

Classroom Observation for Teacher Development as a Useful Technique for  
Improving Classroom Management in the Eighth Grade at I.E.M Maria Goretti High  
School

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**NOTA DE RESPONSABILIDAD**

Las ideas y conclusiones aportadas en este Trabajo de Grado son Responsabilidad de los autores.

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San Juan de Pasto, Agosto de 2014

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**ABSTRACT**

The purpose of this paper is to determine the effectiveness of Classroom Observation for Teacher Development as a technique for improving classroom management in the eighth grade at I.E.M. Maria Goretti High School.

The findings of the study demonstrated that Classroom Observation for Teacher Development can play an important role in the professional growth and development of the teacher. In this particular case, the teacher is able to adopt a more developmental attitude regarding the whole classroom management thing.

Along this study, the teacher was provided with some strategies, and techniques inside the classroom as a way to change and improve the traditional methods used to manage students' behavior. They in turn, helped the teacher to establish a more productive learning environment, making the acquisition of a second language something more effective. In general, class disruptions, and student off-task behaviors were reduced after applying the strategies given through the observation process, and the teacher reduced her levels of stress and tension, increasing their confidence and enthusiasm when it comes to managing a group of 35 students.

In this way, this investigation is really useful and relevant for further research since the focal point of this study is something that has become a topic of great importance in education the last years, and an issue that many teachers find most difficult to deal with.

## RESUMEN

El propósito de este estudio es determinar la eficacia de la observación en el aula para el desarrollo del profesor como una técnica para mejorar el manejo de la clase en octavo grado de la Institución Educativa María Goretti.

Los resultados del estudio demostraron que la observación en el aula para el desarrollo del profesor puede jugar un papel realmente importante en el desarrollo y el crecimiento profesional del docente. En este caso en particular, el profesor es capaz de adoptar una actitud de desarrollo y crecimiento con respecto a todo el tema del manejo de clase.

A lo largo de este estudio, el profesor contó con algunas estrategias y técnicas en el salón de clase como una forma de cambiar y mejorar los métodos tradicionales que se utilizan para manejar y controlar la conducta de los estudiantes. Ellas, a su vez, ayudaron al profesor a establecer un ambiente de aprendizaje más productivo, haciendo de la adquisición de una segunda lengua algo más eficaz; En general, las interrupciones en clase, y los comportamientos inapropiados fueron reducidos en un alto porcentaje, y el profesor redujo sus niveles de estrés y tensión después de aplicar las estrategias dadas a través del proceso de observación.

De esta forma, esta investigación es realmente útil y relevante para futuras investigaciones ya que el punto central de este estudio es algo que se ha convertido en un tema de gran importancia en la educación en los últimos años, y un tema que para muchos maestros es difícil de manejar.

## **Chapter I: Introduction of the Study**

### **Introduction to the problem**

Classroom management has become a topic of great significance in education during the 1970's and 1980's, (Tavares, 1996 and Butchart, 1995), however, the focal point in these early years is mainly on behavior management, the one that many teachers find most difficult to deal with. Problem behavior can take many forms; for instance, Wadden and McGovern (1991) list disruptive talking, inaudible responses, sleeping in class, lateness and poor attendance, failure to do homework, cheating in tests and unwillingness to speak in the target language; of course, it could be added to this list many other behaviors like insulting the teacher, bullying other students, damaging school property and rejecting sanctions or punishment.

But regardless our own view of what problem behavior is, if the objective of a teacher is to manage a problematic situation for success, it is necessary to know why it occurs, how to put a stop to it and, in the last resort, what to do if it happens. For instance, silencing and punishing students' behavior have routinely been used to deal with disruptive situations, for instance, by removing students from the class, and even using verbal reprimands, to what high school students often react either by obeying, and employing silence or responding aggressively which usually leads to suspension or even expulsion from the school.

So, to break this cycle of teacher control and students' unexpected responses, this paper will be focused mainly on the professional development of the teacher by using as a means one of the oldest techniques used in teacher education, classroom observation. Maingay (1991) divides classroom observation into four categories: observation for training, observation for development, observation for assessment, and observer development. However, to help teachers adopt a more developmental attitude regarding

classroom management, Classroom Observation for Teacher Development was the only means used to accomplish that.

In this way, a cyclical classroom observation process was applied as a way to help teachers improve classroom Management in eighth Grade at I.E.M. Maria Goretti High School. In this process, the teacher to be observed had the opportunity to go through a cycle consisting of two phases, each phase with a pre-observation meeting, the observation itself (a series of several observations), and a post-observation meeting. During this procedure, the teacher received some useful strategies and techniques created by Brown, Lewis, and Wragg (1993) focused on fostering classroom management and problem-solving to establish a productive learning environment.

Because of the above reasons, this paper sought to try to provide teachers with some strategies, and techniques inside their classrooms through the observation as a way to change or improve the traditional methods used by them to manage students' behavior, and in this way, to make the acquisition of a second language something more effective.

### **Problem Description**

Undoubtedly, teachers can play various roles in a typical classroom, but surely one of the most important is that of classroom manager, a difficult role for every teacher, especially those just starting their careers. What some teachers might often struggle with in their own classes is how to manage disruptive situations in order to achieve a productive and a successful learning environment, and even though teachers might do everything they can to make sure that their lessons are a success, sometimes things do not work as well as they had planned. It means that despite all their best efforts to manage the classroom, things sometimes get out of hand and students start behaving inappropriately, making the class a total disorder and in some cases, something almost impossible to manage.

One of the factors that also has to be considered when it comes to managing a classroom, and even more in the Colombian setting is the quantity of students in the classrooms. According to Ramirez (2014) from Los Andes University, education in Colombia has been questioned in terms of quality because of the huge number of students in the classroom. Public schools and universities are being overpopulated along the years. According to the Colombian government (2014) the objective is to extend the possibilities by 50 percent for the greatest possible number of people to be educated. However, what the government has been doing is to cram more students in the same classrooms as before, without expanding facilities or hiring more teachers. Then, it might be a total chaos for teachers who have to teach in large classes with 50 or 70 students in just one classroom. The number of students is one of the main reasons why students get significantly out of control, making, in some cases lessons have to stop while the teacher reestablishes order and controls all students. Such moments of disruption can be unsettling, not just for teachers but also for students, especially if the aim, as classroom managers, is to promote student success in the learning of a second language.

So, taking into consideration the ideas mentioned above, the most remarkable problem in this situation is that effective teaching and learning might not take place in a poorly managed classroom (Bell and Stefanich, 1984). If students are disruptive, inattentive, and disrespectful, chaos might become the norm. In these situations, both teachers and students might suffer. Teachers might struggle to teach, and students might learn much less than they should. So, for all these reasons, teachers should receive an aid or a personal guide that allows them to grow and develop professionally what in this particular case would be to have a productive learning environment and a total control over behavior problems. That guide can be provided through a means that unfortunately has acquired a bad reputation in



the ELT profession because of its subjective, judgmental, and impressionistic nature: *Classroom Observation*.

So, regarding the observation, teachers resent being observed by people who judge their performance according to their own. Therefore, in order to change the negative image of classroom observation and to promote it as a powerful, effective means of improving the quality of English teaching and the teacher's self-development, this paper made use of *the self-development approach* in order to help teachers adopt a more positive attitude towards classroom observation by providing opportunities for self-development through self-assessment. So that, the usual relationship patterns between observers and teachers changed dramatically, giving the teachers the opportunity to decide what they would like to do throughout the classroom observation process. In this way, the teachers came to welcome classroom observation as a practical aid to their self-development.

It is said there are many benefits from classroom observation. First of all, classroom observation is not only an educational and pleasant experience but also a collaborative learning opportunity which enable teachers and observers to learn from each other. In this case, teachers got much from classroom observation because it helped them to know their weakness from other people, which is sometimes very difficult for them to find by themselves. They need observations to find out how well they can teach and in which way they can improve.

For instance, it was proved by young Chinese teachers in the research about self-development through classroom observation (Wang and Seth, 1998) that first of all, they did not expect to benefit so much from the classroom observation they were involved in, but then they realized the value and effectiveness of it. However, in the Colombian setting, there is no documentation of the results of the effect of Classroom Observation as a

technique for improving Classroom management. Because of this situation, the following research question is posed to learn about the effects of Classroom Observation in our country: ¿Can Classroom Observation for teacher development be a useful technique for improving classroom management in eighth grades at I.E.M. Maria Goretti High School?

### **Research questions**

#### **General question**

¿Is classroom observation for teacher development a useful technique for improving classroom management in the eighth grade at I.E.M Maria Goretti high school?

#### **Specific questions**

- What were the most common classroom management problems observed in the eighth grade at I.E.M Maria Goretti high school?
- What were the classroom management strategies presented by the teacher?
- Was the application of the classroom management strategies effective for improving classroom management in the eighth grade at I.E.M. Maria Goretti High School?

### **Research objectives**

#### **General objective**

To determine if classroom observation for teacher development is a useful technique for improving classroom management in the eighth grade at I.E.M. Maria Goretti High School.

**Specific objectives**

- To observe and identify the most common problems of behavior in the eighth grade classrooms in the second phase of the observation process at I.E.M Maria Goretti high school in Pasto.
- To present different classroom management strategies to the teacher in the second phase of the observation process at I.E.M Maria Goretti high school in Pasto.
- To determine in a second phase of observation if the application of the classroom management strategies was effective for improving classroom management in the eighth grade at I.E.M. Maria Goretti High School.

**Justification**

It is evident that the personal experience as students that are learning to be teachers of a second language allows us to have a global and general view of the importance of having steady basis and skills when it comes to manage a large class. It is not a secret that the whole classroom management thing can affect the learning and teaching process in many ways. First of all, the learning process has a negative effect when the classroom is not being well-managed. Teachers might not expect their students to have a successful learning when the environment is full of distracted or inattentive students, and discipline problems.

However, when the teacher has the appropriate strategies to control the situation, students might have a high percentage to learn more since the class would become a peaceful and quiet place for students to acquire new things easily. Second, it is really important to know that Classroom management has a huge impact over the teacher's personal and emotional state, since not having the control over the disruptive situations might be one of the most influential factors of teachers' levels of stress and exhaustion

which could cause more disorder, indiscipline and motivation problems inside the classroom. The attitude of the teacher can play a really important role in students learning process and even in his/her own professional and personal development. Finally, this research wants to change the negative image of Classroom Observation using it as a useful and a powerful technique that allows solving the problematic mentioned before.

For many years, educators have been concerned about classroom management; they realize that control of student behavior is essential for learning (Neill, 1978). Bell and Stefanich (1984) write: “if teachers are to teach and students are to learn, discipline is necessary... without classroom management, learning cannot take place” (p.134). Besides, the whole classroom management issue does not affect only the teaching-learning process but the emotional state of the teacher. In a survey (2005) of teachers from the state of New York, “Managing disruptive children” was cited as the most stressful factor among teachers (Seeman, 1984). Similar results were obtained by Cichon and Koff (1980) in their studies of Chicago teachers. A teacher recently observed affirmed: “I’m beginning to come out of a slump that started Monday morning. Discipline has been much tougher than I suspected. I can now understand (but not accept) how teachers begin the long spiral toward authoritarianism” (Bowman, 1983 p. 116.) This teacher and other experienced teachers are coming to the point that they need strategies for classroom management which means that it is vitally important for the teacher to obtain skills to aid him/her in effectively reducing or eliminating disruptive behavior and concurrently become a more effective teacher.

On the other hand, Ted Gary (1981), an educational consultant for Educational service District No. 121 in Seattle, Washington, states that the goal of a school program should be to help children develop self discipline. He further states that “truly self-disciplined people will correct their behavior all the time not just when an authority figure

is present” (p.18). In order to accomplish this task, teachers need more skill and training in classroom management.

Therefore, as stated above, it is vitally important to give the teacher an opportunity to develop in this subject, making use of Classroom Observation for Teacher Development, perhaps the most useful help a teacher able to learn, can get. When the educator is teaching, it is very hard to take objectively the whole panorama of what is happening around him/her in the classroom. They may naturally get locked into particular habits, ways of working, ways of speaking, avoidances, etc. So, it is important to know that an observer can be an outside eye, someone who can tell us things giving the opportunity to get insights from a different viewpoint, from someone who is not emotionally involved with the class, but who can notice things the teacher cannot.

Thus, if this study produced data that indicated that the use of the Classroom Observation for Teacher Development is a useful technique that allows the teacher to develop professionally and improve in the subject of classroom management, perhaps this technique should be provided to other high school teachers.

### **Definition of Terms**

**Classroom management:** Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom (Melissa Kelly, 1983).

**Observation for training:** a type of observation as part of a training program to help trainers identify your current level of skills and your needs. Training observations are typically on someone else’s agenda, i.e. you are being observed and assessed as part of a program or syllabus to achieve a certain set of specified goals.

**Observation for development:** this type of observation contrasts with training, in that “development” suggests your own agenda is paramount (rather than that of a course requirement or a trainer). In a developmental observation, you would typically specify yourself what would be most useful to have feedback on.

**Observation for assessment:** this is a type of observation used to assess you and your teaching against criteria of quality, acceptability, appropriacy, etc. an assessment may be part of a course (with grades, levels, points, etc) or it may be an internal or external inspection, for example by a national association of school recognition.

**Feedback:** In an organizational context, feedback is the information sent to an entity (individual or a group) about its prior behavior so that the entity may adjust its current and future behavior to achieve the desired result. Feedback occurs when an environment reacts to an action or behavior.

**Self-development:** Self development is taking steps to better yourself, such as by learning new skills or overcoming bad habits.

**Student disruptions:** acts undertaken by students that disturb a class through inappropriate behaviors.

## **Chapter II: Literature Review**

The purpose of this chapter is to review the relevant literature to this study. Different theories and some important concepts will be taken into account for the application of the cyclical classroom observation process that will be undertaken in order to foster classroom management in the process of English learning for eighth grade students at I.E.M Maria Goretti high school. As stated above, this process will be based on (Brown, Lewis, and Wragg's, 1993) and techniques focused on problem-solving to establish a productive learning environment. So that, all of this, in order to look for the relationship that certain theories and concepts have with the main objective of this field work.

First of all, it is important to start talking about the focal point of this research, and to understand it in depth. To achieve that, significant theories of important authors about classroom observation will be presented along this chapter.

### **What Is Classroom Observation?**

As one of the prevailing methods within classroom settings, classroom observation is an important tool for teacher development. It is the process of studying and analyzing classroom activities to scrutinize teaching strategies adopted by the teachers and students' participation with active responsiveness in classroom activities. In this process, the supervisor, instructor, or administrator (head teacher/principal) who sits in on one or more class sessions, records the teacher's teaching practices and student actions, and then meets with the teacher to discuss the observations done previously.

According to The Glossary of Education Reform, (2013) Classroom observation refers to all occasions when learning and/or teaching activities are observed for a specific purpose by someone different from the teacher. This observation is normally conducted by fellow teachers, administrators, or instructional specialists, who provide teachers with constructive

critical feedback aimed at improving their classroom management and instructional techniques. School administrators also regularly observe teachers as a part of formal job-performance evaluations. A classroom observation can be a formal or informal process that takes place in a classroom or other learning environment.

Classroom observation includes a concern with the fact that it is always a special occasion when somebody is sitting at the back of the classroom (Wajnryb, 1992 and Wallace, 1991). However, it is useful to briefly consider what is meant by observation from the perspective of teacher education. While observation is viewed as an essential part of any teacher training program, it is regarded as the process of capturing the events of the classroom (Maingay, 1988, Sheal, 1989, Wajnryb, 1992 and Williams, 1989). At the same time, the underlying assumption is that observation is a powerful tool which gives participants opportunities to gather data and gain insights into the classroom (Cohen, Manion, & Morrison, 2000 Mackey & Gass, 2005 and Wajnryb, 1992).

In Gebhard's words (1999) observation is "a non-judgmental description of classroom events that can be analyzed and given interpretation" (p.35). When integrated in the broader context of teaching practice, classroom observations are perceived to play a significant role in teacher formation. In this study, special attention is given to the experience of observing which requires more than the time spent in the classroom. In the language of this research, the term observation is mainly related to data collection in the classroom; however, the preparation and follow-up phases are considered equally essential.

On the other hand, Llywodraeth Cymru (1996) Welsh government has its own concept of classroom observation, saying that it can be a significant tool in raising standards through supporting practitioners in sharing and developing their skills and so improving outcomes for learners. In this process there is no limit established on the number of



occasions in which observation may take place, since it is essential that the emphasis is firmly placed on the quality of experience rather than quantity.

And in this way, different authors coincide with similar concepts for Classroom observation. However, it is important to mention other essential information that surrounds the whole classroom observation issue, like the purpose, and importance of Classroom observation, its principles and protocols.

### **What Is The Purpose of Classroom Observation?**

Now it is important to move on to a consideration of the purpose and importance of observation in teacher development. First and foremost, it is extremely pertinent to note who observes who and for what purpose. Certainly, one teacher can observe another teacher for the purpose of self improvement or research (Cohen, Manion & Morrison, 2000, Gebhard, 1999 and Mackey & Gass, 2005). There is also observation for assessment; indeed, this was the traditional, and often the only reason for observing teachers and classrooms (Gebhard, 1999, Sheal, 1989, Wajnryb, 1992 and Williams, 1989). Although evaluation is inevitable, in this particular study, the emphasis is not on assessment as such but on professional development (Bodóczy & Malderez, 1994, Gebhard, 1999, and Medgyes & Malderez, 1996). That's why the primary purpose of this particular classroom observation is the teacher's professional growth and development.

While the teacher teaches in the language classroom, he/she will not be able to clearly observe the process of teaching and learning, and as it takes place throughout the lesson. Consequently classroom observation provides freedom to look at the lesson being taught by other teachers from a range of different perspective, outside that of the actual lesson plan, procedures and activities prepared by the teacher. In this way, Wajnryb (2002)

defines classroom observation as a “multi-faceted tool for learning. It is about being an observer in the language learning classroom and learning from the observation process.”

Classroom observation helps us ‘to test our personal theories on phenomena around us and refine the social and psychological behavior of others and ourselves’ (Foster, 1996). Classroom observation is absolutely required ‘to understand and be aware of the details of the social and psychological processes of the classroom which is central to effective teacher development (Wright, 1990). Similarly, Maingay (1991) defines classroom observation as a reflective tool for the teachers to explore their own behavior, attitude and their classroom practices. Kafle (2001) argues that mentoring, one of the key concepts in teacher development requires skills of classroom observation so as to figure out problems of classroom teaching practice of the teachers and provide feedback and eventually render assistance whenever needed by the teachers.

On the other hand, according to Center for Teaching Excellence, classroom observation has two main purposes, the first one is allowing the teacher to receive feedback from an objective, and experienced observer and the second one is to engage the teacher in context-specific discussions about teaching with a CTE (Center for Teaching Excellence) consultant. This process is confidential, adapted to fit the needs of the teacher, and used for formative, not summative purposes. On the other hand, it is NOT a judgment of the teacher’s teaching techniques, styles and abilities, and even less a judgment of the teacher’s knowledge of disciplinary content. Williams (1989) claims: “classroom observations should be developmental rather than judgmental” (p.85) in the sense that they offer opportunities for teachers to improve their awareness, abilities to interact and evaluate their own teaching behaviors (Maingay, 1988 and Williams, 1989).

Cymru, meanwhile claims that the purposes of observation can be grouped under the following aspects:

1. To observe the process of learning of students, by tracking their progress across the curriculum, and their experiences in different settings.
2. To be part of continuing professional development, for example, sharing effective practice, providing shared learning and collaborative development, Specialist guidance or advice – such as on teaching techniques, curriculum areas, use of ICT equipment, etc.
3. To monitor the quality of teaching through the Graduate Teacher Program (or other teacher entry programs), the purposes of making judgments about learning and teaching in the school as a whole, and inspection arrangements.

### **Principles and Protocols**

To ensure that observation is purposeful, supportive and developmental, all those involved in arranging, carrying out, or participating in observation should observe the following guidance which sets out the purpose and protocols that characterize an effective observation.

There is no doubt that the classroom is a place where many processes of learning and teaching occur. In this respect, it is extremely relevant to consider what to observe and how to observe it (Wajnryb, 1992). These are obviously integrated. What the teacher does and what really happens in the foreign language classroom are what is usually observed.

However, apart from the teacher and his or her contribution to the situation, the learners and their contribution need to be described (Allright, 1988). It is also relevant to make decisions about which events we intend to describe in the foreign language classroom as well as which aspects to take into consideration (Allright, 1988).

Furthermore, in order to observe the classroom and what goes on in it for the purpose of continued learning and exploration, it is essential to capture the events of the classroom as accurately and objectively as possible and not only to make a record of impressions (Allright, 1988 and Wajnryb, 1992). In this respect observation can be more global or more focused. The importance of observation procedures in addition to coding schemes has been emphasized in recent research (Cohen, Manion & Morrison, 2000 and Mackey & Gass, 2005).

Regarding the types of observation, there are differences between observation processes in terms of how structured they are. On the one hand, highly structured observation has a clear focus and involves carefully prepared schedules, rating scales and coding systems. Semi-structured and unstructured observation, on the other hand, has far less clear focus; they therefore require less preparation but take longer to analyze (Cohen, Manion & Morrison, 2000 and Mackey & Gass, 2005). In order to ensure deeper understanding of the classroom, the suggestion is that one should focus on broader categories or more specific issues.

Classroom observation should observe the following principles:

- All those involved in each observation should have a shared understanding of its specific purpose.
- Observation should support and develop learning and teaching – there should be minimal disruption to normal classroom activity.
- Observation arrangements should be planned in advance so those involved have adequate notice.
- Observation should be objective, developmental and supportive and conducted with professionalism, integrity and courtesy.

- The scope of teaching observed will need to be well balanced to reflect the range of a teacher's work, but should not be excessive in total.
- It is important that total time of observation is limited to no more than that required to form sound and evidenced judgments as frequent observation sessions are disruptive and counterproductive.
- It is important that the observed sessions should proceed in as normal an atmosphere as possible.
- Constructive oral feedback should always be provided as soon as possible after the observation and confirmed in writing within five working days. Teachers should be given the opportunity to add their own written comments to this feedback.
- All those with access to information gained from the process should respect its confidentiality and ensure that the provisions of the Data Protection Act (1998) must be followed at all times.

