves and so they have gotten the very best level of competence. Children are responsible before the society because their acts are based on social values and on consequences that this acts produce in them and in others.

Finally, the teacher wants a child to progress through the evolutive stages. For this, the teacher needs to emphasize the positive aspects of discipline, not the negative aspects erroneously associated to punishment and restrictions.

Discipline and Syllabus:

According to Tanner (1980) a good teacher who can apply discipline gets all students to have in their minds the learning goal and this motivation gives learners the necessary steps for getting it and wanting to work for it.

The syllabus: The syllabus contains four specifically parts which are connected among them. A correct organization and use of any type of syllabus can contribute to provide learners with a sense of organization and consequently, discipline.

These parts include the subjects, abilities and concepts, attitudes and values and behavior. Unfortunately, for most of the teachers the formal subjects, the abilities and concepts are the most important and without attitudes, values and behaviors the students won't acquired the capability to act in a responsible way; the academic experience is not enough by itself because the reasons for behaving correctly are not provide to the students. The syllabus must include the necessary elements for the students to be competent and independent people and it takes into account the academic abilities and social subjects.

The syllabus is the clue of discipline. Discipline problems tend to decrease if the syllabus is appropriated for the students and the objectives of the activities are clear. With this general framework, the general and personal interests of children can stimulate learning because these are extraordinarily varied and complex. The domain of the syllabus can start attitudes of regard toward others, it is a social value and its teaching is one of the main tasks of the school.

Discipline and Leaning:

The success or failure in learning depends, among many factors, on the teacher's skillfulness for establishing and keeping order into the classroom. The main problem for teachers, and especially for student-teachers or novice teachers is finding an efficient way for working with children and solving authority problems in the classrooms without becoming authoritarian or too permissive. In order to avoid that some pointers can include:

Teachers with authority explain the work well and they make it interesting and so they get the students to work and the group to be quiet. The education's goal is to create a real responsibility where the students act in a determined way by self initiative. Responsibility is necessary for getting the self-direction –control.

Although research on discipline is scarce a study was found. It provided the first step to develop our own research problem.

Fernandez, V., Gutierres A. (2001) present Lack of Discipline: A problem to solve or a challenge to face in English classroom. The main objective of this research was: To solve problems concerning students with discipline problems in order to qualify the teaching language problems in the English classes.

This research used the Ethnographic method.

The reason to select this area of study was based on their new experiences in school discipline as students-teachers. For that reason they wanted to research from their personal experiences, causes and possible solutions to indiscipline problems, which have a negative effect during the development of English classes which does not help to the language learning process.

CHAPTER 3: METHODOLOGY

Design

Due to the nature of the topic, the research was Descriptive - Qualitative.

The qualitative research was an active, systematic and rigorous process which took into account descriptions, interpretations and classifications of behaviors observed in this context.

This method was important because it allowed us to be direct participants of the research and to interact with student-teachers and learners in the different institutions selected for the research.

Taking into to account the qualitative design and the type of research intended to carry out, a sub-type of qualitative research is explained.

Ethnography Research: An ethnography research is a description and interpretation of a cultural or social group or system. This research type involved prolonged observations because it intended to describe the groups, values, beliefs, motivations, longings, behaviors, socio-economic status, social interactions, environment, and so on. In this case it was developed through participant observation where the observers were immersed in the day-to-day life of the school and held informal interviews with members of the group, Finally, the behavior, language and interactions of the culture-sharing group were analyzed and noted down in order to draw some conclusions.

Participants, Setting and Sample

Participants: 120 students were involved in this research. They attended the   fourth levels of elementary school. They were children with ages ranging from eight to ten

years old; boys and girls. This research was emphasized with student- teachers in public schools specifically, so their socio-economical status usually ranged from medium to low.

Setting: This research was developed with an average of 6 schools. Some general aspects of these schools were explained: centro educativo el Tejar, centro educativo Santa Barbara, escuela N. 1 escuela Maridiaz, centro educativo Betlemitas, colegio Militar Colombia. Most of them were located at southeast of Pasto. These schools presented two kinds of socio economic status: medium and medium-low; the neighborhoods around the schools were big and there were small business, the streets were clear and were paved.

The schools were rather big, their buildings had been built according to their purpose, there were enough classrooms, in general they had a library, restrooms, and green areas with plants where children could play. The classrooms had different sizes, they all had a board. These places had different accessing roads in excellent conditions. All the schools had buildings which were very appropriate for children. The classrooms were comfortable, well-lit and had decorations such as pictures and drawings which were made by the students.

Sample: In these schools English was taught for student teachers. In each school, there were disciplinary problems and different aspects which determined the behavior in the classes. So this research was developed through observations, descriptions and evaluations for getting important and valid results in this one.

<center>Procedure</center>

This research was developed through the following procedure.

First, the research paper was presented and discussed with the principal. This was done in order to ask for cooperation and support for developing the research, in a

formal way. Besides, a letter which issued by the University of Nariño certifying the

research purpose was presented. Then, once the schools accepted to cooperate, the

teachers who were in charge of the direction of classrooms where the observations were

carried out were informed about the project. The reasons and the procedure of the

research were explained. Then, both teachers and researchers organized the time and date

for the visits. The observation was carried out considering diverse elements since

everything could come into play to encourage or solve discipline problems. Besides, the

necessary ways and tools for obtaining the information were used. Among these the

ones used for this research were: interviews with open questions, classroom observations,

revision of documents concerning the learners and so on. When the visits ended, the

information was collected and organized. Finally the information was analyzed and

interpreted and the research paper was edited.

<div style="text-align:center">Data Collection</div>

The information for the research was collected through the following instruments and

techniques :

* Interviews with open questions.

* Classroom Observations.

* Revision of Documents.

* Recordings.

Triangulation:

The problem was seen from different points of view. The triangulation was made

through the use of different techniques, such as the ones described above to find the

paper's validity.

Pilot Study:

The pilot study was very important and necessary, because it allowed us to formulate a diagnosis of the research problem, and also to realize whether or not the instruments used for the observations were suitable and sufficient in order to collect valuable information. Besides, the pilot study contributed to make some adjustments and to help us organize the time for the use of each instrument, in that way the data collection process was developed in a more organized way.

A group of students of fourth level of the "Concentración escolar Lorenzo de Aldana" was selected for the pilot study. They were observed twice per week for about one month, and interviews to students (about discipline behavior) and to teachers (about discipline strategies) were carried out. The information obtained helped make informed decisions about the study, to make changes, to avoid possible mistakes, to correct mistakes and discover aspects which were unknown. All this aspects were taken into account for the success of this research paper.

The results of the observations and interviews did not have the enough information about the general objective, for that reason, these observations and interviews had to be modified for the final paper.

Data Analysis:

The observations and interviews were analysed , classified and interpreted according to the model of Analysis presented by Alvarado, S. (1992) quoted by Torres, A. & Coral, L. (2001).

Ethical Issues:

Permission:

The principals of the institutions which cooperated with this research were visited in order to explain the design and the data collection procedure. A similar visit was made to the teachers of fourth levels to tell them what went on in the classrooms. All of this was supported with a letter issued by the University.

Voluntary Participation:

In this research the participations were volunteers and any demand and points of view was considered. Nobody was forced to participate in this research.

Avoiding Damage:

Nobody was neither physical nor psychological damaged in this research. Only regular behavior in the classroom was observed and no changes were introduced.

Confidentiality:

In this work the real names of institutions were used. In order to keep a certain degree of anonymity, the names of the teachers who served as informants were not registered in this research paper.

Reciprocity:

As a gesture of gratitude with the researched institutions a copy of our research paper was given to them so that it can be used as a document or a register of the learners behavior in that institution.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION

The data analysis was made through the description of the observations and interviews which had been made so far. This description was done according to the initial objectives looking for the categories which described the common disciplinary problems among elementary school English learners in classes with students-teachers of the fourth levels in some public schools.

The data was described and analyzed taking into account the next aspects:

To describe the common disciplinary problems in the English classes with student – teachers in fourth levels in some primary schools in Pasto.

To identify which might be the main causes of discipline problems in English classes in fourth levels of some primary schools in Pasto.

To analyze the strategies used by the student – teachers in English classes for handling discipline problems.

For the analysis of this information was taken like reference the proposal of Alvarado, (1992).