In general, the term 'observation' is used as a research tool that offers a researcher an opportunity to garner 'live' data from "naturally occurring situations" where the researcher can actually look at directly what is happening in situ rather than depending on second-hand data source (Cohen, 2007).

### **Kinds of Classroom Observation**

Peter Maingay (1991), the ELT expert/trainer establishes various roles of observation in the context of teacher training, teacher development and assessment of the teachers. However, this field work concentrates on classroom observation in the context of teacher's professional development. First, it is necessary to make a distinction between teacher training and teacher development to avoid confusions.

### **Teacher Training Vs. Teacher Development**

With respect to their conceptual framework and implementation, a distinction has been made between teacher training and teacher development. On the one hand, Teacher development is viewed as a continuous process that begins with pre-service teacher preparation and spans the entire career of the teacher (Sithamparam and Dhamotharam, 1992). Teacher training involves giving novices and experienced teachers alike "ready-made answers" as opposed to "allowing them to discover their own alternatives" (Lucas, 1988). According to Davis and Plumb<sup>1</sup>(988) training entails a "pre- planned" agenda set by the workplace or syllabus as opposed to an "impromptu, flexible agenda set by groups;" "needs of workplace" as opposed to "personal needs;" "qualification" as opposed to "career development;" and "standardization" as opposed to "innovation.

Freeman<sup>1</sup>(1989) defines training as a strategy for direct intervention by the collaborator in the teacher's teaching. "The intervention is focused on specific outcomes achieved through a sequence of steps, within a specific period of time. It is based on the assumption that through mastery of discrete skills, teachers will be effective in the classroom." Freeman considers development as a strategy of influence and indirect intervention that comes with complex, integrated aspects of teaching. These parts are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting his/her awareness<sup>1</sup>.

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<sup>1</sup> <http://english.cersp.com/jiaoshi/peixun/200701/1385.html>

### **Observation and Teacher Development**

It is very important to justify how classroom observation plays a crucial role in teacher development in terms of developmental purpose of observation rather than observation for assessment, evaluation and training. There are many components and strategies that are responsible for teacher development; such as observation, action research, in-service training, supervision, counseling, meditation, motivation, mentoring, reflective practice of teaching and learning, classroom research, collaborative learning and teaching etc.

However, as stated above, this field work focuses on area of teacher development that is classroom observation, which has been dominantly used as a significant tool in ESL/EFL teacher education in general and teachers' professional development in particular.

Observation in general is a tool/concept used in any kind of observation, be it a classroom observation, peer observation, supervisor, ELT manager observation or a learner observation. It is equally significant tool for mentoring, collaborative development, classroom research, etc.

The concept of development refers to change and growth. To be specific, the term teacher development is the process of being better, competent and 'super-teacher' in terms of professionalism. This concept of teacher development is a significant issue in teacher education that came into prominence in the field of ELT on account of the demand; especially of in-service teachers who really wanted to get input of recent methodologies/pedagogies to tackle the problems and the challenges that come abruptly on the way. Teacher Development is a persistent process of life-long learning. If it stops for any reasons, then the process of development ceases with no sign of any professional development in teachers.

As mentioned before, it is really necessary to take into consideration that English language teaching (ELT) classroom observations have traditionally been seen as part of teacher evaluation regarding their way of classroom teaching and observers are typically administrators, instructors, supervisors, trainers, ELT managers hired and senior teachers. Feedback provided by the observer to the observee after the observation task is over what Sheall (1989) notes as usually unsystematic, subjective, threatening, frustrating and impressionistic rather than objective, systematic, supportive and motivating. Also, the relationship between observers and observees is based on hierarchy where the observers are evaluative, prescriptive, assertive while the observees, unless otherwise, are defensive. Classroom observations tasks done under such conditions might not help much in the observees' professional growth and development which is in sharp contrast to the philosophy of teachers' professional development.

Finally, the cyclical supervisory model of lesson observation that consists of the same three phases of the teacher development was used for this study.

**Pre-observation:** During this pre-observation phase, the objective is to inform the teacher about the purpose of the meeting and observation and thus prepare him/her for being observed without any sign of resistance. This phase is also used to build good rapport by using motivational orientation to the teacher saying, 'it is mainly for both of us and our professional development'. Pre-observation meetings are the time when the teacher and the observer set a limited number of professional "targets." These may be any aspect(s) of the lesson that the teacher would like the observer to target, depending upon the needs. They also can agree upon issues such as the observer's intervention during the lesson proper. Some teachers do not want intervention but others do.



**While/during observation:** This is the second phase of observation where the observer focuses strictly on the targets set at the pre/observation meeting and collects relevant data.

**Post-observation:** It is the phase of feedback session. During this phase, the observer manage some time to meet with the teacher to discuss how the classroom went, how he/she felt about the classroom teaching, what he/she felt went well, what he/she would have to change, what was typical or atypical about the class. The purpose of this phase is to review the observation data and plan any follow-up and new strategy as required.

In conclusion, observation is a means through which teacher development takes place and thus it is very significant tool or a key concept for teacher development. Unlike observation for training, assessment and evaluation, observation for development of both the observer and the observee should be primarily focused to achieve the objective of teacher development. It provides both the parties with the reflection of their own class and provides them way to think of some possible innovative strategies to implement them in the classes further. Traditionally, the observation task was taken as evaluative, assessment as mere trainer process. Owing to this, teachers to be observed (observee) and the observer both had developed negative attitudes towards observation process. However, now, positive attitudes have developed among the educators, teachers regarding observation in the recent days for teacher development. People related to teacher education, ELT have duly realized the significance of observation and the impossibility of teacher development without observation to explore their hidden self, identity, creative potentiality which is worth appreciating.

### **What Is Classroom Management?**

On the other hand, it is also really important to take a look at the last but not least important research topic and know in depth everything what has to do with the whole classroom management thing and the issues, and factors around it. To achieve that, important concepts of different authors will be taken into consideration.

The Glossary of Education Reform defines classroom management as the wide variety of skills and techniques that teachers use to keep students organized, focused, and attentive, on a determined task, and academically productive during a class. Classroom management is a term generally used to show the process of teaching in a disciplined and controlled way, which allows students to learn and gain knowledge on certain topics in a calm and peaceful environment. The term also involves a variety of techniques used to prevent disruptive behavior in classrooms as well as the methods used to motivate students. Although there is no agreed-upon definition of classroom management, the framework offered by Evertson and Weinstein (2006) represents a current and widely accepted view. According to Evertson and Weinstein (2006), classroom management has two distinct purposes: “It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth.”

On the other hand, Melissa Kelly (1983) says that Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning

is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession.

According to Harry K (1998) Wong classroom management refers to all of the things that a teacher does in order to organize students, the space, the time, and materials so that learning can take place in the classroom in a successful way. This management includes fostering the student's involvement and cooperation in all classroom activities and thus, establishing a productive working environment. In general, Harry (1998) defines Classroom Management as the practices and procedures that allow "teachers to teach and students to learn".

In his book *The First Days of School*, Harry (1998) tries to help teachers everywhere be as efficient and effective as they can, regardless of their teaching style or level of experience. Harry devotes a whole unit of the book to each important quality of an effective teacher. However, the most important part of the book is "The Principles of Successful Classroom Management", where he states that every student and teacher will be more successful in a well-managed classroom.

Let's examine some characteristics of a well-managed classroom in according dance with *The First Days of School*:

1. Students are deeply involved with their work.
2. Students know what is expected of them and are normally successful.
3. Wasted time, confusion, or disruptions do not generally take place in the classroom.
4. The atmosphere of the classroom is work-oriented but comfortable and pleasant.

Establishing a well-managed classroom can help a teacher avoid being part of the 40 percent each year who leave the profession discouraged and overwhelmed. However, Harry

Wong (1998) thinks that the number-one problem in the classroom is not discipline; it is the lack of procedures and routines.

Definitely, classroom management has been a priority for teachers for nearly 40 years. For example, the Gallup Poll designed to assess perceptions of public education (Rose & Gallup, 2006) has consistently cited classroom management as a major issue.

In a 2006 survey of Pre-K through 12th grade teachers conducted by the American Psychological Association (APA), teachers identified help with classroom management and instructional skills as their biggest need. Results from over 2300 responses showed that teachers wanted assistance with classroom management because of their concerns about student safety and their desire for strategies to deal effectively with students' negative and/or disruptive behaviors.

Educators have consistently rated discipline as one of the most serious obstacles to promoting effective teaching. In addition, classroom management has been cited as one of the most prevalent reasons for job burnout and attrition of first-year teachers. Students in public schools have also reported that they feel unsafe due to lack of effective disciplinary procedures and potential for violence.

### **Classroom management factors**

According to Brown, and Lewis (2003), Classroom management goes beyond the whole discipline thing; it embraces a series of matters that rank from the physical aspect of the classroom to teacher and student's relationship. On the one hand, Brown (2003) claims that Classroom management deals with a series of factors ranging from the physical environment of the classroom, to the way of teaching.

**The physical environment of the classroom**

Probably this is something that many teachers overlook. However, this is a really important factor to take into consideration if the objective is to create a positive climate in the classroom and even more if the main goal is to manage the classroom in an effective way. According to Brown there are four categories teachers must consider:

**Sight, sound and comfort**

Even though it may first appear insignificant, students are deeply affected by what they see, hear, and feel when they enter the classroom. So, it is necessary to make the classroom as physically comfortable as possible. For example, classroom must be neat, clean, and orderly in appearance, boards must be erased, and hopefully the classroom can be as free from external noises as possible (machinery outside, street noise, hallway voices), heating or cooling systems (if applicable) must be operating.

**Seating arrangements**

Some classrooms have movable desks all lined up in columns that are perpendicular to the front wall of the room, but the best option is to change this pattern immediately. According to Brown (1993), students are members of a team and should be able to see one other, to talk to one other (in English) and not be made to feel like they just walked into a military formation. If the classroom has movable desk-chairs, teacher can consider patterns of semi-circles, U-shapes, or concentric circles.

**Chalkboard use**

The chalkboard allows the teacher to illustrate with words, pictures and graphs and charts, it is always there and it is reusable. So, it is crucial to take advantage of this visual aid by plentifully using it. At the same time, it is really important to try to be neat, and orderly, since a messy, confusing chalkboard can make students go crazy.

**Equipment**

If there is any equipment that teacher can make use of, like an overhead projector, a tape recorder or a video player, it is important to make sure that the machine actually works, and that the teacher knows how to operate it. It is also important to take an extra light bulb or battery or whatever else the teacher will need.

**Your voice and body language**

Another fundamental classroom management concern has to do with the teacher and the messages sent through his/her voice and through his/her body language. One of the first requirements of good teaching is good voice projection. The teacher does not have to have a loud, booming voice, but he/she needs to be heard by all the students in the room. Clear articulation is usually more of a key to comprehension than slowed speech. However, the voice isn't the only production means existing in the classroom, nonverbal messages are very important. In language classes, especially where students may not have all the skills they need to decipher verbal language, their attention is drawn to nonverbal communication.

**Unplanned teaching: midstream lesson changes**

The teacher is daily called upon to deal with the unexpected. Teachers have to engage in what we'll call unplanned teaching that makes demands on the teacher that were not anticipated in the lesson plan. One of the initiation rites that new teachers go through is experiencing these unexpected events and learning how to deal with them gracefully. And the key is self-confidence. You will keep the respect of your students and your own self-confidence by staying calm, assessing the situation quickly, making a midstream change in your plan, and allowing the lesson to move on.

Teaching under adverse circumstances

There are a number of management concerns of widely divergent nature like teaching large classes, teaching multiple proficiency levels in the same class, compromising with the institution, and the most common: discipline. What is implied here is that no teaching-learning context is perfect. There are always imperfect institutions, imperfect people, and imperfect circumstances for the teacher to deal with.

### **Teachers' roles and styles**

This is the affective or emotional side of being and becoming a good teacher. First of all, a teacher has to play many roles. Think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent.

On the other hand, teaching styles is another affective consideration in the development of the professional expertise. Teaching style will almost always be consistent with the personality style, which can vary greatly from individual to individual.

### **Creating a positive classroom climate**

The roles the teacher plays and the styles he/she develops will merge to give some tools for creating a classroom climate that is positive, stimulating, and energizing.

Rapport is a somewhat slippery but important concept in creating positive energy in the classroom. Rapport is the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students' feeling capable, competent, and creative.

On the other hand, Marilyn Lewis (1993) divides the whole class management issue in 3 categories: **motivation, constraints, and the teacher and student's relationship.**

According to Lewis (1996) motivation is one of the biggest concerns for teachers since many of them are learning English because they have to and not because they want to.

Students don't want to use English in class when they can say the same thing faster in their own language (Lewis, 1996).

Teachers encourage language use through both intrinsic and extrinsic motivation. For example, some students know the benefits of learning a particular language. Others need to be reminded of where success could lead (Intrinsic motivation). On the other hand, teacher can motivate students through rewards, or supplying interesting additional reading materials, showing a video to follow a difficult language task, or even inviting guest speakers so that students can use the new language in an authentic way (Extrinsic motivation).

For others, constraints are things that teachers believe are stopping them from managing an ideal learning atmosphere. Such as large, multilevel classes with fixed furniture, traditions of learning and difficulty in accessing resources like photocopiers, or funds to make copies for the whole class, tape or video recorders.

Finally, Lewis (1996) presents the last aspect of classroom management. It is the relationship between teacher and student. Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful.

It is vital that students respect the teacher as a professional. At the beginning of their career, teachers often face difficulties in establishing a strong and healthy relationship, as they are very close to the students' age and lack experience. Sometimes inexperienced teachers establish too close relationship with students, which can later generate various problems in classroom discipline and education. Such relationships can make both students and the other teachers lose their respect.



Effective teaching does not require that all students like the teacher; however it is crucial that they all respect him or her. Teachers also do not need to like all of their students; they just need to be professionals and leaders. Students do not need to be friends with teachers, they need to respect teachers and learn. Sometimes students tend to lose their respect for teachers in a mixed relationship where the roles are not clearly defined. Students are too young and inexperienced to know how far a friendship with a teacher can go. A strong and positive relationship with students is also very important for classroom success. Teachers can learn and use various techniques and approaches to strengthen and improve the quality of the relationship with his or her students. Such techniques can help boost the students' commitment and participation.

### **Practical strategies for classroom management according to Brown, Lewis, and**

#### **Wragg (1993)**

Some teachers have to deal with difficult demands and challenges in their classrooms. Therefore, they are supposed to know all about pedagogy, develop engaging lessons that can meet the diverse needs of learners, and make use of a variety of instructional strategies that can enhance student achievement while they simultaneously develop positive relationships with, on average, 125 students each day who are experiencing the personal, social, and cognitive challenges and opportunities of early adolescence (Carnegie Council on Adolescent Development, 1995 and Schmakel, 2008). That is why at this point, Brown, Lewis, and Wragg (1993) provide teachers with effective strategies to control disruptive behaviors.

#### **Annoying classroom distractions**

How can a teacher prevent irritating classroom behaviors?

1. The students and the teacher should discuss the rules at the very beginning of the course, and periodically review the rules and procedures of the classroom until the students can successfully adhere to them.
2. Teachers should use simple verbal warnings when the misbehavior occurs. They have to make sure that they are to the point, moderate in tone, and private (e.g., "Stop talking and work on your math problems, please").
3. It is really necessary to give praise to the entire class as frequently as possible (e.g., "Thank you for working so quietly," or "I'm delighted to see you all working so well today").
4. Teachers have to intervene as soon as possible in order to prevent the misbehavior from occurring (e.g., say "Harry, may I help you with your assignment?" when the student begins to show signs of frustration).
5. The use of facial expressions to convey to the student that the misbehavior is not totally overlooked. Circulate around the room frequently, to avert potential behavior problems.
6. If possible, teacher should meet with the child and describe in exact terms the behavior he/she finds unacceptable in the classroom. During the discussion, it is necessary to explain the reason(s) why you find the behavior unacceptable.
7. If the misbehavior occurs again, it is important to follow through with the previously planned disciplinary action. If the child continues to misbehave and all of the options and resources have been used, the child must be sent to the principal's office. At the end, explain to the child that he/she is welcome to return when he/she is ready to follow the classroom rules.

### **Antagonism with authority**

What can be done to help students improve their interaction with authority figures?

1. It is essential to provide opportunities for students to change their hostile and aggressive energy into socially acceptable matters such as sports, clubs, crafts, hobbies, etc.
2. Teacher should talk to the student in private to find out the reason for his/her misbehavior.
3. The importance of contacting parents and/or administrators when there is no other way of resolving the conflict situation.

### **Arrogant, attention-seeking student**

What can be done for a student who is constantly disrupting the class in order to gain the teacher's attention?

1. It is important to give the student a position of responsibility in the classroom and encourage him/her to set a good example for others.
2. Teacher should post a chart in the front of the room delineating the rules to be followed when responding. For example:
  1. Raise your hand if you wish to talk.
  2. Wait to be called on.
  3. Listen while others talk.
3. To assign the student a special project of interest and let him/her present the report to the class is an excellent option to control this misbehavior.
4. To ignore the student's annoying comments, but give praise when the student describes his/her real achievements.

### **Using of electronic tools**

What can you do about children constantly calling out in class, even when they are supposed to be working quietly at their seats?

1. It is important to be sure that the students know what is expected of them concerning this problem, like “turn cell phones off” or “do not bring tablets, Mp3 IPods or computers”, etc. and necessarily to explain why they should not use these tools in class.
2. To take a box where all these electronic tools can be put before starting the class; tell students that at the end of the class, they can pick them.
3. If it becomes a major problem, to hold a class meeting and warn students that if the problem continues, cell phones, tablets and other elements will be taken to the principals. This would include the type of discipline to be used for the teacher with those who continue to disturb the class by texting, listening to music or doing other things with the electronic tools.

### **Class clown**

How can you deal effectively with a "class clown"?

1. To let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.
2. to try to direct his/her talent for humor into something more productive, such as creating a class play or dramatic skit giving him/her the role of the teacher who is trying to teach a lesson. You take on the role of the class clown and exhibit the same behaviors that he/she does in class. This may be a learning experience for the entire class!
3. To let the child gain the attention of the class in such a way that it has a positive effect on the class. The student could conduct mini-lessons, lead study groups, assist students, or make other contributions that will benefit the entire class.

### **Failure to ask for help**

What can you do about a student who fails to ask for help with matters he/she does not fully understand in the curriculum or in the classroom in general?

1. If the student does not feel comfortable asking questions in the classroom setting, have him/her write the questions on a piece of paper. Then, when time permits, meet with the child individually to review the questions, or provide general answers to the class if you think others may have the same questions.
2. Designate other students in the classroom as resource persons, who can meet with the student and offer assistance. The student may feel more comfortable asking for help from a peer than from the teacher.
3. Create a chart listing all students, and give recognition to those who ask questions in class. Emphasize that asking a question indicates intelligence, not stupidity.

### **Hyperactivity - shift in attention**

What can be done for students who frequently shift their attention and/or interests in class?

1. To assign the student some type of classroom responsibility that he/she looks forward to doing (e.g., collecting completed work, delivering messages, etc.).
2. To provide students with firm but fair classroom rules. To make sure you consistently adhere to the consequences of breaking rules.
3. To prepare a variety of short lessons to maximize student attention and participation (e.g., manipulation exercises of 15 to 20 minutes in duration).
4. Regularly incorporate "relaxation" techniques into the daily classroom routine. Use them whenever the student is in need of them.

### **Lack of motivation to do the assignments**

What do you do with students who lack motivation, have a very negative attitude toward school, and come to class unprepared?

1. To make classroom interesting and stimulating to the students. Make lessons inviting and challenging, so students are interested in finding out what comes next!
2. To show students interest in them. Show that you like them and that they belong in your classroom.
3. To make the lesson an experience that will allow the student to gain self-esteem because he/she is successful.
4. To take advantage of the student's interests and formulate some lessons around them.
5. When developing practice worksheets, to use the students' names and some things the teacher knows about them to teach a concept (e.g., "Susan expressed her enjoyment regarding her trip to Disney World" when identifying parts of speech).
6. To use incentives in the classroom to reinforce motivation toward accomplishment (e.g., prizes, stars, or other rewards for completing assignments on time).
7. To show enthusiasm when teaching. The teacher is the key to motivation in the classroom.

### **Lack of respect**

What do you do with students who show a lack of respect for adults, peers, their belongings, and the property of others?

1. The teacher should practice the 3 R's: Respect, Responsibility, and Reciprocity.
2. Role-play situations where there is lack of respect. For example: Someone fails a test and others make fun of that person. Follow with group analysis and discussion of the situation and alternative actions.

3. Listen to each student. Never assume that you know what the student is going to say to explain his/her actions.
4. Show that even though, as the teacher, you are in charge of the class, you respect the student and expect respect in return.
5. Never make idle, sarcastic threats (e.g., "How many times have I told you to sit down? I am going to have to take away your recess time for the semester unless you behave.")

### **Negative response to requests and rules**

What can you do when you are confronted with students who are negative about rational requests and/or rules?

1. Try to use these guidelines when establishing classroom rules:
  - a) Involve your class in making up the rules.
  - b) State the rules positively.
  - c) Keep rules brief and to the point.
  - d) Review rules periodically with the class.
2. Give students choices, in order to minimize negative reactions (e.g., "Would you rather stay an extra ten minutes and finish the exercise before lunch, or go to lunch now and finish it when you come back?").
3. Make sure students clearly understand what is expected from them. (In some cases, it's the student's confusion that causes oppositional behavior.)
6. If students reject to do your assignments, make the student know the consequence of this situation.
4. Handle difficult students individually outside the classroom, so that there is less chance that others will get involved.

5. Contact the parents, the principal, and/or the counselor to discuss the student's inappropriate behavior.

The last aspect, but not the least is why problems occur. Rose senior (2006) points out that when students come to class they bring with them their own personalities and their learning expectations. Their behavior will also be influenced by their current circumstances and by what happens in the lessons. There is always, as well the possibility of interpersonal tensions between students and between students and their teacher. Students' personalities are closely bound up with their levels of self-esteem, how they feel about themselves and what level of comfort and self-confidence they are experiencing. Self-esteem is influenced by a large number of factors. At the most basic level, it is very difficult to feel good about ourselves if we are not safe, or do not have food to eat or warmth or shelter. But once we have all those, we can still be both positively and negatively influenced by the people around us.