This process followed a series of logical and sequential steps which allowed to going sense of gathered information through the interviews to the children and students-teachers. This process intended the following steps:

1. Selection of categories of assignment of codes.

2. Classification of the information.

3. Of the classification to the organization: The search of tendencies.

4. From the tendencies to the descriptive argument.

5. From the descriptive argument to the relationship among categories.

6. From the relationship among categories spends to the analysis of these. (Alvarado, as quoted in Torres & Coral 2001).

Table 2. The following is an example of the manual codes.

CATEGORY	CODE	SUB-CATEGORY	CODE	TENDENCY	CODE
Methodology	C	Classroom management	C1		
		Disciplinary problems	C2	Playful	C2a
				Distracted	C2b
				Violent	C2c
				Noisy	C2d

The category is represented with a capital letter (C). The sub-category includes the capital letter and a digit that identifies it (2). Moreover, the tendency includes the capital letter of the category, the number of the sub-category and a small letter that gives the tendency its specificity (C2a). The example was inside the possible categories but many more could appear.

Description and Interpretation of the Common Disciplinary Problems in English Classes with Student-Teachers in Fourth Levels in Some Primary Schools in Pasto

The teachers' work is bound with the integral development (biological, psychological and sociological) of children; this activity takes into account the individual characteristics, motivation, needs of learning, rhythm, difficulties of learning; besides their sexual,

cultural, social and familiar conditions which give the children a particular features of personality.

<div align="center">Description and Interpretation of the Observations</div>

To obtain information about the common discipline problems in English classes, several observations were carried out in English classes with student-teachers in the fourth levels of elementary school , after obtaining and analyzing the results, they were classified in five categories: teacher, student, methodology materials and context; bound directly with the discipline that contributed in the reach of the school goals and in the development of teaching-learning of English.

Fourth Level:

The students – teachers observed in their English classes with students of fourth level of primary schools demonstrated the lack of group management and the lack of knowledge in relation to discipline. In each class, they manifested the importance of discipline because its absence was noticed in the behavior of the group in different ways:

Noisy Students: It was an important and relevant manifestation in their classes, while the teacher was writing on the board, the students were making noise with their pencils , hands, desks etc. In writing activities students talked loudly, asked each other for something (activities, dictionary). In groups activities, students asked questions loudly, in disorder or hitting the tables with their hands and their notebooks, so the teachers could not understand what their students were asking, (students used Spanish to communicate among each other). When the teacher did not use materials in their classes, the classes were noisier. On the other hand, the organization of the classroom was important, we could notice that in most of the classrooms the desks were organized in rows, and each desk was assigned to two people, the teacher didn't have the children's control because

they began the noise more easily, but the teacher could control the students more easily if their desks were organized in a circle because the teachers could observe all their students.

When the student-teachers faced the noise problem, they used words to control the group like: "silence, please"," be quiet", "what happens", if you don't get silent, you will not go to the courtyard. These words were the most common, but unfortunately their effect was for a short time. The student-teachers wanted their students to be quite all the time, but it was impossible.

Playful Students: It was another manifestation in the English classes, the students played with any object (their notebooks, pieces of paper, pencils) while the teacher was teaching. The students played on their desk, in groups, alone or by pairs when the teachers were explaining a topic. When the teachers were speaking all the time, the students forgot the class and they began to play. In one class, the teacher used games in the class, they were important for handling discipline in the class, but unfortunately, these activities were not frequent, so the children made up their own games. When the teachers noticed this aspect they used expressions such as: Do not play here, what is happening, give me that, get out of here in order to keep an appropriate behavior.

Absent Students: some students presented a particular manifestation, when the teachers were explaining the topic, suddenly they asked some students about something, the students did not have an idea; the students were in silence all the time or the students were drawing in their notebooks or doing another activity. They never interrupted the class, but when the teachers asked them something, they were not able to answer. This situation occurred frequently in their classes and with some students, but the teachers

never handled this situation; the teacher only said to the students pay to attention only, but nothing else.

Violent Students: Another irregular manifestation of some students was the violence in the class; fortunately this violence was not frequent , but one could observe that some students hit their classmates for any apparent reason, and in some opportunities the students used inappropriate words against their classmates, and finally, they ended crying.

The student-teachers were worried, because they could not handle these situations.

In the same way, the student-teachers used the following words to face this problem: " what happen "," do not fight, you must go to the principal".