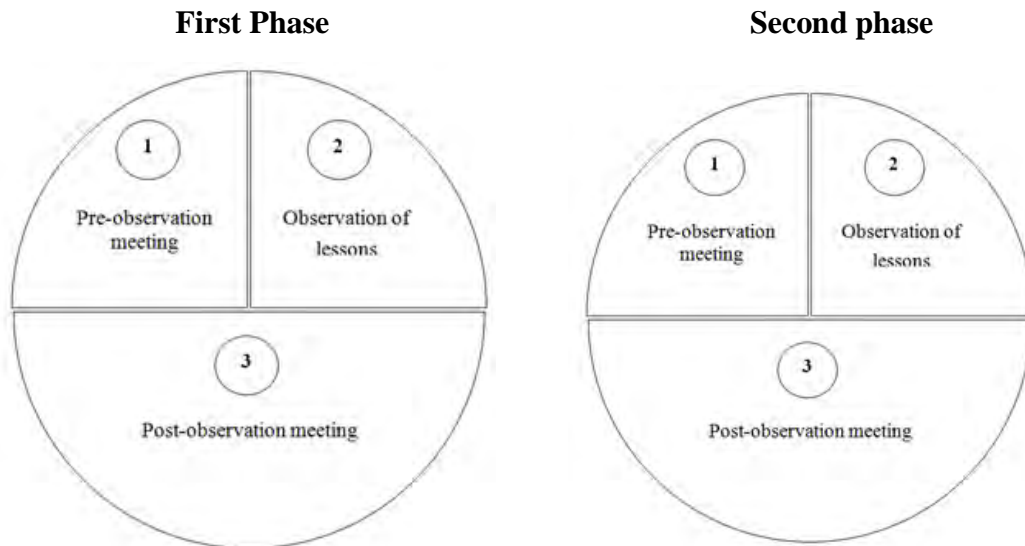
### Chapter III: Methodology

At this point, the methodology procedures as well as the research design and some descriptions of certain aspects corresponding to this study such as the population, the sample and the data collection procedures will be explained along this chapter. Besides, the most relevant ways to collect information and subsequently the instruments used in this research to analyze the data obtained, will be showed in order to make this research something clear and organized.

#### The research design

Before explaining the research design, it is necessary to take into consideration that this research carried out a **classroom observation method**. Maingay (1991) divides classroom observation into four categories: observation for training, observation for development, observation for assessment, and observer development. However, to help teachers adopt a more developmental attitude regarding classroom management, **Classroom Observation for Teacher Development** was the only means used to accomplish that; besides, it offers a cycle of observation consisting of **two phases**, each phase with a **pre-observation meeting, the observation itself** (a series of observations), and a **post-observation meeting**, three stages with clear objectives to be achieved.

### Cyclical Classroom Observation Process



**Source:** “A Cyclical Representation of the Phases of Lesson Observation for Teacher Development” English Teaching Forum by Thomas Tenjoh-Okwen. October, 2003

This cyclical classroom observation process was made 2 times during 2 months, in this way, the first cyclical classroom observation process was denominated **phase 1** and the second cyclical classroom observation process was denominated **phase 2**.

#### Phase 1

##### Pre-observation meeting

As stated above, the first phase went through three stages. The first one was the **Pre-observation meeting** that was held ahead of **the observation itself** so as to provide enough time for the teacher to make necessary plan adjustments, additions, and refinements. During this stage, the observer and the teacher set a limited number of professional targets. In this case, the target was the whole classroom management thing.

##### The Observation Itself

It is the second stage of the first phase. At this stage, the observer focused strictly on the targets set at **the pre-observation meeting** and collected relevant data for the teacher’s

attention. During this stage, a quantitative process was implemented, due to the evident use of statistics forms. These statistical forms were used in order to identify the most common discipline problems in eighth grade during classroom observations.

### **The post-observation meeting**

This is the third and final stage of the first phase in which the teacher and observer looked back at the lesson and the data gathered. In this case, the observer showed the teacher the classroom management problems found including the teacher's attitude before them.

## **Phase 2**

### **Pre-observation meeting**

So, after the first phase, the second phase is undertaken, with the accomplishment of the first stage where the observer delivered the list of the strategies that had to be applied in order to improve the problems found in the second stage of the first phase. Here, the teacher analyzed the strategies to apply them in the following classes.

### **The observation itself**

Then, the second stage is carried out, and the observer started a new period of observations where the main objective was the analysis of the effectiveness of the strategies given. During this stage, a qualitative process was implemented, since the data obtained in each observation were analyzed and recorded in a **descriptive table** where the strategies, its application, and its effectiveness were described in depth. Finally, in **this descriptive table** (See Appendix C: Student Observation Table, Second Phase). The teacher's classroom management experiences were also taken into account and therefore, described. However, a quantitative process was also used since the same statistical forms that were used in the first

phase were also applied in the **second phase** of this study in order to demonstrate the effectiveness of the strategies applied in the classroom.

### **The post-observation meeting**

Finally, the post-observation meeting took place, here the teacher and the observer evaluated all the information gathered in order to get the final analysis of the whole observation process and see if the research had a positive impact on classroom management.

### **Population**

The population in this study corresponded to the students of I.E.M Maria Goretti High school. These students were all girls and they had different social status.

### **Sample**

The sample for this research was thirty-three students of eighth grade at I.E.M Maria Goretti high school. These students were all girls whose ages ranged between 13 -15 years old and they had different social status. In terms of previous knowledge, students had a very basic level of English.

### **Data Collection Procedures**

The data collection procedures were made through an **observation method** where discipline problems in the classroom were observed, identified and recorded. For the data collecting process that was undertaken during the **first phase** of the observation was used an observation table (See Appendix B: Student Observation table, first phase) and for the data collecting process that was carried out during the **second phase** of the observation was also used an observation table but with some adjustments. The adjustments have to do with the addition of the strategies used as well as the application of each strategy and its effectiveness. (See Appendix C: Student Observation Table, Second Phase).

The observation process took place during one hour, four times a week, where each discipline problem was detected during 20 seconds. Besides, these 20 seconds were broken down into two parts. The first 10 seconds of each interval were used for **scanning** (identification of the disruptive behavior) and the last ten seconds were used for **recording** (where it is collected the number of times in which the disruptive behaviors were repeated). This process was repeated during the whole hour of the observation. This data collection procedure was undertaken during two months and recorded in a video as a proof material.

This observation process was supported by an **observation manual** developed by Dr. Jones (1983) which is contained in the appendix section (See appendix A: Scoring Manual for Observation of Student Behavior). This manual has a set of clear directions and instructions which show how to collect the information. Besides, it offers an observation table that was modified, and pretested for being used in this particular research; one of the changes had to do with the extension of 10 seconds of the observation time (**scanning**), and the removal of the Variable: Interaction Corrective Feedback, in addition, the classroom was not divided in halves as the manual showed.

### **Data analysis**

The data analysis was done as it follows:

#### **The observation itself (phase 1)**

The data obtained during the observations, were analyzed in the following way. After the finalization of each observation, it was necessary to identify the most common discipline problem of each day with percentages (see table 1 and figure 1). In other words, it was tabulated the number of repetitions of each discipline problem and then they were represented in bar graphs through percentages. To obtain the percentages was necessary to apply the following mathematical formula:

**Formula 1**

$$\frac{\text{No. repetitions of each discipline problem} \times 100}{\text{Total number of all the discipline problems in the class}}$$

These percentages were represented in a bar graph where the most common discipline problem during that day could be appreciated and analyzed. These calculations were made at the end of each observation, every day, for a period of nine days. When the **first phase of the observation process** was finished totally, the number of repetitions of each discipline problem during the **nine observations** was tabulated again and represented in bar graphics (see table 10 and figure 10) in order to identify the most common discipline problems during **the whole first observation phase**. In that way, the most common discipline problems were identified as well as the less common. The following formula was used to determine the most common discipline problems in this first phase:

**Formula 2**

$$\frac{\text{Sum of No. repetitions of each discipline problem during the 9 days} \times 100}{\text{Total number of discipline problem during the whole first observation phase}}$$

**The observation itself (phase 2)**

The data obtained during the second observation phase were analyzed in a description table (See Appendix C: Student Observation Table, Second Phase). In this table was also taken into account the number of repetition of each discipline problem as well as the strategy applied and its effectiveness in controlling the discipline problem (see table 11). In this table the observers wrote in detail the classroom management strategies (Brown, Lewis, and Wragg, 1993) used by the teacher during the class and the description of its application. Besides, the number of repetitions of each discipline problem during the observation were tabulated and represented in percentages (see Formula 1), through bar graphics (see figure 11). The graph bars for each day of observation were compared with

the graph bars of the observations made in the first phase. Thereby, the Figure 1 of the first phase was compared with Figure 11 of the second phase; in order to analyze the effectiveness of the strategies implemented. This process was repeated for a period of nine days. Once the second observation phase was culminated, the most common discipline problems were identified and the effectiveness of the strategy was demonstrated (see Table 20 Comparative Table Number of Repetitions discipline problem of the First Phase and the Second Phase)

### **Pilot Study**

The pilot study was made before the beginning of this research. One classroom was chosen at random where the **cyclical classroom observation process** was implemented developing two phases in the following way:

#### **Phase 1**

##### **The Pre-observation meeting**

Before starting the **cyclical classroom observation process**, it was necessary to choose one teacher to carry out the research. In this case, the teacher was selected to participate in this study because of her willingness to be observed, and her readiness and enthusiasm to improve her teacher development.

Once the teacher was selected, it was vital to start with the first stage of the first phase, known as **Pre-observation meeting**. A meeting held well in advance of the observations to enable the teacher to revise certain aspects about her students' usual behavior, and the classroom discipline strategies she used in order to control the situation. This meeting provided the teacher with enough time to make necessary plan adjustments, additions, and refinements. During this phase, the observers and the teacher set a limited

number of professional targets. In this case, the target was the whole classroom management thing. The research process was also illustrated in this meeting.

### **The Observation Itself**

The second stage of the first phase known as the **observation of the target itself** was finally undertaken. At this stage, it was important to determine the most common discipline problems in the classroom. For this purpose, it was necessary to use as support an **observation manual** developed by Dr. Jones (1983) which is contained in the appendix section (See appendix A: Scoring Manual for Observation of Student Behavior). This manual has a set of clear directions and instructions which show how to collect the information. Besides, it offers an observation table that was modified, and pretested for being used in this particular research; one of the changes had to do with the extension of 10 seconds of the observation time (**scanning**), and the removal of the Variable: Interaction Corrective Feedback, in addition, the classroom was not divided in halves as the manual showed.

The observation process took place during one hour, **two times a week**, where each discipline problem was detected during 20 seconds. Besides, these 20 seconds, were broken down into two parts. The first 10 seconds of each interval were used for **scanning** (identification of the disruptive behavior) and the last ten seconds were used for **recording** (where it is collected the number of times in which the disruptive behaviors were repeated). This data collection procedure was made during **two weeks** and it was recorded in a video. The main purpose in this second stage was to identify the most common discipline problems. These observations were collected in an **observation table**. (See Appendix B: Student Observation table, first phase).



### **Post-Observation Meeting**

Once the second stage of the first phase was culminated, the post-observation meeting was undertaken. In this stage, it was important to keep in mind the results obtained in the observation process which showed the most common discipline problems in the classroom. These data were given to the teacher in the most nonjudgmental manner possible giving her the opportunity to analyze them. It was also taken into account the teacher's good points and qualities observed in the class.

### **Second Phase**

When the **post-observation meeting of the first phase** was finished, the **second observation phase** was carried out. This new phase also went through three stages: **the pre-observation meeting, the observation itself and the post-observation meeting.**

However the goals of these three stages were different to those of the first phase.

### **The Pre-Observation Meeting**

During the execution of the first stage of this phase, the professional targets were not discussed like it was made in the first phase; instead, the classroom management strategies were presented to the teacher to control and avoid the discipline problems that were found in the classroom. The classroom management strategies used in this research were taken from Brown, Lewis, and Wragg (1993). For each discipline problem three or more strategies were delivered which should be applied to control and avoid the discipline problem during the class. At this meeting, the teacher had the opportunity to become familiar with each strategy given, in order to apply them later in a successful way.

### **The Observation Itself**

Once the pre-observation meeting was culminated, the Observation process was undertaken by observing the application of the strategies, and its effectiveness. At this time,

the teacher's task was to implement the strategies, and the observer's task was to observe the way in which the teacher applied each strategy and the usefulness of each one. This observation was also supported by an observation table. (See Appendix C: Student Observation table, Post- observation).

### **The Post-Observation Meeting**

Finally, the post-observation meeting took place, here the teacher and the observer evaluated all the information gathered in order to get the final analysis of the whole observation process and see if the strategies delivered had a positive impact on classroom management.

### **Results**

Giving that the discipline problems were reduced considerably passing from 80% to 60%. The pilot study proved to be successful and with these positive outcomes, the research work stated and it was implemented in the Eighth Grade at I.E.M Maria Goretti High school.

### **Chapter IV: Data Analysis and Results**

Carrying out the final course of this research, in this chapter all the outcomes obtained and the analysis made are presented through the use of tabulations and bargraphs.

In this way, the four research questions that were posed in the first chapter were taken into consideration to analyze the results of this study. The four research questions are:

1. What were the most common classroom management problems observed in eighth grade at I.E.M Maria Goretti high school?
2. What were the classroom management strategies presented to the teacher?
3. Was the application of the classroom management strategies effective for improving classroom management in eighth grade at I.E.M. Maria Goretti High School?

#### **Cyclical Classroom Observation Process**

As it has been stated in the methodology chapter, this research used Classroom Observation for Teacher Development as a way to help teachers to adopt a more developmental attitude regarding classroom management; besides, it used a cycle consisting of two phases, each phase with a pre-observation meeting, the observation itself and a post-observation meeting, three stages with clear objectives to be achieved.

#### **Phase 1**

##### **The Pre-Observation Meeting**

Having cleared the methodological process that was already undertaken, now the development of the first phase of the observation process will be discussed. This first phase went through three stages. The first one was the pre-observation meeting. It was held ahead of the observation itself so as to provide enough time for the teacher to make necessary plan adjustments, additions, and refinements. During this stage, the observer and the teacher agreed the following professional targets that in this particular case were the classroom

Management problems: Talking during the class, Lack of Motivation to do the assignments, Negative response to request and rules, Lack of respect, Antagonism with authority, and Use of electronic tools, Hyperactivity, Attention seeking student, Class clown and Failure to ask for help. These were the aspects that, after a mutual agreement, were observed and evaluated. In this way, the whole classroom management thing was judged mainly. As stated above, it was vital to hold this meeting well in advance of the observation to enable the teacher to revise certain aspects about the central topic before the lesson started.

### **The Observation Itself**

Once the pre-observation meeting took place; the second stage .was carried out. At this stage, observers were focused strictly on the targets set at the pre-observation meeting and on the collection of relevant data for the teacher development. During the observation, the following results were found:

<b>Classroom Observation Table</b>		
<b>Type of Disruptions</b>	<b>Repetitions During Class</b>	<b>% Repetitions During the Class</b>
1. Talking during the class	17	42,5
2. lack of motivation to do the assignments	6	15
3. Negative response to request and rules	0	0
4. Lack of respect	2	5
5. Antagonism with authority	0	0
6. Use of electronic tools	5	12,5
7. Hyperactivity	3	7,5
8. Attention seeking student	0	0
9. Class clown	2	5
10. Failure to ask for help	5	12,5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 1: Day 1 Tuesday 4 February 2014. This table shows the number of repetitions of discipline problems during this day.

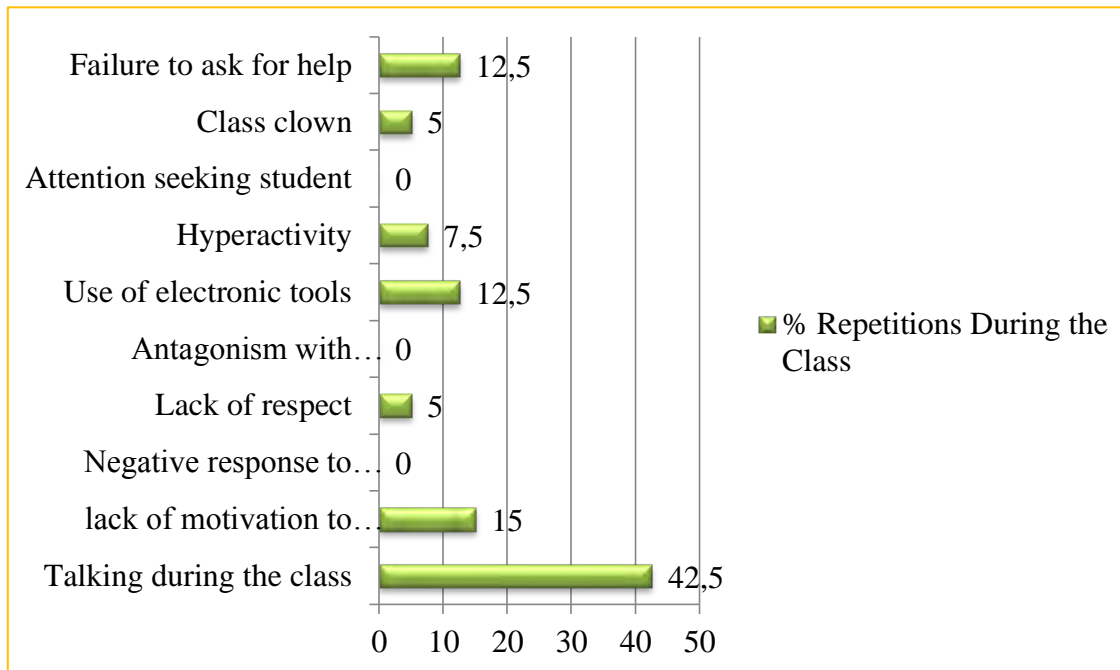


Figure 1: Day 1 Tuesday 4 February 2014. This figure shows the repetitions of the discipline problems during this day.

As observed in the table 1 and the figure 1, the most common discipline problem identified in this day was the behavior denominated **Talking during the class** represented with 42,5 %, followed by the behavior **lack of motivation to do the assignments** represented with 15%. In the third place, **failure to ask for help and use of electronic tools** were found with 12, 5%, and in the fourth place, Hyperactivity with 7,5%. Finally, the behaviors defined as **lack of respect, and class clown** were found with 5%. Behaviors known as **negative response to request and rules, antagonism with authority and attention seeking student** have not been mentioned because they were not identified in this observation.

Classroom Observation Table		
Type of Disruptions	Repetitions During Class	% Repetitions During Class
1. Talking during the class	15	40,54
2. lack of motivation to do the assignments	4	10,81
3. Negative response to request and rules	3	8,10
4. Lack of respect	4	10,81
5. Antagonism with authority	1	2,70
6. Use of electronic tools	5	13,51
7. Hyperactivity	4	10,81
8. Attention seeking student	0	0
9. Class clown	0	0
10. Failure to ask for help	1	2,70
<b>Total</b>	<b>37</b>	<b>100</b>

Table 2: Day 2 Wednesday 5 February 2014. This table shows the number of repetitions of discipline problems during this day.

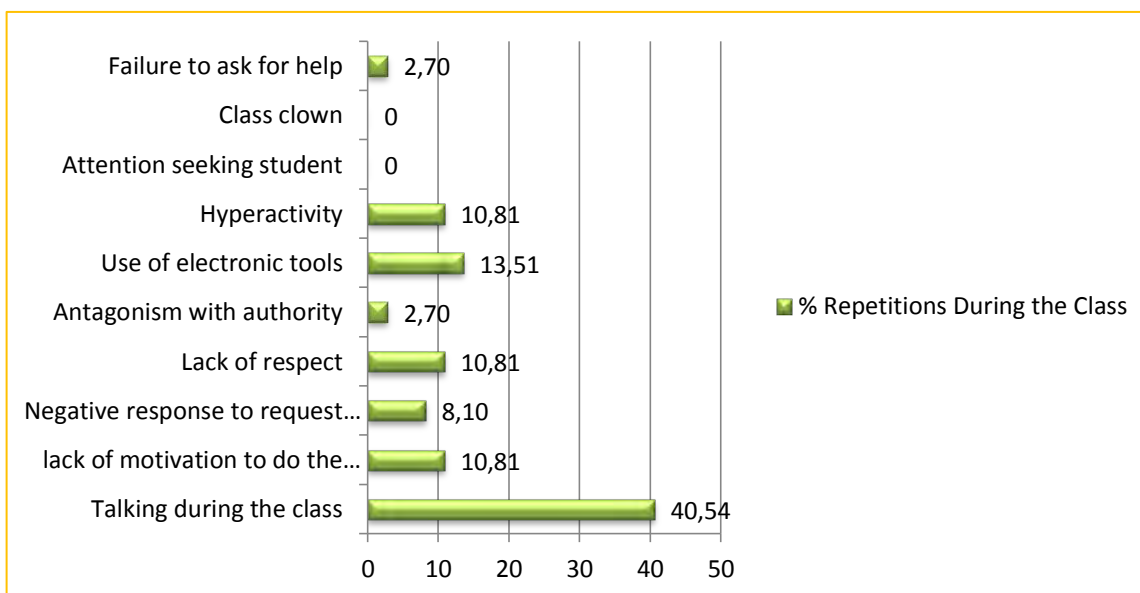


Figure 2: Day 2 Wednesday 5 February 2014. This figure shows the repetitions of the discipline problems during this day.

As observed in the table 2 and the figure 2, the most common discipline problem identified in this day was again the behavior denominated **Talking during the class** represented **with 40,54%**, followed by **use of electronic rules** with **13,51%**. In the third place, behaviors known as **hyperactivity, lack of respect and lack of motivation to do**

**the assignments** were observed with 10,81% respectively. Followed by the behavior **negative response to request and rules** with 8,10%, and finally, **failure to ask for help**, and **antagonism with authority** with 2,70% respectively. Behaviors known as **attention seeking student** and **class clown** were not observed.