The violence was associated with the rebelliousness. Children always refused the authority and rules, the manifestations of rebelliousness were turned to aggressiveness, children used rude words against their classmates and in the worst case hit them. With this conduct children became defiant children, other children manifested jealousy and tried to destroy the belongings of their classmates. Other children were selfish, they did not lend anything and did the homework alone, when the student- teachers told them something they did not pay attention or they did not obey them.

The words were a way to get the attention of the students, and they were the only thing the student- teachers used to call the attention of their students. These "threats" had the effect in the moment that the student-teacher pronounced the words, but the students forgot them in a short time and they did not pay attention to the class.

<center>Description and Interpretation of the Interviews</center>

These interviews were analyzed and contained in categories and subcategories with the purpose of realizing what had occurred with the discipline problems in a real context.

Table 3: This model presents a selection of categories to be considered during observation. Also, it presents some codes to be assigned to each category in order to facilitate the observation and noting down processes. This model is presented by Alvarado, S. (1992) quoted by Torres, A. & Coral, L. (2001)

MANUAL OF CODES OF THE INTERVIEWS

CATEGORY	CODE	SUB-CATEGORY	CODE	TENDENCY	CÓDE
TEACHER	A	English use	A1		
		Training	A2		
STUDENT	B	Interaction	B1		
		Motivation	B2		
		Interest	B3		
METHODOLOGY	C	Classroom management	C1		
		Disciplinary problems	C2	Playful	C2a
				Absent	C2b
				Violent	C2c
				Noisy	C2d
MATERIALS	D	Didactic materials	D1		
CONTEXT	E	Illumination	E1		
		Atmosphere	E2		
		Classroom	E3		

Next a confrontation of the data will be made coded according to the manual of previous code.

* Teacher: English Use. This category has the code A1 and these were the answers obtained for this category:

1.   Do you speak a lot in English during your classes?.

-   No, because the students do not understand what I say.

-   No, because my English is not good.

-   No, because the children laugh and they begin to make noise.

Teacher: Training. For this category the code A2 was assigned. The answers to the questions follow:

1. How do you define discipline?

   - The students attitudes into the class.

   - The control and the other in the development of the attitudes.

   - Behavior inside and outside the classroom.

   - Student- teachers do not yet know the pedagogic concept of discipline and we make mistakes when we try to handle it.

2.   What activities do you develop in your classes to handle discipline?

-   To keep student busy doing different activities.

- To speak with the students about behavior.

- To change the activities using games, and resting for a moment.

Students: Interaction. In this category, whose code is B1 students provided these answers:

1. What do you do when a classmate speaks, plays or is misbehaving in English   class?.

- I do not pay attention.

- I talk to the teacher.

- I play too.

- I tell my classmates to be quiet or to settle down.

2. Do you like to work in groups or alone in your English class?.

- I like to work alone because my classmates do not understand.

- I like to work with my classmates because they help me.

- I like to work with my classmates because they understand me.

Student: Motivation. The category of motivation has the code B2 and the answers given

by the students are next:

   1. Do you like English ?

   -    Yes, because it is nice.

   -    Yes, because it is different.

   -    No, because it is very difficult.

   -    No, because I do not understand anything.

   -    No, because it is boring.

   2.   What do you do when the English class is boring?.

   -    I begin to play and talk.

   -    I do something different from what the teacher tells us to do.

   -    I talk to the teacher.

   -     I get angry and I get tired.

3. Do you participate in class?.

-   Yes, because I like it.

- Yes, because I understand.

- No, because there are not different activities.

- No, because I do not understand.

- No, because I feel nervous.

4. What days and time is your English class?

- Friday at 11:00

- Friday at 11:30

- Thursday at 11:00

Student: Interest: The questions and answers belonging to the category with the code B3 (interest) are listed below:

1. Do you study English in your house? ¿ why?.

- Yes, I study the new words.

- Yes, I sing the songs with my mother.

- I sometimes repeat the vocabulary in my house.

- No, because I do not understand.

2. What do you do when there is not an English class?

- Nothing, because I do not like it.

- I feel sad.

- I ask why there is not class.

3. What do you do in your English class?

- I pay attention.

- I participate in class.

- I play and talk to my friends.

Methodology: Classroom Management. The code C1 was assigned to the category of classroom management. This is what teachers said about it:

1. How do you organize the chairs in your English classes?

- Sometimes, in circle or Semicircles.

- I frequently change the seating arrangements.