Classroom Observation Table		
Type of Disruptions	Repetitions During Class	% Repetitions During Class
1. Talking during the class	9	25,71
2. lack of motivation to do the assignments	9	25,71
3. Negative response to request and rules	4	11,42
4. Lack of respect	5	14,28
5. Antagonism with authority	1	2,85
6. Use of electronic tools	6	17,14
7. Hyperactivity	0	0
8. Attention seeking student	0	0
9. Class clown	0	0
10. Failure to ask for help	1	2,85
<b>Total</b>	<b>35</b>	<b>100</b>

Table 3: Day 3 Thursday 6 February 2014. This table shows the number of repetitions of discipline problems during this day.

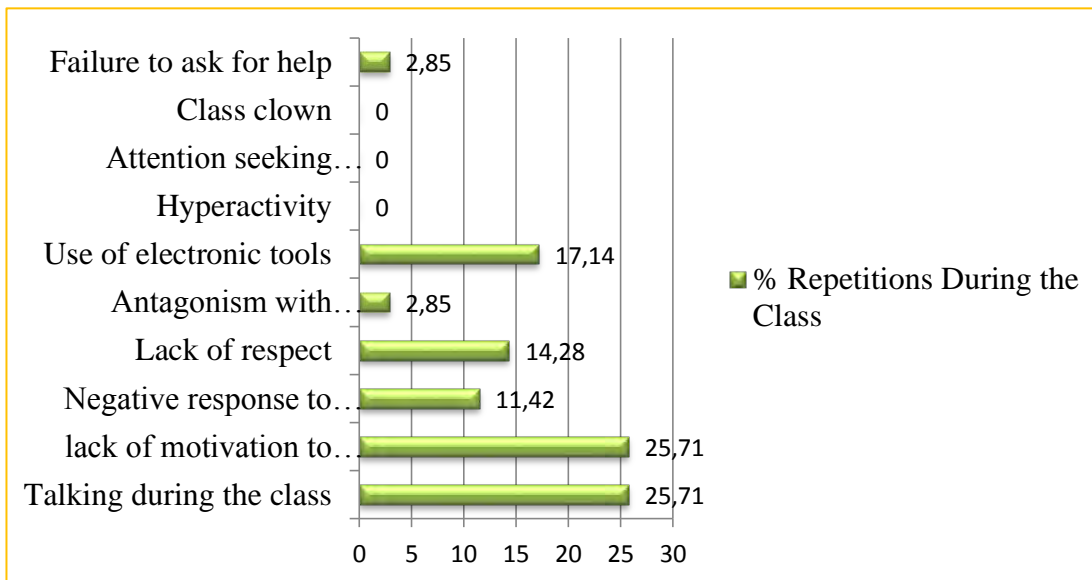


Figure 3: Day 3 Thursday 6 February 2014. This figure shows the repetitions of the discipline problems during this day.

As it can be seen in the table 3 and the figure 3, the most common discipline problems observed in this day were the behaviors **lack of motivation to do the assignments and Talking during the lesson** represented with 25,71%; followed by the behavior **use of electronic tools** with 17,14%. In the third place, the behavior designated as **lack of respect** was observed with 14,28%. In the fourth place, **negative response to request and rules** with 11,42%. Finally, **failure to ask for help** and **antagonism with authority** are located at the end of this scale with 2,85%. Behaviors known as **hyperactivity, attention seeking student and Class clown** have not been mentioned because they were not observed in this observation.

<b>Classroom Observation Table</b>		
<b>Type of Disruptions</b>	<b>Repetitions During Class</b>	<b>% Repetitions During Class</b>
<b>1.</b> Talking during the class	11	19,29
<b>2.</b> lack of motivation to do the assignments	14	24,56
<b>3.</b> Negative response to request and rules	5	8,77
<b>4.</b> Lack of respect	6	10,52
<b>5.</b> Antagonism with authority	13	22,80
<b>6.</b> Use of electronic tools	6	10,52
<b>7.</b> Hyperactivity	2	3,50
<b>8.</b> Attention seeking student	0	0
<b>9.</b> Class clown	0	0
<b>10.</b> Failure to ask for help	0	0
<b>Total</b>	<b>57</b>	<b>100</b>

Table 4: Day 4 Tuesday 11 February 2014. This table shows the number of repetitions of discipline problems during this day.



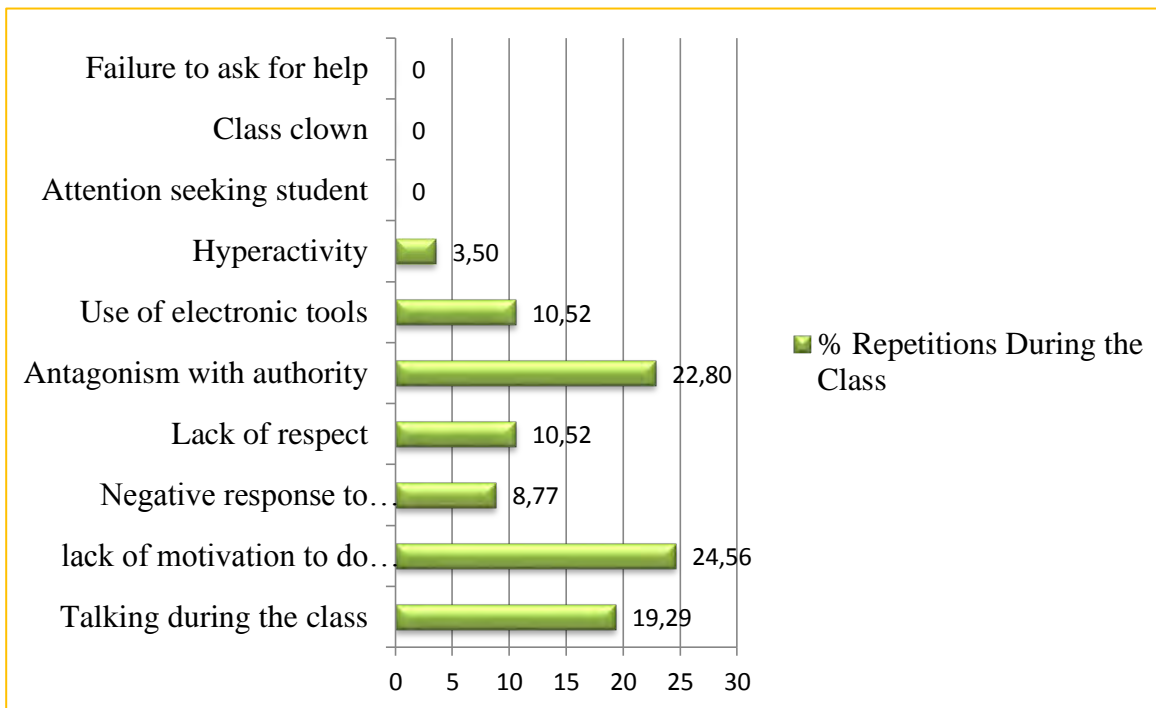


Figure 4: Day 4 Tuesday 11 February 2014. This figure shows the repetitions of the discipline problems during this day.

As seen in the table 4 and the figure 4 show that the most common discipline problem observed in this session was the behavior denominated **lack of motivation to do the assignments** represented with 24,56%, followed by **antagonism with authority** with 22,80%. In the third place, **Talking during the class** represented with 19,29% and in the fourth place, **lack of respect** and **use of electronic tools** with 10,52%. In the fifth place, the behavior **negative response to request and rules** with 8,77%; followed by the behavior **hyperactivity** with 3,50%. Finally, **failure to ask for help, class clown and attention seeking student** have not been mentioned because they were not identified in this observation.

Classroom Observation Table		
Type of Disruptions	Repetitions During Class	% Repetitions During Class
1. Talking during the class	7	14,28
2. lack of motivation to do the assignments	14	28,57
3. Negative response to request and rules	4	8,16
4. Lack of respect	5	10,20
5. Antagonism with authority	5	10,20
6. Use of electronic tools	7	14,28
7. Hyperactivity	4	8,16
8. Attention seeking student	3	6,12
9. Class clown	0	0
10. Failure to ask for help	0	0
<b>Total</b>	<b>49</b>	<b>100</b>

Table 5: Day 5 Tuesday 17 February 2014. This table shows the number of repetitions of discipline problems during this day.

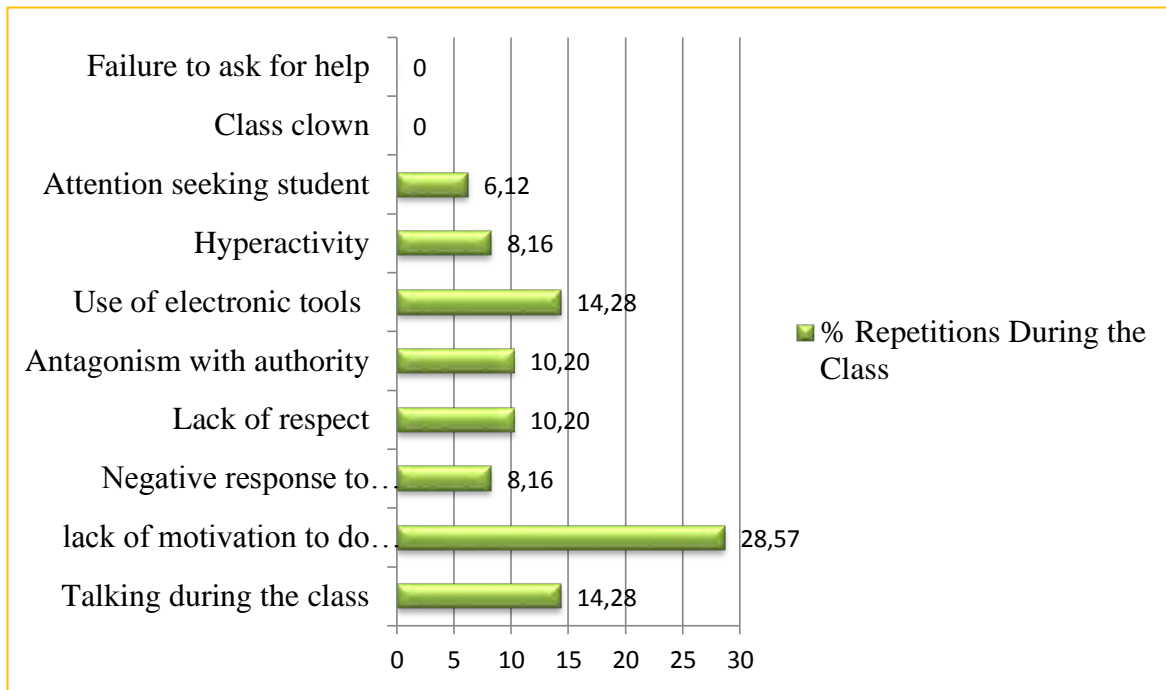


Figure 5: Day 5 Tuesday 17 February 2014. This figure shows the repetitions of the discipline problems during this day.

As seen in the table 5 and the figure 5 show that the most common discipline problem observed in this class was the behavior **lack of motivation to do the assignments**

with 28,57%, followed by **Talking during the class** and **use of electronic tools** with 14,28%. In the third place, **antagonism with authority** and **lack of respect** with 10,20%. In the fourth place, behaviors defined as **hyperactivity** and **negative response to request and rules** were observed with 8,16%; followed by **attention seeking student** with 6,12%. Finally, the behaviors **failure to ask for help** and **class clown** have not been mentioned because they were not seen in this observation.

<b>Classroom Observation Table</b>		
<b>Type of Disruptions</b>	<b>Repetitions During Class</b>	<b>% Repetitions During Class</b>
<b>1.</b> Talking during the class	10	22,22
<b>2.</b> lack of motivation to do the assignments	6	13,33
<b>3.</b> Negative response to request and rules	6	13,33
<b>4.</b> Lack of respect	7	15,55
<b>5.</b> Antagonism with authority	0	0
<b>6.</b> Use of electronic tools	7	15,55
<b>7.</b> Hyperactivity	0	0
<b>8.</b> Attention seeking student	6	13,33
<b>9.</b> Class clown	3	6,66
<b>10.</b> Failure to ask for help	0	0
<b>Total</b>	<b>45</b>	<b>100</b>

Table 6: Day 6 Tuesday 19 February 2014. This table shows the number of repetitions of discipline problems during this day.

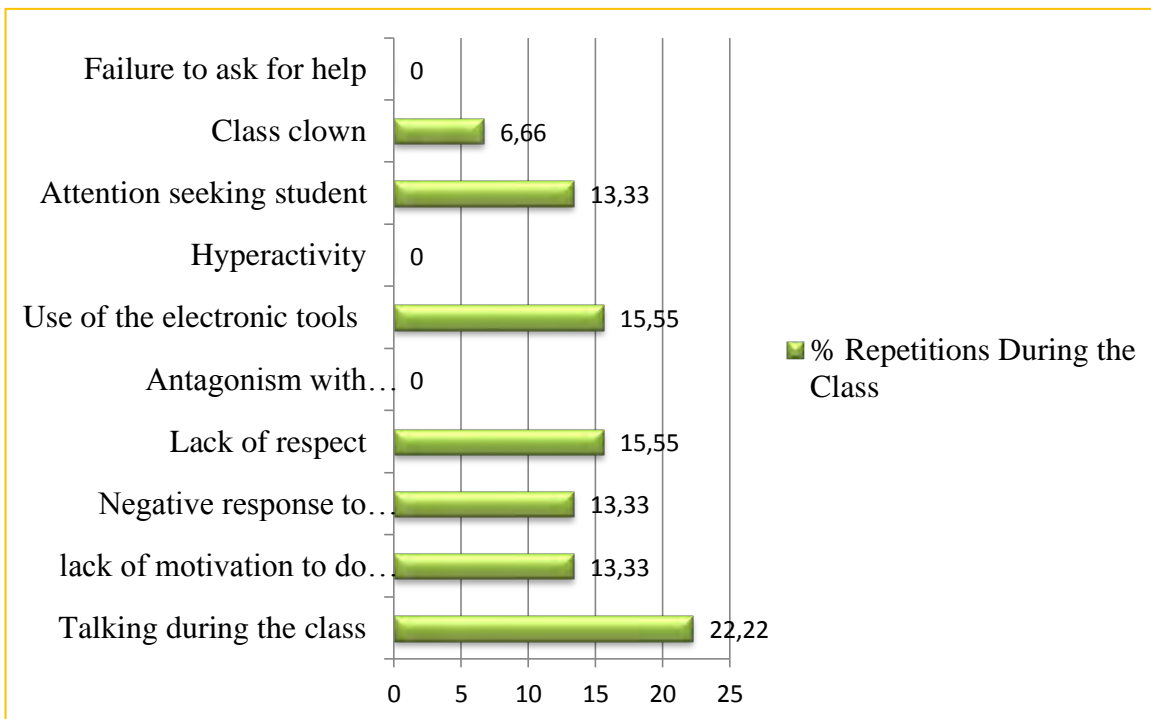


Figure 6: Day 6 Tuesday 19 February 2014. This figure shows the total repetitions of the discipline problems during the first phase of the observation.

As seen in the table 6 and the figure 6, the most common discipline problem observed in this class was the behavior denominated **Talking during the class** represented with 22,22%, followed by **lack of respect** and **use of electronic tools** with 15,55%. In the third place, **lack of motivation to do the assignments, attention seeking student** and **negative response to request and rules** with 13,33% and in the fourth place, **class clown** was observed with 6,66%. Finally, Behaviors known as **failure to ask for help, hyperactivity and antagonism with authority** have not been described because they were not presented in this observation.

Classroom Observation Table		
Type of Disruptions	Repetitions During Class	% Repetitions During Class
1. Talking during the class	9	25
2. lack of motivation to do the assignments	2	5,55
3. Negative response to request and rules	1	2,77
4. Lack of respect	0	0
5. Antagonism with authority	5	13,88
6. Use of electronic tools	8	22,22
7. Hyperactivity	7	19,44
8. Attention seeking student	0	0
9. Class clown	4	11,11
10. Failure to ask for help	0	0
<b>Total</b>	<b>36</b>	<b>100</b>

Table 7: Day 7 Thursday 20 February 2014. This table shows the number of repetitions of discipline problems during this day.

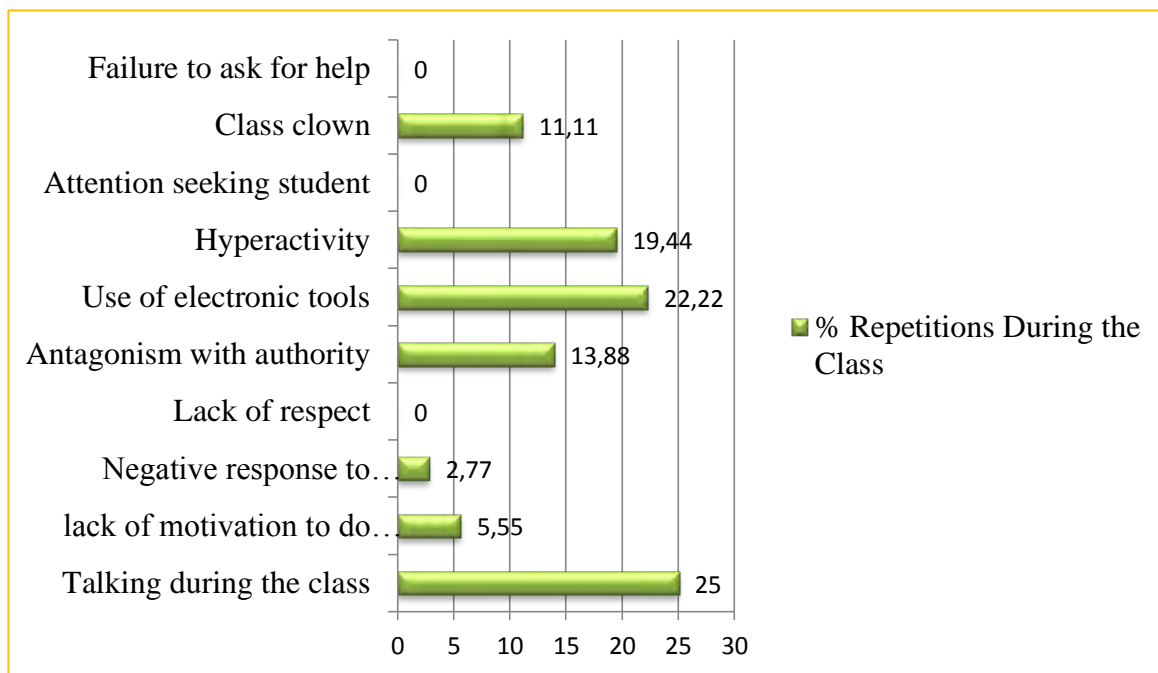


Figure 7: Day 7 Thursday 20 February 2014. This figure shows the total repetitions of the discipline problems during the first phase of the observation.

As stated in the table 7 and the figure 7, the most common discipline problem identified in this observation was the behavior denominated **Talking during the class** represented with 25%, followed by the behavior **use of electronic tools** with 22,22%. In the third place, **hyperactivity** represented with 19,44%. In the fourth place, **antagonism with**

**authority** was observed with 13,88%, followed by the behavior denominated **class clown** with 11,11%. In the fifth place, **lack of motivation to do the assignments** was identified with 5,55%, and finally, **negative response to request and rules** with 2,77%. The behaviors **Lack of respect, attention seeking student and failure to ask for help** have not been analyzed because they were not presented in this observation.

<b>Classroom Observation Table</b>		
<b>Type of Disruptions</b>	<b>Repetitions During Class</b>	<b>% Repetitions During Class</b>
1. Talking during the class	11	26,82
2. lack of motivation to do the assignments	4	9,75
3. Negative response to request and rules	9	21,95
4. Lack of respect	4	9,75
5. Antagonism with authority	3	7,31
6. Use of electronic tools	8	19,51
7. Hyperactivity	2	4,87
8. Attention seeking student	0	0
9. Class clown	0	0
10. Failure to ask for help	0	0
<b>Total</b>	<b>41</b>	<b>100</b>

Table 8: Day 8 Monday 24 February 2014. This table shows the number of repetitions of discipline problems during this day.

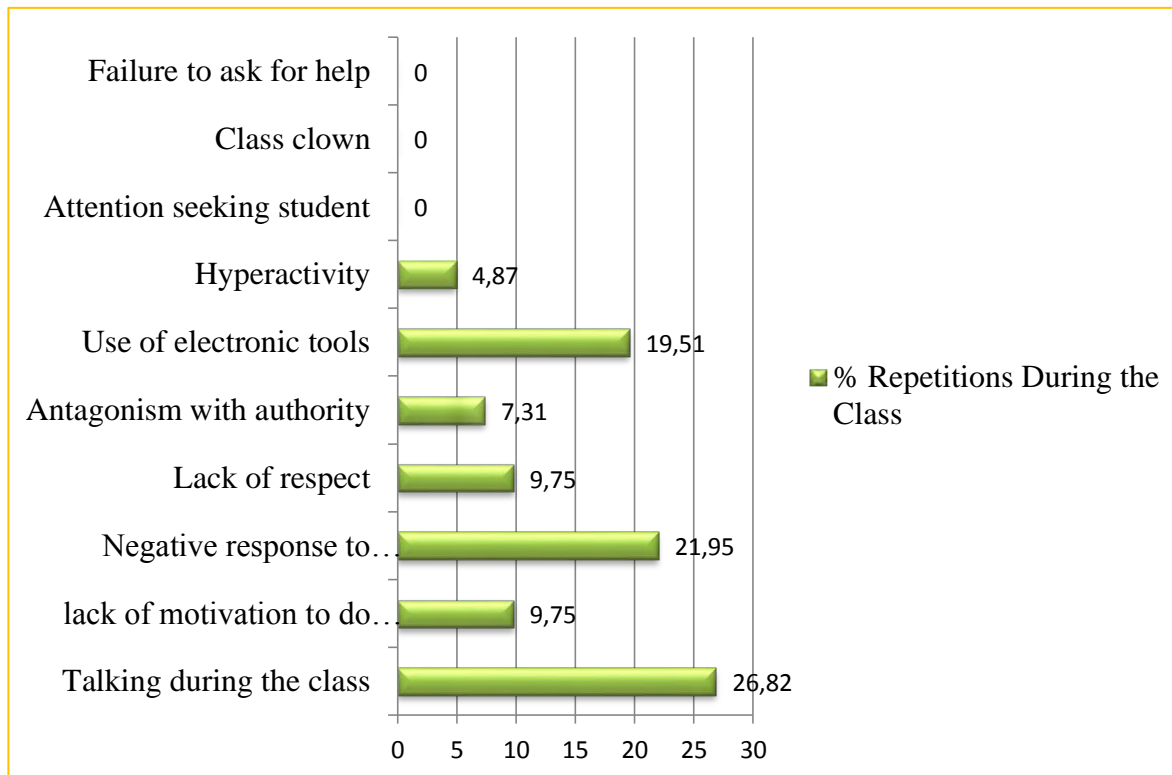


Figure 8: Day 8 Monday 24 February 2014. This figure shows the total repetitions of the discipline problems during the first phase of the observation.

As stated in the table 8 and the figure 8, the most common discipline problem observed in this class was the behavior denominated **Talking during the class** represented with 26,82%, followed by the behavior **negative response to request and rules** with 21,95%. In the third place, it is found behaviors designated as **use of electronic tools** with 19,51%. In the fourth place, **lack of motivation to do the assignments** and **lack of respect** were identified with 9,75%. In the fifth place, **antagonism with authority** was observed with 7,31%, and finally, the Behavior known as **hyperactivity** was the last in this scale with 4,87%. Behaviors denominated as **failure to ask for help**, **class clown** and **attention seeking student** have not been mentioned because they were not presented in this observation.

Classroom Observation Table		
Type of Disruptions	Repetitions During Class	% Repetitions During Class
1. Talking during the class	9	29,03
2. lack of motivation to do the assignments	6	19,35
3. Negative response to request and rules	2	6,45
4. Lack of respect	0	0
5. Antagonism with authority	0	0
6. Use of electronic tools	8	25,80
7. hyperactivity	3	9,67
8. Attention seeking student	3	9,67
9. Class clown	0	0
10. Failure to ask for help	0	0
<b>Total</b>	<b>31</b>	<b>100</b>

Table 9: Day 9 Tuesday 25 February 2014. This table shows the number of repetitions of discipline problems during this day.

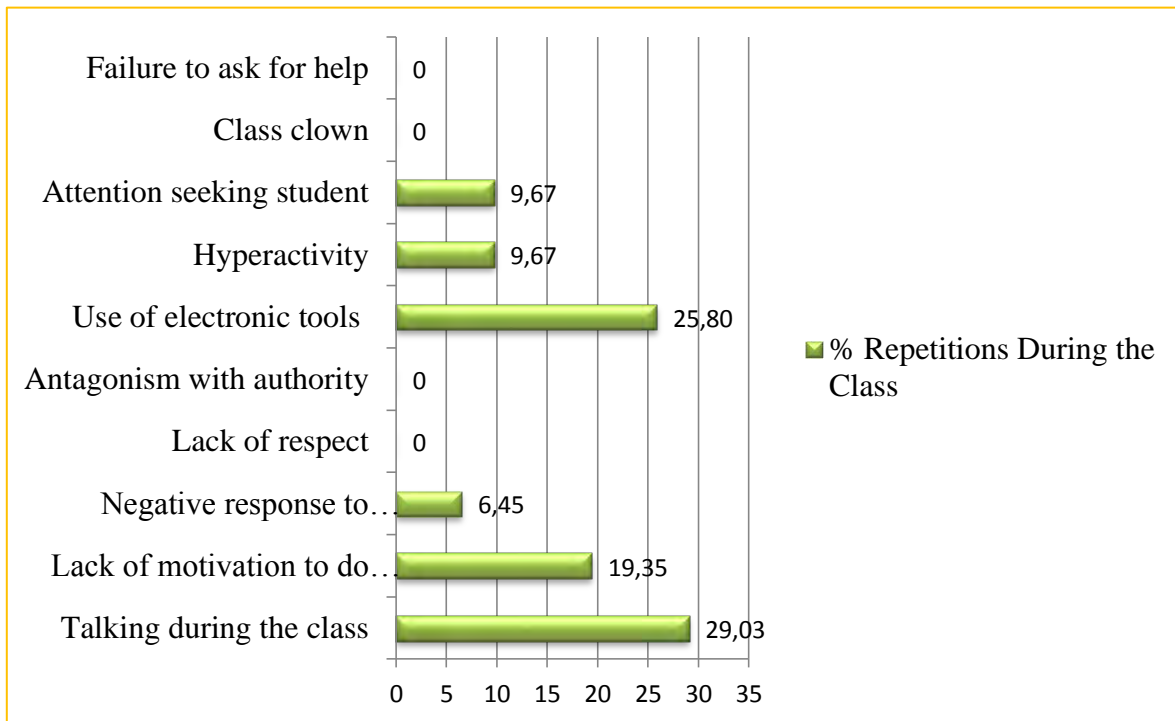


Figure 9: Day 9 Tuesday 25 February 2014. This figure shows the repetitions of the discipline problems during this day.



As it can be seen in the table 9 and the figure 9, the most common discipline problem observed in this session was the behavior denominated **Talking during the class** represented with 29,03%, followed by the behavior **use of electronic tools** with 25,80%. In the third place, **lack of motivation to do the assignments** was observed with 19,35%. In the fourth place, **attention seeking student** and **hyperactivity** were identified with 9,67%. Finally, the behavior **negative response to request and rules** was the last in this scale with 6,45%. Behaviors known as **antagonism with authority, lack of respect, class clown and failure to ask for help** have not been mentioned because they were not presented in this observation.

<b>Type of Disruptions in class</b>	<b>Total repetitions throughout the observation</b>	<b>% Total repetitions throughout the observation</b>
1. Talking during the class	98	26,41
2. lack of motivation to do the assignments	65	17,52
3. Negative Response To Request And Rules	34	9,16
4. Lack of Respect	33	8,89
5. Antagonism With Authority	28	7,54
6. Use of electronic tools	60	16,17
7. Hyperactivity	25	6,73
8. Attention Seeking Student	12	3,23
9. Class Clown	9	2,42
10. Failure To Ask For Help	7	1,88
<b>Total</b>	<b>371</b>	<b>100</b>

Table 10: Total repetitions discipline problems throughout the observation. (First phase). This table shows the number of repetitions of discipline problems during the whole observation.

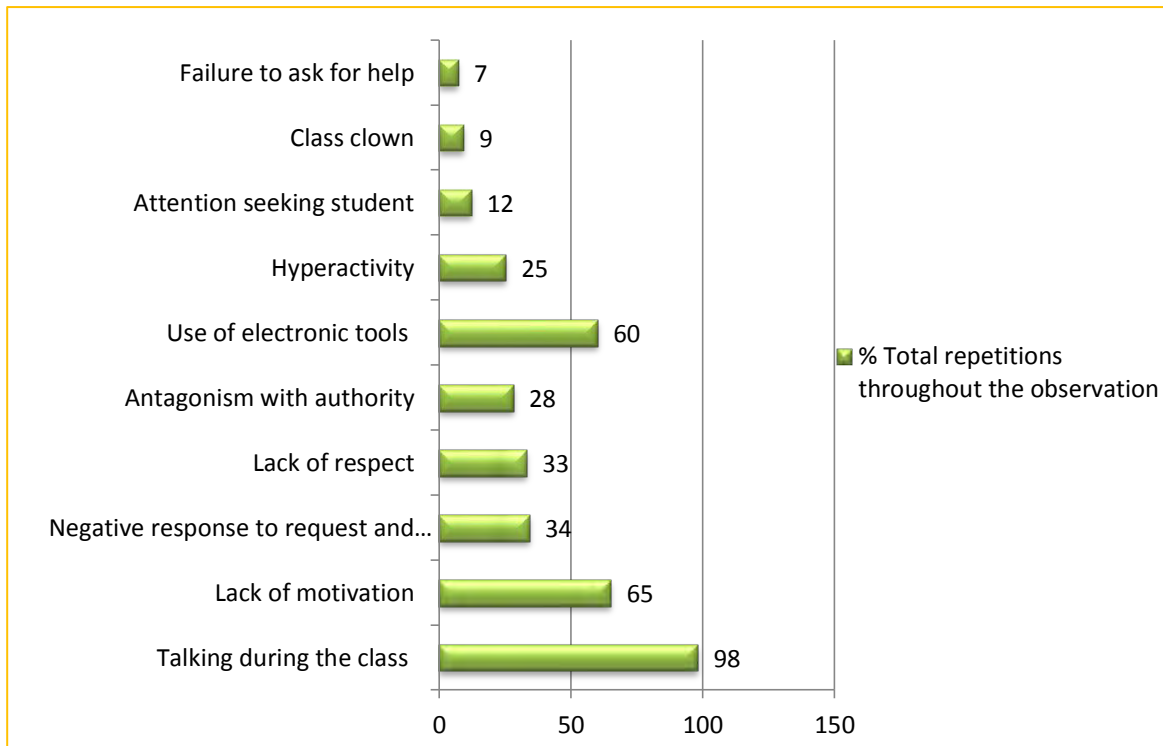


Figure 10: This figure shows the total repetitions of the discipline problems during the first phase of the observation

As stated in the table 10 and the figure 10, the most common discipline problem observed in this classroom was the behavior denominated **Talking during the class** represented with 26,41%, followed by the behavior **lack of motivation to do the assignments** with 17,52%. In the third place, **use of electronic tools** was observed with 16,17%. In the fourth place, **negative response to request and rules** with 9,16%; followed by the behavior indicated as **lack of respect** with 8,89%. In the fifth place, **antagonism with authority** was observed with 7,54%. The behavior **hyperactivity** took the penultimate place of this scale with 6,73% followed by the behavior identified as **attention seeking student** with 3,23%. Finally, The behavior denominated as **class clown** is situated in the last place of this scale with the 2,42%; practically followed by the behavior known as **failure to ask for help** with 1,88%.

### **The Post-Observation**

Once the **observation itself** of the first phase was culminated, the **post-observation meeting** was undertaken. In this stage, it was important to keep in mind the results obtained in the observation process which showed the most common discipline problems in the classroom. These data were given to the teacher in the most nonjudgmental manner possible giving her the opportunity to analyze them. It was also taken into account the teacher's good points and qualities observed in the class.

### **Phase 2**

When the post-observation meeting of the first phase was finished, **the second observation phase** was carried out. This new phase also went through three stages: **the pre-observation meeting, the observation itself and the post-observation meeting**. However the goals of each these three stages were different to the first phase made before.

### **The Pre-Observation Meeting**

During the execution of the first stage of this second phase, the professional targets were not discussed like it was made in the first phase; instead, the classroom management strategies taken from Brown, Lewis, and Wragg were presented to the teacher to apply them in order to control and avoid the discipline problems that were found in the classroom. At this meeting, the teacher had the opportunity to become familiar with each strategy given, in order to apply them in a successful way.

### **The Observation Itself**

Once the pre-observation meeting was culminated, the **Observation process** was undertaken by observing the application of the strategies, and its effectiveness. At this time, the teacher's task was to implement the strategies, and the observer's task was to observe the way in which the teacher applied each strategy and the usefulness of each one.

During this second process of observation the following results were found:

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of the Strategy	Results
Talking during the class	8	14,81	<p>The students and teacher should discuss the rules at the very beginning of the course. And periodically review the rules and procedures of the classroom until the students can successfully adhere to them.</p> <p>Use simple verbal warnings when the misbehavior occurs. Make sure that they are to the point, moderate in tone, and private (e.g., "Stop talking and work on your math problems, please").</p>	The teacher explained and remembered the new rules for healthy living; They were accepted and assimilated by students. However, some students did not apply these rules during the class, so the teacher had to apply the second strategy which was the use of verbal warnings when students started to interrupt the class.	These strategies were effective
Lack of motivation to do the assignments	8	14,81	<p>1. Show enthusiasm when you teach. The teacher is the key to motivation in the classroom.</p> <p>2. Make your classroom interesting and stimulating to the students. Make your lessons inviting and challenging, so students are interested in finding out what comes next!</p>	At the beginning of the class, the teacher showed enough enthusiasm, such that students were motivated to start the class. In order to increase this motivation, the teacher also made a play which called "Quick Mind". In this game the student had to answer questions of the fastest way to get points. Some students did not actively participate in the game because they did not understand the English teacher's questions, for that reason they were devoted to other activities.	This strategy was effective
Negative response to request and rules	4	7,40	<p>Try to use these guidelines when establishing classroom rules:</p> <p>a) Involve your class in making up the rules.</p> <p>b) State the rules positively.</p> <p>c) Keep rules brief and to the point.</p> <p>d) Review rules periodically with the class.</p>	In order to students develop the game mentioned before; teacher had to explain some instructions to develop this activity, so the teacher tried to follow the guidelines given before to create instructions. In that way, most of the students understood the instructions; however, some students did not follow those instructions because of the poor level of English that they had.	This strategy was not effective
Lack of Respect	5	9,25	The teacher should practice the 3 R's: Respect, Responsibility,	At the beginning of the class, teacher explained briefly the Rule of the 3 R's. However,	This strategy was not

			and Reciprocity.	some students used this explanation as a pretext to Create a space of jokes and laughter.	effective
Antagonism With Authority	5	9,25	Talk to the student in private to ascertain the reason for his/her misbehavior.	The teacher took into account each student that had caused enough disruptive behaviors and talked to them at the end of the class in a private way.	This strategy was not effective
Use of the electronic tools	7	12,96	Be sure that the students know what you expect of them concerning this problem. Like turn cell phones off or do not bring tablets, Mp3 iPods or computers, etc. and explain why they should not use these tools in class.	In this classroom is very common to find students constantly using their cell phones, Mp3, iPod and different electronic tools. So, for this reason, it was difficult to reduce this behavior. When teacher gave them the rules for the use of these elements, students rejected them immediately making very difficult the reduction of this discipline problem during this first day.	This strategy was not effective
Hyperactivity	4	7,40	Provide your students with firm but fair classroom rules. Make sure you consistently adhere to the consequences of breaking rules.	At the beginning of the class, teacher considered appropriate to establish the rules and the consequences for each disruptive behavior. Once these rules were cleared, students would know the consequences for each behavior and even though they were not obeyed by the students during this class, they created the behavioral patterns for the next classes.	This strategy was not effective
Attention seeking student	6	11,11	Post a chart in the front of the room delineating the rules to be followed when responding. For example: 1. Raise your hand if you wish to talk. 2. Wait to be called on. 3. Listen while others talk.	Teacher brought a big chart with the instructions that had to be followed by students. Teacher put this chart on the board so that students can follow this rules. However, some students didn't comply with rules	This strategy was not effective

Class Clown	3	5,55	Let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.	At the end of the class, the teacher considered appropriate to talk to the class clown student in a private way, as a strategy to understand the student's feelings and thoughts toward the class. Then, the teacher warned the consequences that the jokes could bring in her classroom. Once student understood those consequences and rules given by the teacher, she promised to control her jokes and use them only when it was permitted.	This strategy was not effective
Failure to ask for help	4	7,40	If the student does not feel comfortable asking questions in the classroom setting, have him/her write the questions on a piece of paper or a 3x5 card. Then, when time permits, meet with the child individually to review the questions, or provide general answers to the class if you think others may have the same questions.	The teacher applied this strategy in order to increase the student's confidence. However, students did not accept this strategy for fear of criticism and ridicule. They did not want to be known as donkeys. Even though, some students rejected this strategy, it had positive effects.	This strategy was effective
<b>Total</b>	<b>54</b>	<b>100</b>			

Table 10: Day 10 Wednesday 26 February. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

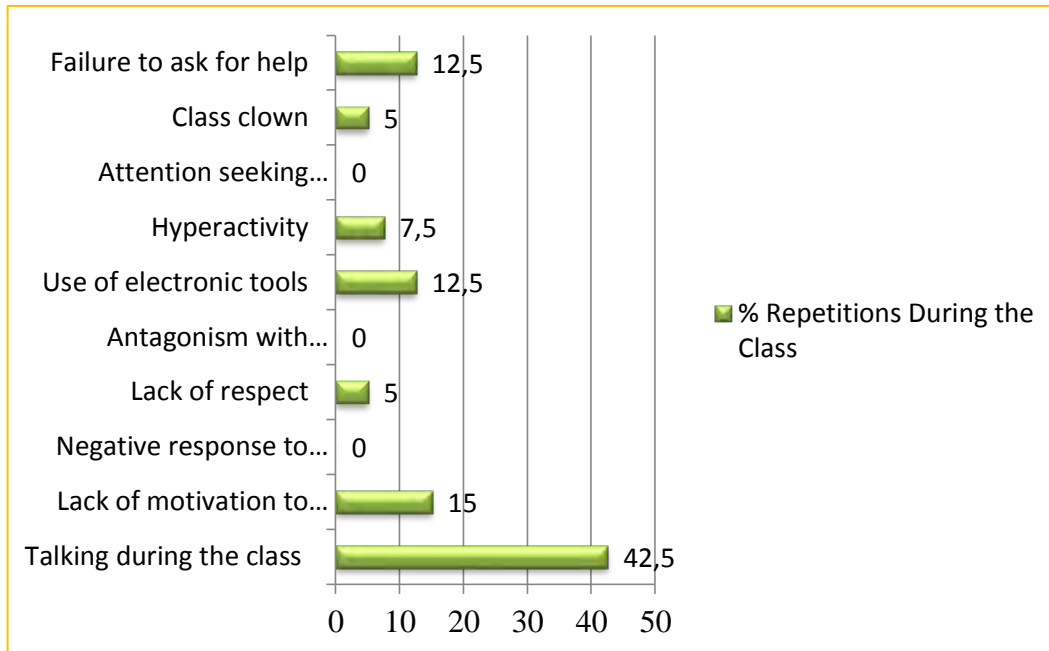


Figure 1: Day 1 Tuesday 4 February 2014. This figure shows the repetitions of the discipline problems during this day.

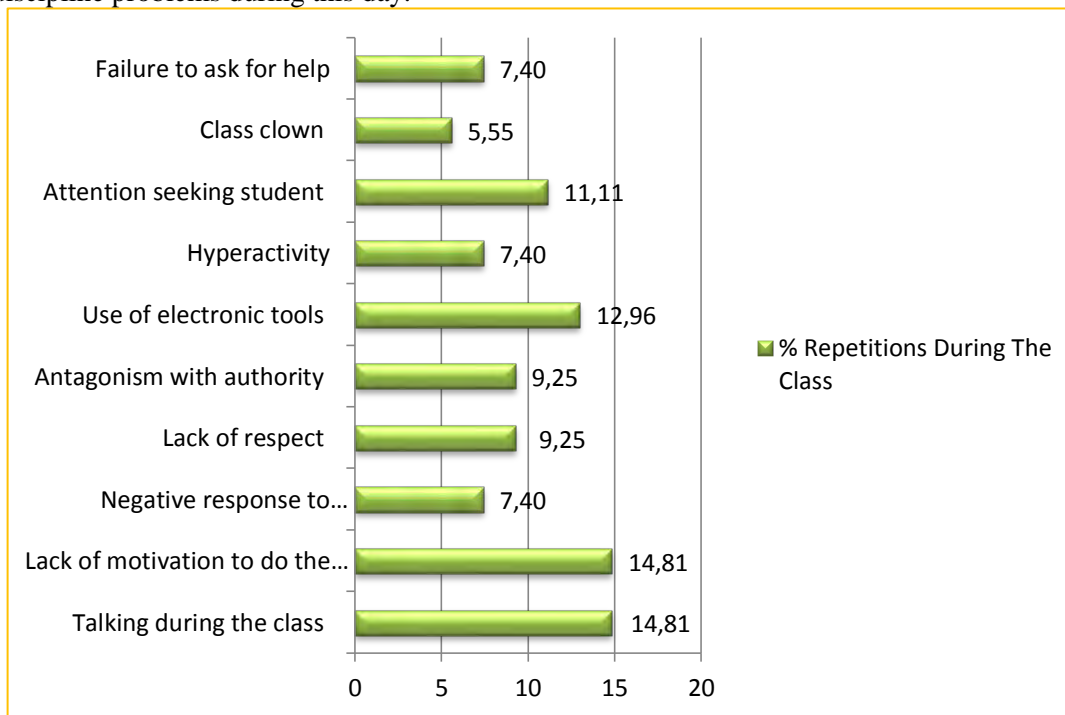


Figure 11: Day 10 Wednesday 26 February 2014. This figure shows the repetitions of the discipline problems during this day.

The teacher applied these strategies in a practical way, following the guidelines given before this observation. During this day, favorable results but also bad ones took

place; even though there were disruptive behaviors that were decreased, there were others that did not change. It can be observed in the figure 1 and the figure 11 where the most common discipline problem was the behavior denominated **Talking during the class** represented with 42, 5% in the figure 1, and with 14,81% in the figure 11. It was evident that this behavior was reduced a little bit more than half compared to the first day of observation (figure 1), demonstrating the effectiveness of the strategies used in this day.

The behavior defined as **Lack of motivation to do the assignments** ranked the second place in this scale with 15% in the figure 1, and with 14,81% in the figure 1, demonstrating also the effectiveness of the strategy applied. In the third place, the behaviors **failure to ask for help** and **use of electronic tools** were found with 12,5% in the figure 1, whereas in Figure 11, it was only found the behavior called **use of electronic tools** with 12,96%. It did not change and therefore the strategy applied was inefficient. In the fourth place, the behavior called **failure to ask for help** represented with 12,5 % in the figure 1 and with 7,40% in the figure 11, had a significant decrease, making the strategy applied be effective.

In the fifth place, the behavior denominated as **hyperactivity** was identified with 7,5% in the figure 1, whereas in the figure 11 this same behavior was placed in the fifth position with 7,40% , making to understand that the strategy applied was not useful. Finally, behaviors identified as **lack of respect** and **class clown** took the last place in the figure 1 with 5% respectively, whereas these same behaviors placed the fourth and the last place in the figure 11 with 9,25% and 5.55% respectively. These percentages demonstrate that strategies applied during this day were unsuccessful.