2. Are voice and nonverbal language in the English class important for you?

- Yes, because the voice allows us to give clear ideas to our students.

- Yes, because the nonverbal language complements knowledge.

- Yes , because if we use an appropriate voice and nonverbal language, our students can understand and learn more easily.

Methodology: Disciplinary Problems. The answers provided to describe discipline problems have the code C2 and the answers are next:

1. How do you classify your students in terms of discipline?

- Distracted, playful.

- Disciplined students and mischievous students.

- I do not know how to classify them.

- Without answer.

2. How do you notice a distracted student in your class? This sub-question taken from category C2 has been given the code C2a. These are the comments made by teachers when responding to this question.

- When I ask to child about something and he/she does not answer.

- When the children do not work in a good way.

- When the children make disorder.

3. Which strategy is the most effective in dealing with violent students? This is another sub-question in the C2 category and it has been assigned the code C2b.

- Talk to them about their behavior.

- To get their attention with games and activities.

- I do not know.

4. What is the difference between a playful student and a noisy student? This question was given the code C2c. An account of the answers given to this question are below:

- Noisy student: they are always talking and they do not understand anything.

- For me, both are the same thing.

- the playful students can play and are quiet but the noisy students talk, laugh and scream.

Materials: Didactic materials. The answers given to this question are classified with the code D1.

1. Is it important for you the didactic material? ¿ Why?.

    -   Yes, because it complements the learning.

    -   Yes, because children understand English better.

    2. What kind of material do you use?

    -   Videos, songs.

    -   Posters, tales, postcards.

    -   The use of the guides, books dictionary.

    3.   What happened with the discipline if you do not use material in your class?

    -   The students misbehaving more easily.

    -   Nothing.

    -   The class is boring.

    4.   Does your teacher use materials in his/her class?

    -   Yes, she tell us stories.

    -   Yes. We see a movie.

    -   No, she/he use the board only.

- Yes, she/he bring dolls, puppets, toys and play with us rarely.

Context: The code assigned for the element of "context" is E1, the answers are described next:

1. Do you think that the illumination in a classroom affects discipline?

- Yes, it is as important as the methodology for students´ motivation, concentration and learning. The students have to feel an adequate environment.

2. Is the classroom an essential element to handle discipline?

- If the decoration is very exaggerated, it could be a distraction for the students.

- Yes, because the environment into the classroom affects in the students learning.

3. Do you use different spaces for handling discipline in your English classes?

- No, because I can not control the students.

- No, because in the backyards the indiscipline increases

- No, because there are many students..

Teacher: Love towards children, the young people and the profession are an important quality in the teacher's personality. This qualities are supplemented with perseverance, simplicity, decision , self-control and the stability without mentioning its pedagogic capacities. The skillfulness in pedagogical aspects is shown through the ability to apply and adapt the methods successfully. The clear, precise and exact expression of the ideas and feelings by means of language and of course its prestige and authority which are only achieved when she/he exercises, favorable and constant emotional influence in its students. (Mondéjar, 1984,)

After analyzing the interviews the following factors involving the teacher, and its subcategories were drawn. The quality of English used and the lack of knowledge about discipline took teachers to face a group of misbehaving and uncontrollable students; as a

result of this, the English teacher was frustrated, demoralized and tired. In consequence

student-teachers tended not to use English in their classes. The use of English in class was

minimum really, for that reason, their English did not become good. You can observe

this aspect in the interview with codes (A1) (A2)

Motivation: it is a state of internal stimulation which results from a necessity and that

generally active the behavior guided to satisfy it; The motivation is a term that refers to

the states that move the behavior to get or to satisfy a present need.(Arciniegas,

1984, P. 99)

In the interviews, it could be observed that students get amused easily. The motivation

of students was low, where the teacher was a great influence; so the students did not have

interest in the knowledge and development of the activities that the English´s teaching

implies. Besides the time had a negative influence because the most of English classes

were developed the Fridays and Thursdays after the rest so children were tired. you can

observe in the codes (B1,B2, B3).

Methodology: The methods are all those means and roads of pedagogical work which

contribute to the achievement of the goals of the student's personality and formation

according to the purpose and objectives of the education of our society. An important

method is classroom management which involves the physical distribution of the tables

and chairs in the class according to the development of topics and the different activities in

class. Another important method has to be developed for handling the discipline in class,

because it affects directly the learning and teaching of English. Without discipline the

learning is impossible. (Mondéjar, 1984,)

When there was not an appropriated method for handling the discipline, the students

showed their behaviors in different ways such as:

The Noisy Students: According to Ur, (1996) disciplined classes may or may not be noisy, undisciplined ones are usually noisy . There is, therefore, arguably some positive correlation between quietness and the level of discipline.