Behaviors known as **attention seeking student**, **antagonism with authority** and **Negative response to request and rules** were not analyzed because they did not appear in



the figure 1, while these same behaviors occupied different places in the figure 11. The behavior **attention seeking student** took the third place with 11,11%, **antagonism with authority** was placed in the fourth position with 9,25% and finally the behavior **Negative response to request and rules** was located in the fifth place of this figure with 7,40%. These last results suggest that the strategies implemented had no effect on the above behaviors. It was thought that these strategies were partially effective in this day, since students were just adapting to the new rules.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of the Strategy	Results
Talking during the class	7	14,89	Use facial expressions to convey to the student that the misbehavior was not totally overlooked. Circulate around the room frequently, to avert potential behavior problems.	Even though, there were students who ignored the rules established the last class, there were others who accepted the rules and obeyed them. It was observed a minimal reduction in the classroom distractions.	This strategy was effective
Lack of motivation to do the assignments	6	12,76	Show your students that you take an interest in them. Show that you like them and that they belong in your classroom.	The teacher asked students to write on a piece of paper the name of each one. This strategy allowed to the teacher show interest in students. This activity motivated students in such way that they created beautiful and colorful names. Some students found this activity threatening since now it was going to be easier to distinguish those who cause indiscipline.	This strategy was effective
Negative response to request and rules	4	8,51	Give students choices, in order to minimize negative reactions (e.g., "Would you rather stay an extra ten minutes and finish the exercise before lunch, or go to lunch now and finish it when you come back?").	This strategy was applied at the beginning of the class. The playtime was over and the students were still eating and chatting as if they were on break. So, the teacher said that if they were not organized to begin class, they would have to stay 10 minutes more before leaving the school. Although, students refused to comply with this rule, they obeyed it at the end because they did	This strategy was not effective

				not want to stay longer in school.	
Lack of Respect	4	8,51	Show that even though, as the teacher, you are in charge of the class, you respect the student and expect respect in return.	Teacher made a short talk entitled "give to get". Teacher gave many examples that made students understand the importance of giving good things for receiving good things. Although students joked with instructive talk. At the end they got the message.	This strategy was effective
Antagonism With Authority	4	8,51	Give students reading and/or writing assignments that deal with antagonistic behaviors, and ask them to comment on different socially acceptable ways of handling conflict situations.	Students made a short writing about the importance of the respect, the authority of teacher and the management of conflicts.	This strategy was not effective
Use of the electronic tools	7	14,89	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them.	Teacher designed a colorful box to put all the electronic tools in case that they were disrupting the class. At the end of the class, They could be taken. This strategy was accepted by some students others ignored it and continue with the disruptive behavior.	This strategy was not effective
Hyperactivity	4	8,51	Assign the student some type of classroom responsibility that he/she looks forward to doing (e.g., collecting completed work, delivering messages, etc.).	Students who had finished their works and started to create disorder had the responsibility to collect the works and help those who had difficulty developing the assigned activity. Even though they made some indiscipline, they complied their works and disruptive behaviors were decreased.	This strategy was effective
Attention seeking student	5	10,63	Ignore the student's annoying comments, but give praise when the student describes his/her real achievements.	Teacher ignored students who wanted to draw the attention instead she congratulated students who participated actively during the class.	This strategy was not effective
Class Clown	3	6,38	Try to channel his/her talent for humor into something more productive, such as creating a class play or dramatic skit giving him/her the role of the teacher who is trying to teach a lesson. You take on the role of the class clown and exhibit the same behaviors that he/she does in class. This may be a learning experience for the entire class!	Those who liked to make jokes were included in a role play for the cultural week. They had to perform in the work entitled "Goldilocks and the three bears".	This strategy was not effective
Failure to ask for help	3	6,38	Create a chart listing all students, and give	For increasing the habit to ask questions in class teacher	This strategy

			recognition to those who ask questions in class. Emphasize that asking a question indicates intelligence, not stupidity.	created a list for those who asked questions in class or wrote them in a piece of paper. Each question was praised with a positive point.	was not effective
<b>Total</b>	<b>47</b>	<b>100</b>			

Table 11: Day 11 Thursday 27 February 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

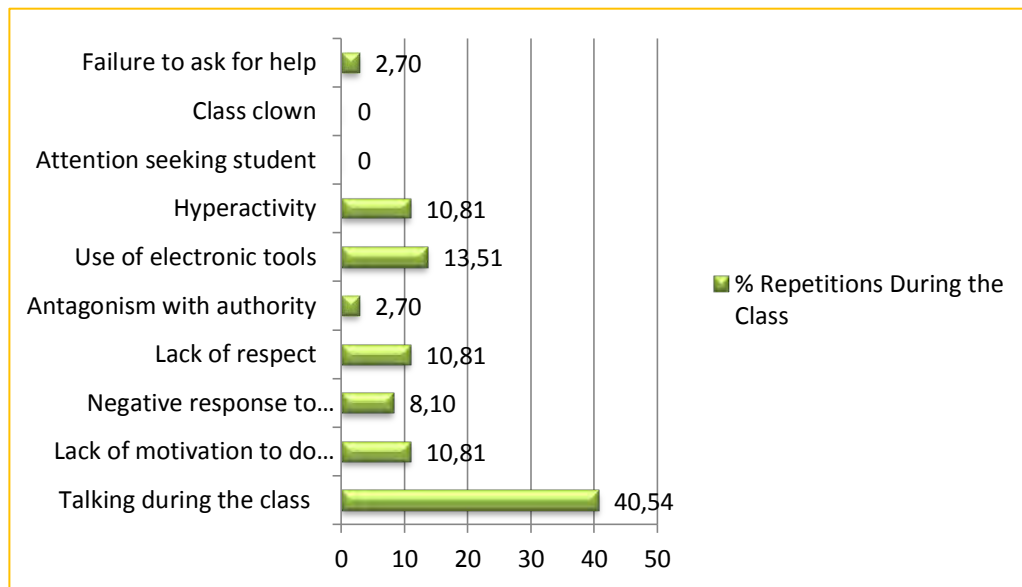


Figure 2: Day 2 Wednesday 5 February 2014. This figure shows the repetitions of the discipline problems during this day.

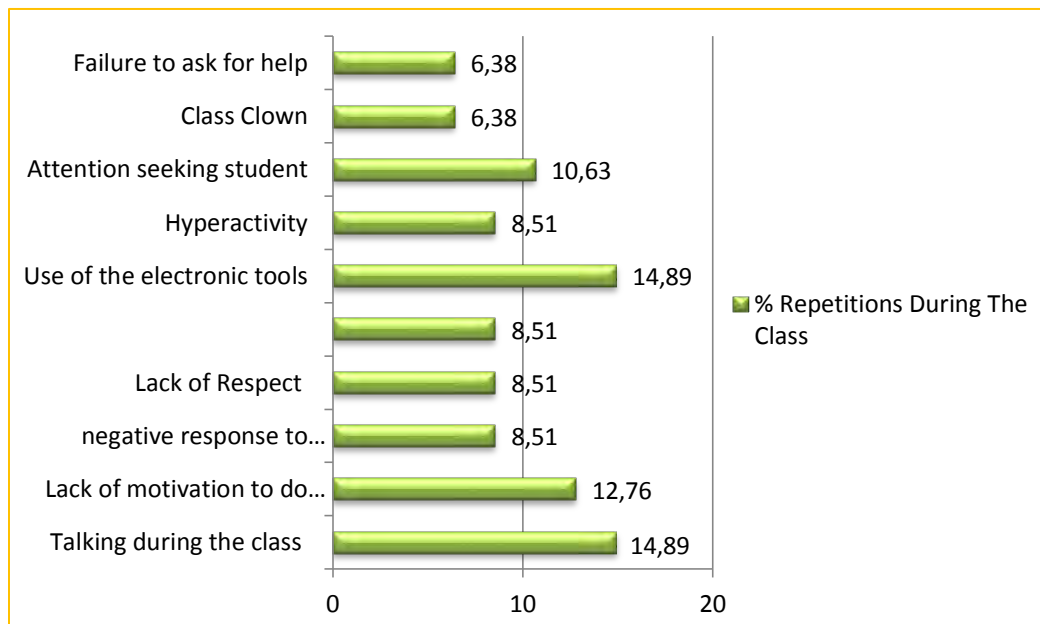


Figure 12: Day 11 Thursday 27 February 2014. This figure shows the repetitions of the discipline problems during this day.

During this session, it was observed that the disruptive behaviors decreased minimally. Strategies caused a good effect on classroom behavior. As stated in the figure 2, the most common discipline problem was the behavior denominated **Talking during the lesson** with 42, 5% while in the figure 12 the same behavior had a percentage of 14,89% followed by the behavior **use of electronic tools** with the same percentage 14,89% . It was evident that the behavior **Talking during the class** was reduced considerably in this second day; demonstrating the effectiveness of the strategy.

The behavior **use of electronic tools** was also mentioned in this part of the analysis since it took the first place in the figure 12 with 14,89% . If a comparison was made, it would be evident that the strategy used in this behavior had not a good effect because in the figure 2 the same behavior took the second place on the scale having a percentage of 13,51%, lower than the named above.

The behaviors **hyperactivity, lack of respect** and **Lack of motivation to do the assignments** ranked the third place in the figure 2 with 10,81% whereas in the figure 12, the same behaviors were positioned in the fourth place with a percentage of 8,51% which represented a major advance in the control of this behavior. In this way, strategies used in this second day were really effective.

The behavior called **Negative response to request and rules** was located in the fourth place in the figure 2 with 8,10%, and in the figure 12, it was also positioned in the fourth place but with 8,51%. This result showed that the strategy used in this day was not effective. Finally, the behaviors denominated as **antagonism with authority** and **failure to ask for help** were placed in the last position of the figure 2, with 2,70%, whereas in the figure 12, the same behaviors were identified in the fourth and the last place of this scale

with 8,51% and 6,38% respectively. These percentages show that strategies applied were not successful.

The behaviors known as **class clown** and **attention seeking student** were not analyzed in the figure 2 since they were not identified in that day; however, in the figure 12, the same behaviors were presented with 6,38% and 10,63% respectively. These last results show that the strategies implemented had no effect on the above behaviors. It was thought that these strategies were partially effective in this second day of observation since students wanted to challenge the teacher and discover the last consequences of their acts.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of The Strategy	Results
Talking during the class	7	15,55	Use facial expressions to convey to the student that the misbehavior was not totally overlooked. Circulate around the room frequently, to avert potential behavior problems. <b>2.</b> Give praise to the entire class as frequently as possible (e.g., "Thank you for working so quietly," or "I'm delighted to see you all working so well today").	In this hour, students went to the laboratory session where teacher had the opportunity to apply two strategies to maintain classroom management. The first strategy was applied when one student used the headset to listen to music during the reading exercise; so teacher touched her head and ears with a warning signal made by her hands which indicated that the misbehavior was not totally overlooked. Teacher constantly walked around the classroom to avoid behavior problems. At the end of this session teacher congratulated to the entire class because they had behaved in the best way.	This strategy was effective
Lack of motivation to do the assignments	6	13,33	When developing practice worksheets, use the students' names and some things you know about them to teach a concept (e.g., "Susan expressed her enjoyment regarding her trip to Disney World" when identifying parts of speech).	As a way to increase motivation among students group, the teacher made a class in the lab room. During the class, she used the student's names for making descriptions. Then, she gave them a piece of paper with the names of their partners. They had to describe the qualities of their classmates using the adjectives.	This strategy was effective

Negative response to request and rules	4	8,888	If students reject to do your assignments, make the student know the consequence of this situation.	Because of the class interaction, some students did not want to describe the partner's qualities, so the teacher applied one of the strategies given before. Teacher said "it is necessary to make this activity to get a good grade, if you make mistakes, it does not matter because I will value your effort."	This strategy was effective
Lack of Respect	4	8,88	Listen to each student. Never assume that you know what the student is going to say to explain his/her actions.	Students started to create disorder so teacher listened to the student's version and she realized that one of them had a stomach ache. What appeared to be a disruption became a health problem.	This strategy was effective
Antagonism With Authority	4	8,88	Provide opportunities for students to change their hostile and aggressive energy into socially acceptable channels such as sports, clubs, crafts, hobbies, etc.	Students had the opportunity to watch a video about the American sports. It was a good idea because they felt identified with some sports and shared their dreams. Teacher also shared some experiences in New York.	This strategy was not effective
Use of the electronic tools	7	15,55	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them.	This strategy was accepted over the time. Even though it was rejected at the beginning, most of the students left their cell phones and Mp3 in the box without complains.	This strategy was effective
Hyperactivity	3	6,66	Prepare a variety of short lessons to maximize student attention and participation (e.g., manipulation exercises of 15 to 20 minutes in duration).	This strategy got the attention of the students and the participation of them was excellent.	This strategy was not effective
Attention seeking student	5	11,11	Give the student a position of responsibility in the classroom and encourage him/her to set a good example for others (e.g., passing out papers).	Teacher knew well that there were students who finished their works quickly. So, she prepared extra exercises for these students. She gave positive points to students who finished in the first place.	This strategy was not effective
Class Clown	2	4,44	Let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.	Teacher constantly talked to the class clown students at the end of the class. She also talked to their parents about the behaviors of their daughters. This strategy decreased the disruptions in the class.	This strategy was not effective

Failure to ask for help	3	6,66	Let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.	Teacher made an assessment activity in which students had the opportunity to express how they felt in the English class. In a piece of paper, they answered the following questions: How do you feel in the class? Do you have any question for me? And Do you want to give me any suggestions to improve my class?	This strategy was not effective
<b>Total</b>	<b>45</b>	<b>100</b>			

Table 12: Day 12 Monday 3 March 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

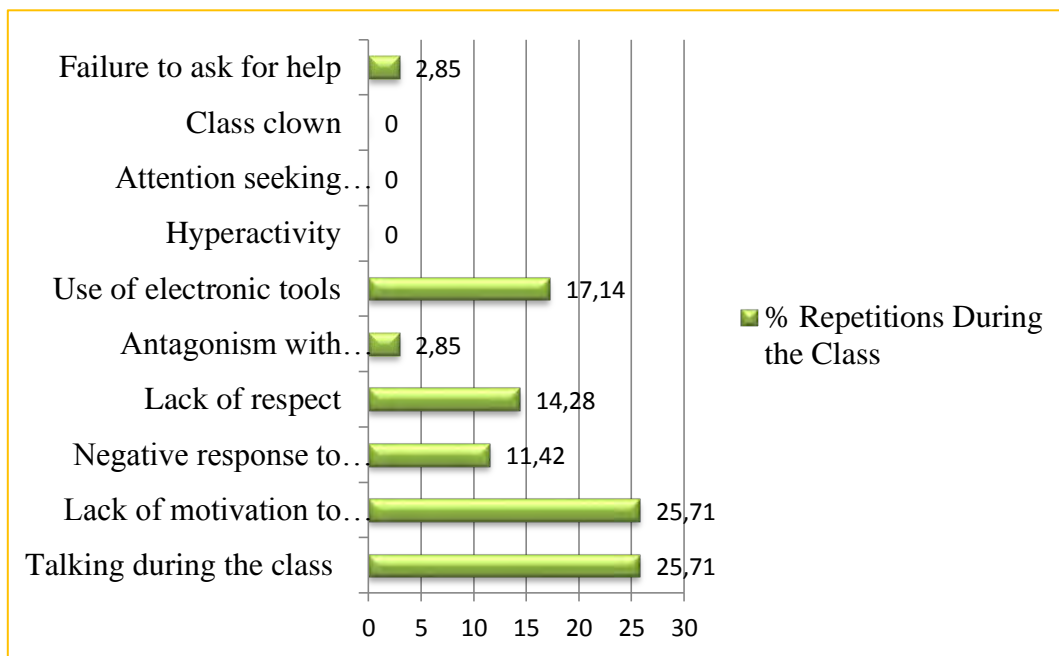


Figure 3: Day 3 Thursday 6 February 2014. This figure shows the repetitions of the discipline problems during this day.

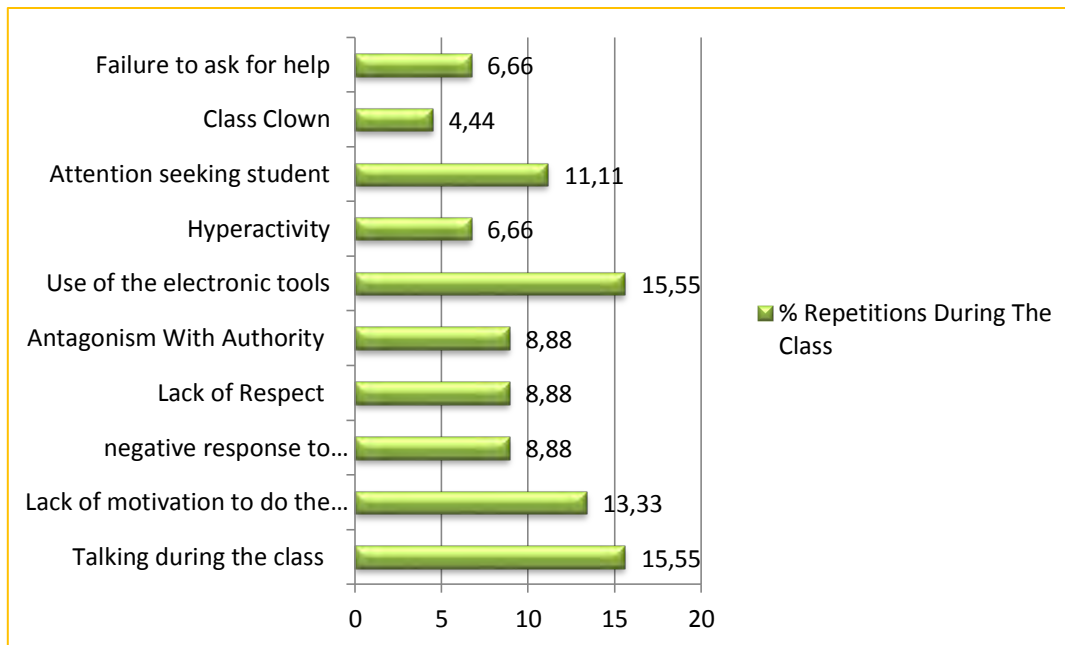


Figure 13: Day 12 Monday 3 March 2014. This figure shows the repetitions of the discipline problems during this day.

The teacher continued applying these strategies in a practical way, following the guidelines given before this observation. During this day, there were favorable results, since most of behaviors were decreased. It can be observed in the figure 3 that the most common discipline problems were the behaviors denominated **Talking during the class** and **Lack of motivation to do the assignments**, located in the first place with 21,71%, whereas in the figure 13, the behaviors Talking during the lesson and **use of electronic tools** took the first place with 15,55%. It was evident that these results show the great progress that has been achieved in this day. With regard to the **use of electronic tools**, the result was also successful since in the figure 3, this behavior was located in the second place with 17,14%, while in the figure 13, this behavior took the first place with 15,55%, demonstrating the success of the strategy employed.



In the second place of this scale, it was found the behavior called **lack of motivation to do the assignments** with 25,71% in the figure 3; in comparison to the figure 13 whose percentage was 13,33%. In this case, it was also evident, the big advance in the management of this behavior. In the third place, the behavior known as **lack of respect** was placed with 14,28% in the figure 3; whereas in the figure 13, the same behavior was located in the fourth place with a percentage of 8,88% . It was remarkable that **the lack of respect** decreased considerably. The behavior **Negative response to request and rules** represented an important diminution since it presented a percentage of 11,42% in the figure 3, whereas the same behavior showed a percentage of 8,88% in the figure 13 which expressed the effectiveness of the strategy applied.

However, **failure to ask for help** and **antagonism with the authority** presented negative results. In the figure 3, these behaviors had a percentage of 2,85% compared to the figure 13 in which these behaviors had 6,66% and 8,88% respectively. Unfortunately, the strategies implemented did not have positive effects in the management of these behaviors.

Finally the behavior defined as **class clown, attention seeking student and hyperactivity** were not presented in this observation. However, in the figure 13, these behaviors are presented with the following percentages **class clown** 4,44% **attention seeking student** 11,11% and **hyperactivity** 6,66% . These percentages demonstrated that the strategies applied in this observation were ineffective. These last results show that the strategies implemented had no effect on the above behaviors. It was thought that these strategies were partially effective in this third day of observation since students refused to implement these strategies.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of The Strategy	Results
Talking during the class	6	15	Intervene as soon as possible in order to prevent the misbehavior from occurring (e.g., say "Harry, may I help you with your assignment?" when the student begins to show signs of frustration).	Most of the time, students wanted to create disruptions during the class but teacher was always careful to prevent student misbehavior. She always said "Can I help you with something?"	This strategy was effective
Lack of motivation to do the assignments	5	12,5	Make your lesson an experience that will allow the student to gain self-esteem because he/she is successful.	In order to increase the student's self esteem, teacher created a short exercise with easy questions where students had to make questions and answer them.	This strategy was effective
Negative response to request and rules	3	7,5	Make sure students clearly understand what is expected from them. (In some cases, it's the student's confusion that causes oppositional behavior.)	Teacher always repeated two times the instructions before starting an exercise. However, to increase the student's understanding she asked some students to repeat the instructions in their own words.	This strategy was effective
Lack of Respect	4	10	Role-play situations where there is lack of respect. For example: Someone fails a test and others make fun of that person. Follow with group analysis and discussion of the situation and alternative actions.	As a way to develop the speaking skill and create awareness of the use of tolerance value, teacher asked students to organize short dialogues in which they included the tolerance value.	This strategy was not effective
Antagonism With Authority	3	7,5	Contact parents and/or administrators when there is no other way of resolving the conflict situation.	Teacher decided to contact some students' parents in order to inform the behavior of their daughters. Some parents were congratulated because their daughters had behaved in an excellent way.	This strategy was effective
Use of the electronic tools	6	15	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them.	This strategy was already part of this class and they took it as a habit.	This strategy was effective
Hyperactivity	3	7,5	Provide your students with firm but fair classroom rules. Make sure you consistently adhere to the consequences of breaking rules.	Teacher always remembered the rules for a healthy living. She also remembered the consequences of breaking the rules.	This strategy was effective
Attention seeking student	4	10	Give the student a position of responsibility in the classroom and encourage him/her to set a good example for others (e.g., passing out papers).	Teacher organized group works to develop different activities for the cultural week. In each group, there were leaders who prepared and organized the students' roles.	This strategy was not effective

Class Clown	3	7,5	Let the child gain the attention of the class in such a way that it has a positive effect on the class. The student could conduct mini-lessons, lead study groups, assist students, or make other contributions that will benefit the entire class.	Teacher created expositions in which students could express their likes and dislikes, their abilities and their dreams. These expositions created a good environment and teacher learned more about the student's likes.	This strategy was not effective
Failure to ask for help	3	7,5	Designate other students in the classroom as resource persons, who can meet with the student and offer assistance. The student may be more apt to ask for help from a peer than from the teacher.	Since most of students lost an exam. Teacher chose some students to help those students who had difficulties learning the present simple and the past simple.	This strategy was not effective
<b>Total</b>	<b>40</b>	<b>100</b>			

Table 13: Day 13 Tuesday 4 March 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

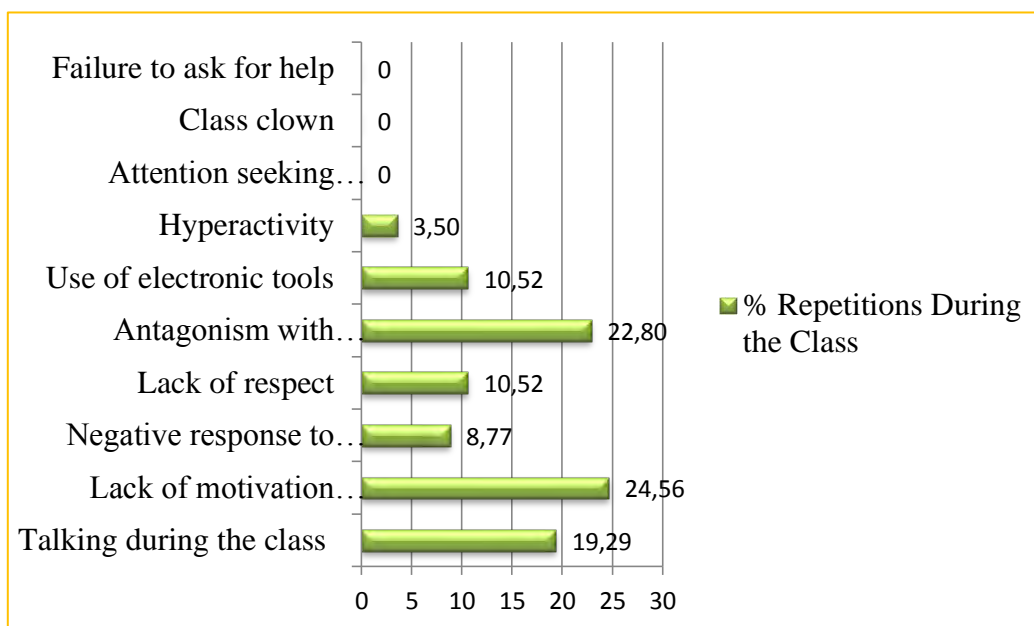


Figure 4: Day 4 Tuesday 11 February 2014. This figure shows the repetitions of the discipline problems during this day.

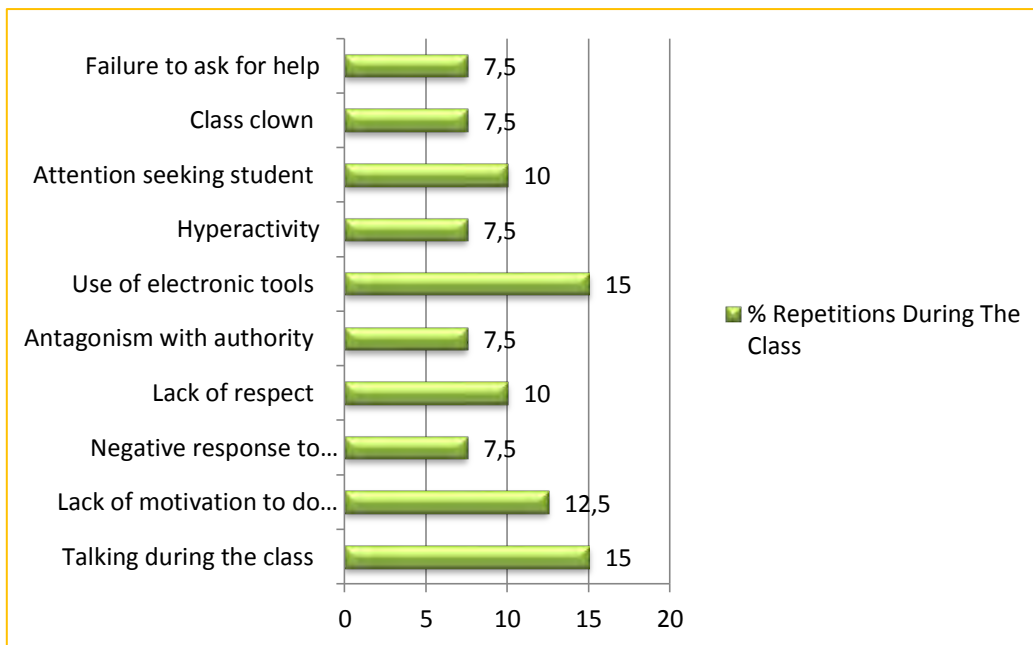


Figure 14: Day 13 Tuesday 4 March 2014. This figure shows the repetitions of the discipline problems during this day.

The teacher continued applying these strategies in a practical way, following the guidelines given before this observation. During this day, there were favorable results, since there were behaviors that were decreased in a high quantity, however there were others that increased. In the figure 4, the most common discipline problem was **Lack of motivation to do the assignments** located in the first place with 24,56%, whereas in the figure 14, it placed the second place with 12,5%. These results demonstrated that the strategy applied this day was effective. **Antagonism with authority** took the second place in the figure 4 with 22,80% however this same behavior took the last place in the figure 14 with 7,5%. Those results reflect that this behavior was not controlled with the strategy applied. It did not have any effect.

**Talking during the class** is situated in the third place in the figure 4 with 19,29% whereas in the figure 14, it is situated in the first place with 15% even though these percentages have differences they show that the strategy implemented had success and

control the behavior problem. Behaviors denominated **use of electronic tools** and **lack of respect** occupied the fourth place in the figure 4 with 10,52% ; but in the figure 14, they placed different positions and therefore different results the first had 15% and the second 10%. The strategy used in **use of electronic tools** had appositive effect in the student's behavior whereas the strategy used in **lack of respect** increased this behavior minimally. In the figure 4, **negative response to request and rules** is located in the fifth place with 8,77% whereas in the figure 14, the same behavior took the last place with 7,5%. The last number showed that the strategy used had an excellent result.

The behavior called **Hyperactivity** is positioned in the last place in the figure 4 with 3,50% whereas in the figure 14, it had a small increment with 7,5% . These percentages indicate that the strategy executed was not useful. Finally **attention seeking students, class clown** and **failure to ask for help** was not observed in the figure 4; however in the figure 14, they were presented with the following percentages 10% and 7,5% for the last ones. The results show that strategies applied were not effective since they did not reduce the inappropriate behaviors.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of The Strategy	Results
Talking during the class	6	15,78	If possible, meet with the child and describe in exact terms the behavior you find unacceptable in the classroom. During the discussion, explain the reason(s) why you find the behavior unacceptable.	Before starting the class, there was a problem between two students who were playing. One of them hit her classmate on her finger causing her a great lesion. The teacher described in exact terms the behavior she found unacceptable in the classroom. During the discussion, she explained the reasons why she found the behavior improper. Then, the teacher sent students to the principal's office.	This strategy was not effective

Lack of motivation to do the assignments	5	13,15	Take advantage of the student's interests and formulate some lessons around them.	Since there was near a video concert of a famous group called "one direction" teacher asked students to look for the biography of each member of this famous group. Students enjoyed this activity. For those who did not like this group could choose another celebrity.	This strategy was not effective
Negative response to request and rules	3	7,89	Contact the parents, the principal, and/or the counselor to discuss the student's inappropriate behavior.	The teacher asked students who had the problem mentioned before to bring their parents to discuss the students' inappropriate behavior.	This strategy was effective
Lack of Respect	4	10,52	Handle difficult students individually outside the classroom, so that there is less chance that others will get involved.	Students who were involved in the problem mentioned before, were sent to the office of the psychologist to give version of the facts and avoid possible problems.	This strategy was not effective
Antagonism With Authority	3	7,89	Talk to the student in private to ascertain the reason for his/her misbehavior.	Students had the chance to talk to the teacher and their parents to ascertain the reasons for their misbehavior.	This strategy was effective
Use of the electronic tools	6	15,78	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them.	This strategy was considered a habit for the classroom.	This strategy was not effective
Hyperactivity	2	5,26	Regularly incorporate "relaxation" techniques into the daily classroom routine. Use them whenever the student is in need of them.	Teacher used a relaxation technique to create a better environment in the classroom. Teacher used relaxation music during 5 minutes.	This strategy was not effective
Attention seeking student	4	10,52	Assign the student a special project of interest and let him/her present the report to the class.	Students worked in the different activities of the cultural week. Teacher used one day of the week to see the progress.	This strategy was not effective
Class Clown	2	5,26	Let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.	Teacher constantly maintained dialogues with the class clown students. As the days passed, the students had more confidence with the teacher. The teacher always congratulated students for their progress.	This strategy was not effective

Failure to ask for help	3	7,89	Create a chart listing all students, and give recognition to those who ask questions in class. Emphasize that asking a question indicates intelligence, not stupidity.	This chart helped teacher to motivate the participation in the class. The positive points encouraged students to participate actively.	This strategy was not effective
<b>Total</b>	<b>38</b>	<b>100</b>			

Table 14: Day 14 Wednesday 5 March 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

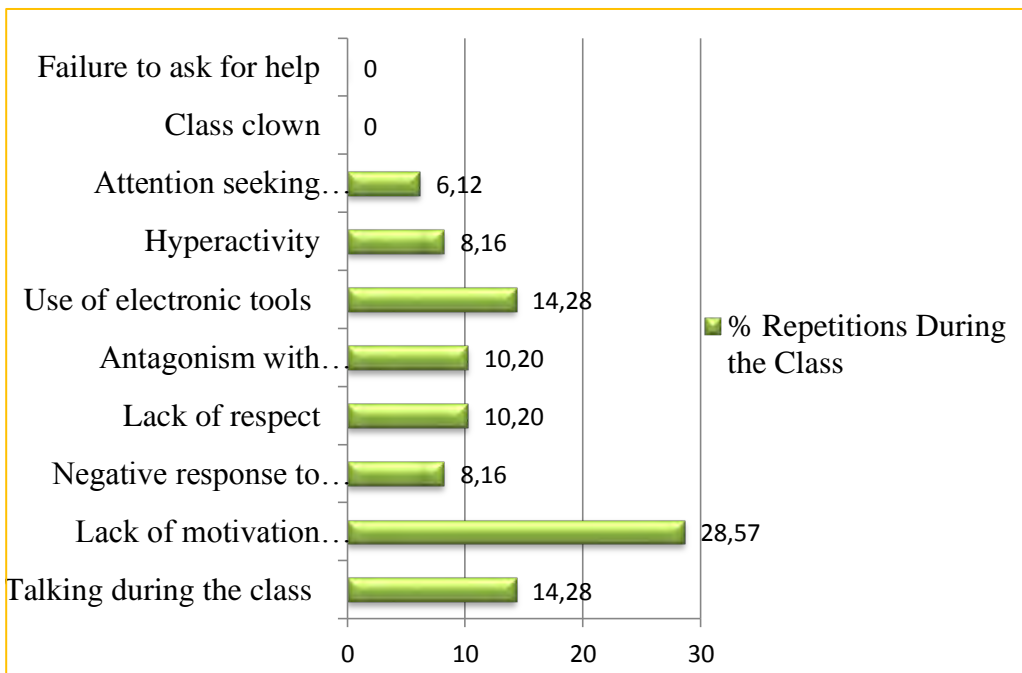


Figure 5: Day 5 Tuesday 17 February 2014. This figure shows the repetitions of the discipline problems during this day.

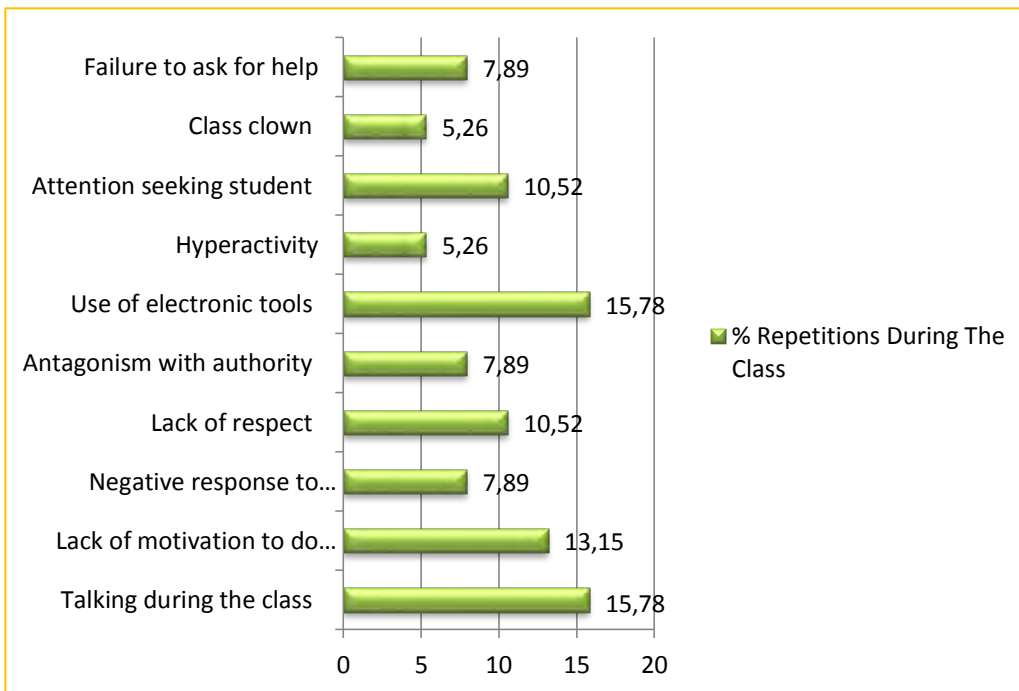


Figure 15: Day 14 Wednesday 5 March 2014. This figure shows the repetitions of the discipline problems during this day.

In this day, it was observed that strategies caused a good effect on classroom behavior. The disruptive behaviors decreased minimally. As stated in the figure 5, the most common discipline problem was the behavior denominated **Lack of motivation to do the assignments** with 28,57% while in the figure 15, the same behavior had a percentage of 13,15% which demonstrated that **lack of motivation to do the assignments** was reduced considerably in this fifth day; it was evident that the strategy applied was effective.

The behaviors **Talking during the class** and **use of electronic tools** were also mentioned in this part of the analysis since they took the second place in the figure 5 with 14,28% whereas in the figure 15, they placed the first position with 15,78%, which showed that strategies implemented in these disruptive behaviors did not have any success.

**Antagonism with authority** and **lack of respect** were positioned in the third place in the figure 5 with 10,20% but in the figure 15, they were situated in the following way, in the penultimate place **Antagonism with authority** with 7,89% and **lack of respect** in the



third place with 10,52%. These results demonstrated the partial effectiveness of the strategies applied since one of them was effective while the last one was a fail. In the fourth place, **Negative response to request and rules and hyperactivity** were found with 8,16% and in the figure 15, they were found in different positions , the first took the penultimate place with 7,89% and the second took the last position with 5,26%. In this case, it was also reflected the partial effectiveness of the strategies applied since one of them was successful while the other had a big fail.

At the end of this scale, **attention seeking student** was analyzed with 6,12% while in the figure 15, the same behavior was positioned in the third place with 10,52%. The last percentages demonstrate that the strategy used in this disruption did not have efficacy since this behavior increased instead of decreasing. Finally, behaviors known as **failure to ask for help and class clown** were not observed in the figure 5, for this reason they were not mentioned; however, in the figure 15, they were presented with the next percentages the first with 7,89% and the second with 5,26% which showed the inefficacy of the strategies applied in this fifth day. It was thought that even though strategies have been partially effective they are reducing disruptive behaviors successively.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of The Strategy	Results
Talking during the class	6	16,66	1. Use simple verbal warnings when the misbehavior occurs. Make sure that they are to the point, moderate in tone, and private (e.g., "Stop talking and work on your math problems, please"). 2. Give praise to the entire class as frequently as possible (e.g., "Thank you for	Teacher always used the verbal warnings and facial expressions to control the misbehaviors in the class. They were useful to maintain the classroom management. During this day, it was observed more discipline than other days. for this reason, the teacher congratulated	This strategy was effective

			working so quietly," or "I'm delighted to see you all working so well today").	the class.	
Lack of motivation to do the assignments	5	13,88	Use incentives in the classroom to reinforce motivation toward accomplishment (e.g., prizes, stars, or other rewards for completing assignments on time).	Teacher used the system of positive points as a way to encourage the participation in class.	This strategy was not effective
negative response to request and rules	3	8,33	Contact the parents, the principal, and/or the counselor to discuss the student's inappropriate behavior.	Teacher contacted the principal so that she discussed the student's inappropriate behavior. Besides they remembered the rules for a healthy living.	This strategy was effective
Lack of Respect	3	8,33	The teacher should practice the 3 R's: Respect, Responsibility, and Reciprocity.	Teacher remembered the rules for a healthy living aided by the principal.	This strategy was effective
Antagonism With Authority	3	8,33	Contact parents and/or administrators when there is no other way of resolving the conflict situation.	Teacher kept in touch with the parents to show the progress of their daughters. Teacher sent them a note in the notebook of the students. The tasks of the parents were to sign the notebook. In this way parents knew the progress of their daughters.	This strategy was not effective
Use of the electronic tools	5	13,88	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them	This strategy was considered as a habit in the class.	This strategy was effective
Hyperactivity	2	5,55	Regularly incorporate "relaxation" techniques into the daily classroom routine. Use them whenever the student is in need of them.	Teacher used 5 minutes of the class to incorporate the relaxation technique to break the daily classroom routine. Teacher also talked to students' parents with hyperactivity problems to avoid possible problems.	This strategy was not effective
Attention seeking student	4	11,11	Assign the student a special project of interest and let him/her present the report to the class.	Students worked in the different projects of the cultural week.	This strategy was effective
Class Clown	2	5,55	Try to channel his/her talent for humor into	Students organized a humor activity which	This strategy was not

			something more productive, such as creating a class play or dramatic skit giving him/her the role of the teacher who is trying to teach a lesson. You take on the role of the class clown and exhibit the same behaviors that he/she does in class. This may be a learning experience for the entire class!	was going to be included in the cultural week.	effective
Failure to ask for help	3	8,33	If the student does not feel comfortable asking questions in the classroom setting, have him/her write the questions on a piece of paper or a 3x5 card. Then, when time permits, meet with the child individually to review the questions, or provide general answers to the class if you think others may have the same questions.	Students who continued being shy to ask questions, used the pieces of paper to clarify doubts.	This strategy was not effective
<b>Total</b>	<b>36</b>	<b>100</b>			

Table 15: Day 15 Thursday 6 March 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

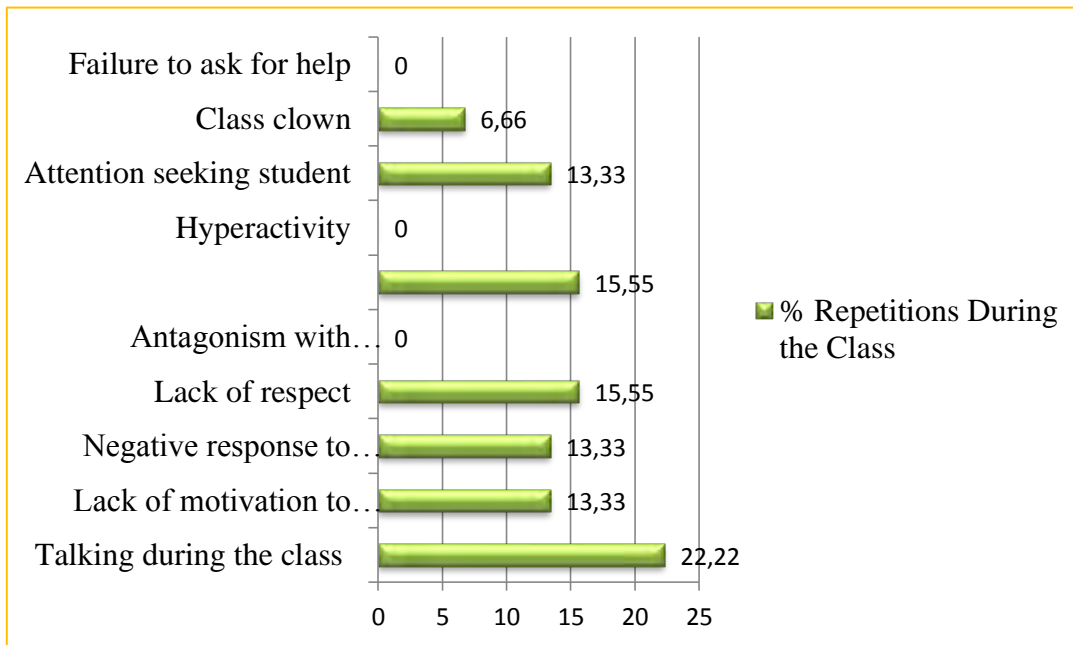


Figure 6: Day 6 Tuesday 19 February 2014. This figure shows the repetitions of the discipline problems during this day.