Playful Students: the children like the games because they develop their abilities, imagination , creativity and intelligence. They can be themselves so they want to play all time, they can use anything around   them   and create a toy for playing. The children have short attention span for that reason the attention in the class is low, so they began to use their notebooks, make draws, use their toys, their tools, paper or anything to play into the classroom while the teacher is developing the class. (Rovira, 1982)

Violent Students: These children always react with punches, they hit their classmates for no reason, they do not like to speak to solve conflicts if something is unpleasant for them, they scream, hit and when they are playing they incite to rows and troubles with their friends. (Rovira , 1982).

According to interviews the methodology used by the student-teachers was not carried out in a proper way (to get the attention fro the students). They did not use a variety of methods, the student-teachers only used the repetition which caused the disciplinary problems, demotivation, inappropriate classroom management, so the student-teachers did not know the methods and they did not use any of them. For that reason all discipline behaviors took into place. You can this notice in the codes (C1) (C2) (C2a) (C2b) (C2c).

Materials: Wagner, B. & Stunard, (1989. P:7) affirm this: "The audiovisual means are so much instruments for the perception of the message like it stops their transmission, since, all learning depends on this instrument of messages." The audio-visual aids play an

essential part in teaching-learning's process, since, the audiovisual means are channels through which we can send a message or content.

According to Borda, E. & Paez, E. (1999) during the development of the classes the relevance the audiovisual aids have is noticeable and the increment in the necessities of its use is evident because they provide learners a series of stimuli that enhance learning conditions.

The interviews showed that the student-teachers did not use enough materials to get the attention of the students. The use of boards and books all the time may have been causes for the demotivation, and boredom of the students. It also caused difficulties in the development of the English classes. You can notice this in code (D1).

Context: The environment in which students learn includes physical factors as: the place where they study and characteristics of the place (ventilation, illumination, recreational spaces). These spaces are also important for the development of a social behavior on the part of the students.

the being completely and that in some cases it can be being good or noxious for the individual but never indifferent.

In the interviews it was noticed that the student-teachers did not use context to enhance the teaching process, also they did not make any use of different contexts where learning activities could take place.

The classes were always developed in the classroom and the short spaces, this aspect contributed to student boredom, fatigue and others expresions because English classes become a routine for them. You can notice this in the information with the code (E1).

Conclusions of Data Analysis

The time was an important factor for the appearance of discipline problems because most English classes were scheduled after recess and in the last hours of the days of week. Another conclusion is that English teachers and learners did not cooperate smoothly because of a lack of organization in terms of syllabus, materials and knowledge of classroom management on the part of the student- teachers. It is important to notice that student-teachers did not make a syllabus for developing their English classes.

Also one can conclude that student- teachers were not able to establish and keep the order into the classroom because they did not reflect authority and their explanations were not suitable for the age, context, needs, resources and characteristics of the learners. As a result students did not work and they were not quiet or willing to listen to the explanations.

The student-teachers showed a lack of knowledge in terms of group management and discipline itself.

An element that was easily noticeable is that the use of language in English classes was kept to a minimum and it was not effective. Teachers and students did not communicate in the L2 and they did not use it for performing any functions.

The student-teachers did not use enough material to develop their English classes. So the classes did not introduced any variety and this encouraged the emerging of discipline problems.

CHAPTER 5:   CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The lack of knowledge concerning methodology in English teaching on the part of the student-teachers hinders their professional practice and it affects the discipline noticeably in the classroom. Student-teachers lack theoretical knowledge, which gives them self-confidence and a professional attitude towards teaching. This lack of confidence reflects on the way student-teachers handle students and ignore discipline problems. In fact teachers were not able to provide an adequate definition of what discipline is.

In the observed institutions English had not been taught; so the student-teachers had to face the challenge of introducing a new language and this added to their inexperience. It is worrying to notice that there is not an established English area or a teacher in charge of the coordination of a group of teachers. This may have caused discipline problems in the classes taught. The instability generated by these limitations influences notably the actual class and the teacher may lose authority generating discipline problems.

The lack of previous knowledge about practicum seriously limited the development of this activity. Besides, the short time devoted to English classes (one hour a week) also discourages student-teachers frustrate and demotivate them in their professional practice and development.

In the application of strategies for classroom management the teachers did not considered the characteristics, limitations and needs of children. These factors may influence the success and efficiency of those strategies and they should be kept in mind not only for classroom management but also for lesson planning and later for syllabus design.

The observations and interviews allowed us to observe the enjoyment that children experience when learning English, but factors such as the student-teachers' limited capacity for group handling, limited classroom arrangements, scarce availability of resources, and incorrect scheduling can result in discipline problems and prevent successful learning from taking place.

Recommendations

It is recommended that student-teachers complement their preparation in terms of pedagogy and methodology, so that the development of the class is successful. This knowledge should cover aspects such as methods, approaches, strategies, material design, classroom management and lesson planning.

It is recommended that student-teachers to look for pedagogic strategies associated to the continuous motivation keeping in mind the characteristics, needs and the students' attitudes. This might arise interest and the curiosity of the students for English.

A recommendation for the University of Nariño is to include in the courses related to methodology a part devoted to explaining lesson planning, syllabus and use of materials before the student-teachers work in practicum.

This work could be useful for future research projects about classroom management and discipline. In this way, teachers will be able not only to improve their teaching practice but also confront daily classroom situations.

Taking into account that this study was developed in public schools with children in the fourth level, it would be important that this same study be carried out with children of other ages, levels and schools so that comparison of results could be done.

It is necessary that students-teachers who are doing their practicum use the free time to increase their knowledge base about methodology, classroom management, and learning strategies. As a result, the appropriated and successful development of the English classes will be assured and the discipline problems will be avoided.

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APPENDIXES

APPENDIX A

OBSERVATION FORM

School:_____ Level: _____

Date:_____ Time:_____

Teacher`s :name:_____

Observer`s name:_____

Topic:_____

Description of Class

Class Organization:

Pairs:_____ rows_____ groups_____ circle _____other_____

Size of class:

20-30 _____   30-40 _____   other _____

Ages of the Students:

7 _____   8 _____   9_____

Warm-up activities

Greeting: _____

Type of the activities carried out: _____

Activities and class organization

How the teacher develops the topic:_____

How does the teacher handle the students behavior in class: _____

_____

Language use: _____

Materials: _____

Teacher`s Attitudes

What is the first impression about the relation student-teacher? _____

Is the teacher the center of the class? _____

Is the teacher a facilitator of learning? _____

 Is the teacher flexible? _____

Note: _____
_____

APPENDIX B

INTERVIEW WITH ELEMENTARY SCHOOL ENGLISH LEARNERS

This interview has the purpose of obtaining information and knowledge of the common disciplinary behaviours and its manifestations.

1. Do you like English?

2. What do you do in your English classes?

3. Do you understand English ? Yes/ No

4. Do you participate in English classes? Yes/ No

5. What do you do when there is not an English class?

6. Do you study English in your house? Yes/ No. Why?

7. What do you do when a classmate speaks, plays or is misbehaving in the English class?

8. What do you do when an English class is bored?

9. Does your teacher use materials in her-his English class? Yes/No

10. Do you like to work in groups or alone in your English class?

APPENDIX C

INTERVIEW WITH STUDENT-TEACHERS

The purpose of this interview is to acquire information and knowledge about the strategies used by English student-teachers for handing the discipline manifestations in their classes with elementary students.

1. Do you speak a lot of English during your classes? Yes/no

2. How do you define discipline?

3. What activities do you develop in your classes to handle discipline?

4. How do you classify your students in terms of discipline?

5. How do you organize the chairs in your English classes?

6. Are important the voice and nonverbal language in the English class for you?

7. How do you notice a distracted student in your class?

8. Which strategy is the most effective in dealing with violent students?

9. What is the deference between a playful student and a noisy student?

10. Is it important for you the didactic materials? Why?

11. What kind the materials do you use?

12. What happened with discipline if you do not use materials in your class?

13. Dou you think that the illumination in classroom affect the discipline?

14. It the atmosphere of classroom necessary to handle discipline?

15. Do you use different spaces for handling discipline in your English classes?

    Yes/No. Why?