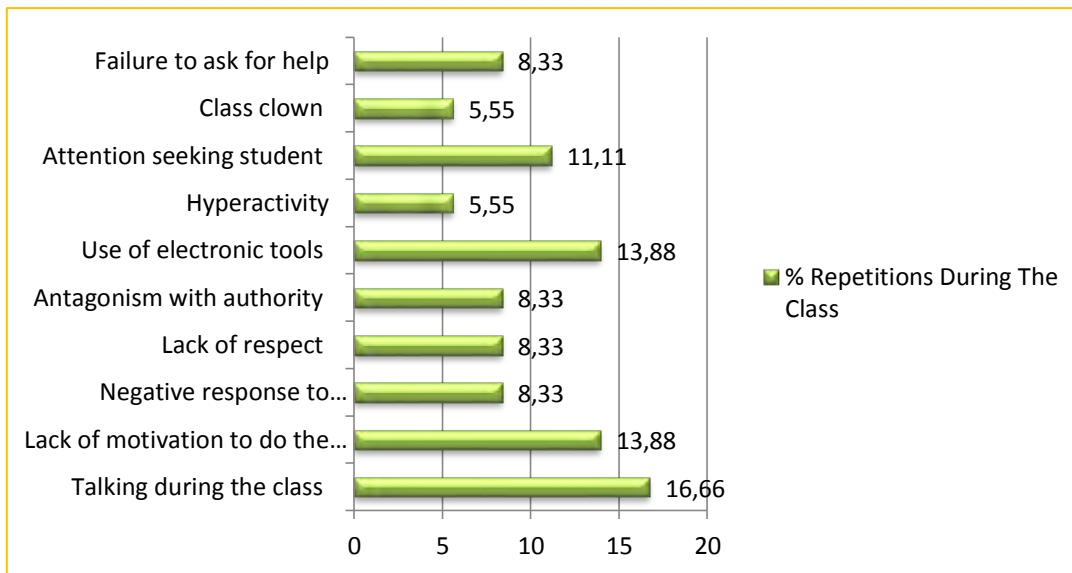


Figure 16: Day 15 Thursday 6 March 2014. This figure shows the repetitions of the discipline problems during this day.

During observations, it was noticed that Strategies have caused a good effect on classroom behavior. The disruptive behaviors have decreased constantly. As stated in the figure 6, the most common discipline problem was the behavior denominated **Talking during the class** with 22,22% while in the figure 16, the same behavior had a percentage of 16,66 % which demonstrated that this behavior was reduced considerably in this day; it was evident that the strategy applied was effective.

Behaviors known as **lack of respect** and **use of electronic tools** were also mentioned in this part of the analysis since they took the second place in the figure 6 with 15,55% whereas in the figure 16, they placed the second and the penultimate position with 8,33% and 13,88% respectively, which showed that strategies implemented in these disruptive behaviors had enough success.

**Lack of motivation to do the assignments, Negative response to request and rules and attention seeking student** were positioned in the third place in the figure 6 with 13,33% but in the figure 16 they were situated in the following way, in the second place **Lack of**

**motivation** with 13,88% , **Negative response to request and rules** in the penultimate position with 8,33% and **attention seeking student** in the third place with 11,11%. These results demonstrated the partial effectiveness of the strategies applied since two of them were effective while the first one was not successful.

In the fourth place, **class clown** was found with 6,66% in the figure 6, and in the figure 16, it was located in the last position with 5,55% . In this case, it was reflected the effectiveness of the strategy applied since the disruptive behaviors had a great decreasing. At the end of this scale, **Antagonism with authority, failure to ask for help and hyperactivity** were not observed in the figure 6, for this reason they were not mentioned; however, in the figure 16, they were observed with the following percentages: the first two with 8,33% and the last one with 5,55%. These results showed the inefficacy of the strategies applied in this sixth day.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of The Strategy	Results
Talking during the class	6	22,22	Use facial expressions to convey to the student that the misbehavior was not totally overlooked. Circulate around the room frequently, to avert potential behavior problems.	The teacher used facial expressions to control misbehavior in the classroom. She walked around the classroom to avoid potential behavior problems.	This strategy was effective
lack of motivation to do the assignments	3	11,11	Use incentives in the classroom to reinforce motivation toward accomplishment (e.g., prizes, stars, or other rewards for completing assignments on time).	The teacher used positive points to increase motivation in class.	This strategy was not effective
Negative response to request and rules	1	3,70	Try to use these guidelines when establishing classroom rules: a) Involve your class in making up the rules. State the rules positively.	The teacher remembered the rules of the classroom and congratulated the students who made their homework and those	This strategy was effective

			b) Keep rules brief and to the point. c) Review rules periodically with the class.	who insisted on not to perform their tasks were punished with bad grades.	
Lack of Respect	2	7,40	The teacher should practice the 3 R's: Respect, Responsibility, and Reciprocity.	The teacher congratulated students for applying the 3 R's.	This strategy was not effective
Antagonism With Authority	2	7,40	Provide opportunities for students to change their hostile and aggressive energy into socially acceptable topics such as sports, clubs, crafts, hobbies, etc.	The teacher continued performing the activities scheduled for the cultural week.	This strategy was effective
Use of the electronic tools	4	14,81	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them.	This strategy was considered as a habit.	This strategy was effective
Hyperactivity	2	7,40	Prepare a variety of short lessons to maximize student attention and participation (e.g., manipulation exercises of 15 to 20 minutes in duration).	Teacher organized a variety of exercises to maximize student's attention and participation.	This strategy was effective
Attention seeking student	4	14,81	Ignore the student's annoying comments, but give praise when the student describes his/her real achievements.	Teacher ignored the students' inappropriate comments.	This strategy was not effective
Class Clown	1	3,70	Let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.	The teacher established a good relationship with the class clown students. Students paid more attention to the teacher's suggestions.	This strategy was effective
Failure to ask for help	2	7,40	Designate other students in the classroom as resource persons, who can meet with the student and offer assistance. The student may be more apt to ask for help from a peer than from the teacher.	Students helped to those students who had difficulties in learning. They overcame those difficulties successfully.	This strategy was not effective
<b>Total</b>	<b>27</b>	<b>100</b>			

Table 16: Day 16 Monday 10 March 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

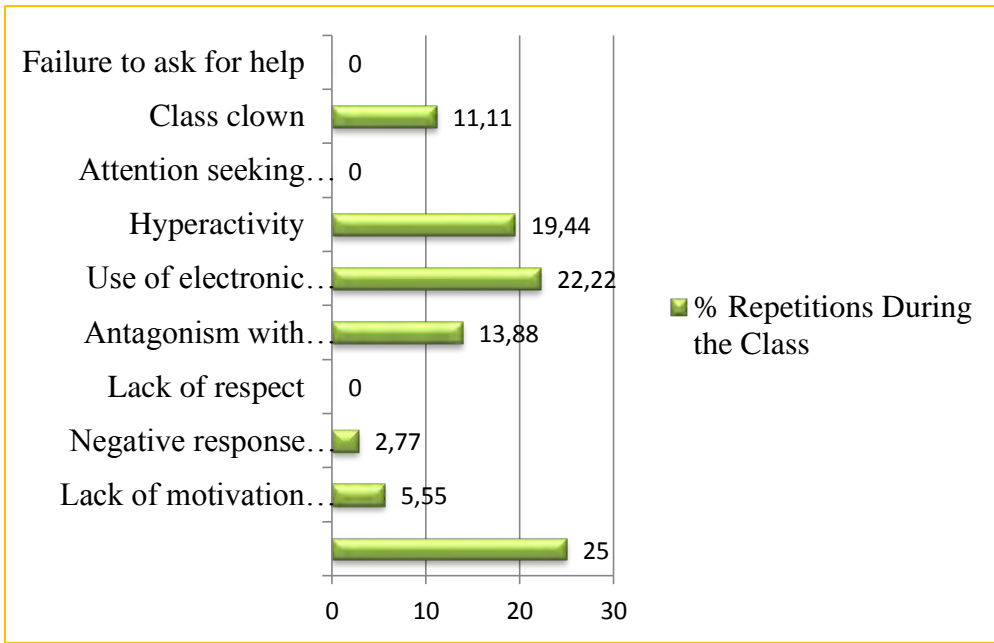


Figure 7: Day 7 Thursday 20 February 2014. This figure shows the repetitions of the discipline problems during this day.

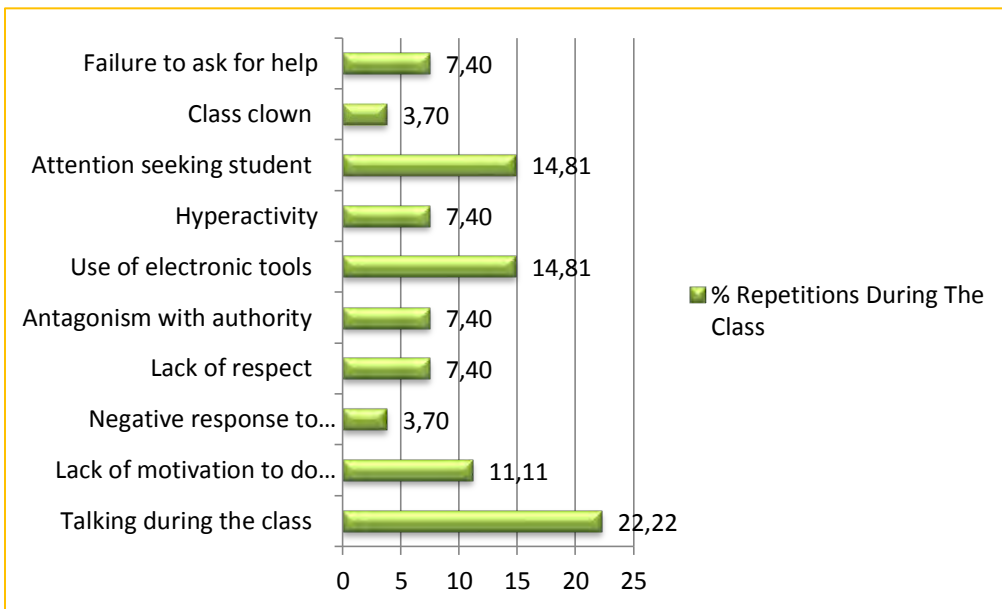


Figure 17: Day 16 Monday 10 March 2014. This figure shows the repetitions of the discipline problems during this day.

During this day, it was observed that Strategies have caused positive effect in reducing disruptive behaviors. However, there were also behaviors that kept constant. In

the figure 7, the most common discipline problem was the behavior denominated **Talking during the class** with 25% while in the figure 17, the same behavior had a percentage of 22,22 % which demonstrated that this behavior was reduced considerably in this day; it was evident that the strategy applied was effective.

The behavior known as **use of electronic tools** was also mentioned in this part of the analysis since it took the second place in the figure 7 with 22,22% and in the figure 17, it placed the second position with 14,81% which showed that the strategy implemented in this disruptive behavior had enough success.

**Hyperactivity** was positioned in the third place in the figure 7 with 19,44% but in the figure 17, it was situated in the penultimate place with 7,40%. This result demonstrated the big success that the strategy had in this seventh day. In the fourth place, **Antagonism with authority** was found with 13,88% in the figure 7, while in the figure 17, it was found in the penultimate place with 7,40%. The last percentage reflected the efficacy of the strategy applied. Behavior called **class clown** was located in the fifth place with 11,11% in the figure 7, whereas the same behavior took the last position in the figure 17 with 3,70%. The last result also demonstrated the success that had the strategy applied. **Lack of motivation to do the assignments** was placed in the penultimate position with 5,55% in the figure 7 and in the figure 17, it placed the third position with 11,11%. Unfortunately, the strategy applied in this day was unsuccessful because it did not increase the motivation in students.

Finally, **Negative response to request and rules** is positioned in the last place in the figure 7 with 2,77% and in the figure 17, it is also located in the last place of the scale, however it was evident that the strategy implemented was a big fail since it increased the disruption instead of decreasing it. Behaviors known as **lack of respect, failure to ask for**



**help and attention seeking student** were not observed in the figure 7 but in the figure 17, these same behaviors were observed with the following percentages: The first two with 7,40% and the last one with 14,81%. Unfortunately, the results reflected that the strategies implemented in this opportunity were ineffective since they did not control the disruptive behaviors.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of The Strategy	Results
Talking during the class	5	23,80	Give praise to the entire class as frequently as possible (e.g., "Thank you for working so quietly," or "I'm delighted to see you all working so well today").	Although disruptions had not disappeared, they had decreased. However, the teacher congratulated the group of students since they had a better behavior. During the last weeks, they fulfilled most of the rules.	This strategy was effective
Lack of motivation to do the assignments	2	9,52	Show your students that you take an interest in them. Show that you like them and that they belong in your classroom.	The teacher showed interest during the whole class, this enthusiasm encouraged students to develop the class in a successful way.	This strategy was effective
Negative response to request and rules	2	9,52	Try to use these guidelines when establishing classroom rules: a) Involve your class in making up the rules. b) State the rules positively. Keep rules brief and to the point. c) Review rules periodically with the class	The teacher remembered the rules highlighted in the chart and congratulated students since they improved their behavior and also their academic performance.	This strategy was effective
Lack of Respect	1	4,76	The teacher should practice the 3 R's: Respect, Responsibility, and Reciprocity.	The teacher remembered the rules highlighted in the chart and congratulated students since they improved their behavior and also their academic performance.	This strategy was effective
Antagonism With Authority	1	4,76	Provide opportunities for students to change their hostile and aggressive energy into socially acceptable channels such as sports, clubs, crafts, hobbies, etc.	The culture week provided opportunities to discover new talents and also improved classmates' relationships.	This strategy was effective

Use of the electronic tools	3	14,28	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them.	This strategy was considered as a habit.	This strategy was effective
Hyperactivity	2	9,52	Prepare a variety of short lessons to maximize student attention and participation (e.g., manipulation exercises of 15 to 20 minutes in duration).	This strategy decreased the stress in the classroom and students were motivated to start the class.	This strategy was effective
Attention seeking student	3	14,28	Give the student a position of responsibility in the classroom and encourage him/her to set a good example for others (e.g., passing out papers).	Students were successful in managing their working groups. They got excellent results.	This strategy was not effective
Class Clown	1	4,76	Teacher awarded students because they improve her behavior.	Teacher gave good grades to students because of their good behavior.	This strategy was not effective
Failure to ask for help	1	4,76	Create a chart listing all students, and give recognition to those who ask questions in class. Emphasize that asking a question indicates intelligence, not stupidity.	This strategy was successful since all the students wanted to participate in the class because of the positive points that teacher gave them.	This strategy was not effective
<b>Total</b>	<b>21</b>	<b>100</b>			

Table 17: Day 17 Wednesday 12 March 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

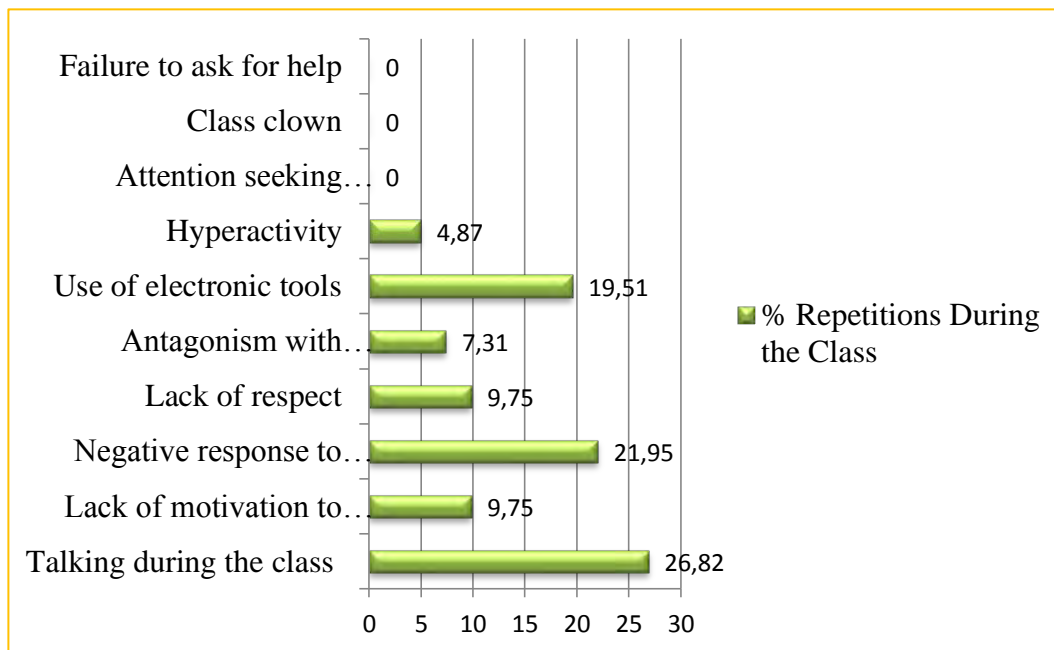


Figure 8: Day 8 Monday 24 February 2014. This figure shows the repetitions of the discipline problems during this day.

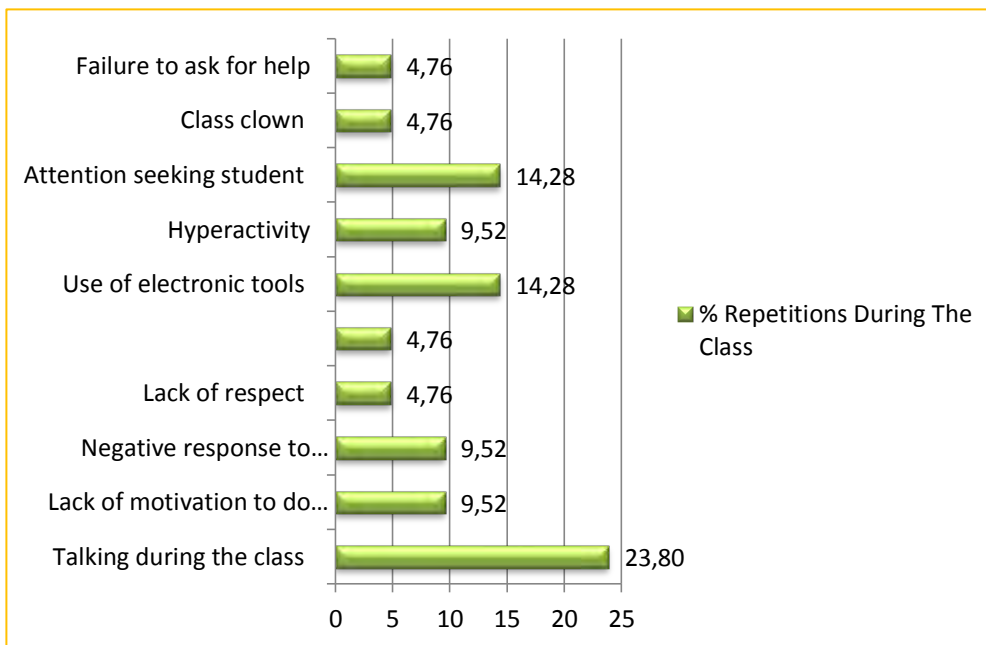


Figure 18: Day 17 Wednesday 12 March 2014. This figure shows the repetitions of the discipline problems during this day.

During this day, favorable results were found but also bad ones took place; even though there were disruptive behaviors that were decreased, there were others that did not change. In the figure 8, the most common discipline problem was the behavior denominated **Talking during the class** with 26,82% while in the figure 18, the same behavior had a percentage of 23,80 % which demonstrated that this behavior was reduced considerably in this day; it was evident that the strategy applied was effective.

The behavior known as **Negative response to request and rules** was also mentioned in this part of the analysis since it took the second place in the figure 8 with 26,95% and in the figure 18, it placed the penultimate position with 9,52% which showed that the strategy implemented in this disruptive behavior had enough success. **Use of electronic tools** was positioned in the third place in the figure 8 with 19,51% but in the figure 18, it was situated in the second place with 14,28%. This result demonstrated the big success that the strategy had in this eighth day.

In the fourth place, **Lack of motivation to do the assignments and lack of respect**, were found with 9,75% in the figure 8, while in the figure 18, they were found in the penultimate place with 9,52% and in the last place with 4,76% respectively. These percentages reflected the efficacy of the strategy applied. The behavior called **Antagonism with authority** was located in the fifth place in the figure 8 with 7,31% whereas the same behavior took the last position in the figure 18 with 4,76%. The last result also demonstrated the success that had the strategy applied.

**Hyperactivity** is placed in the last position with 4,87% in the figure 8 and in the figure 18, it placed the penultimate position with 9,52%. Unfortunately, the strategy applied in this day was unsuccessful because it did not decrease the hyperactive students. Finally, **failure to ask for help class, clown and attention seeking student** were not observed in the figure 8 but in the figure 18, these same behaviors were observed with the following percentages: The first two with 4,76% and the last one with 14,28%. Unfortunately, the results showed that strategies applied in this occasion were ineffective since they did not control the disruptive behaviors.

Classroom Observation Table					
Behavior	Repetitions During Class	% Repetitions During The Class	Strategies	Application of The Strategy	Results
Talking during the class	4	25	Give praise to the entire class as frequently as possible (e.g., "Thank you for working so quietly," or "I'm delighted to see you all working so well today").	Students were congratulated because of their good behaviors.	This strategy was effective
Lack of motivation to do the assignments	1	6,25	Show enthusiasm when you teach. The teacher is the key to motivation in the classroom.	Students were congratulated because of their good behaviors.	This strategy was effective
Negative response to	2	12,5	Make sure students clearly understand	Students were congratulated	This strategy was

request and rules			what is expected from them. (In some cases, it's the student's confusion that causes oppositional behavior.)	because of their good behaviors.	effective
Lack of Respect	1	6,25	Listen to each student. Never assume that you know what the student is going to say to explain his/her actions.	Students were congratulated because of their good behaviors.	This strategy was not effective
Antagonism With Authority	1	6,25	Talk to the student in private to ascertain the reason for his/her misbehavior.	Students were congratulated because of their good behaviors.	This strategy was not effective
Use of the electronic tools	2	12,5	Take a box where all these electronic tools must be put before starting the class; tell students that at the end of the class, they can pick them.	Students were congratulated because of their good behaviors.	This strategy was effective
Hyperactivity	1	6,25	Regularly incorporate "relaxation" techniques into the daily classroom routine. Use them whenever the student is in need of them.	Students were congratulated because of their good behaviors.	This strategy was effective
Attention seeking student	2	12,5	Ignore the student's annoying comments, but give praise when the student describes his/her real achievements	Students were congratulated because of their good behaviors.	This strategy was not effective
Class Clown	1	6,25	Let the student know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this student. Listen to his/her feelings and expectations.	Students were congratulated because of their good behaviors.	This strategy was not effective
Failure to ask for help	1	6,25	Create a chart listing all students, and give recognition to those who ask questions in class. Emphasize that	Students were congratulated because of their good behaviors.	This strategy was not effective

			asking a question indicates intelligence, not stupidity.		
<b>Total</b>	<b>16</b>	<b>100</b>			

Table 18: Day 18 Thursday 13 March 2014. This table shows the number of repetitions of discipline problems, the strategies applied and its results.

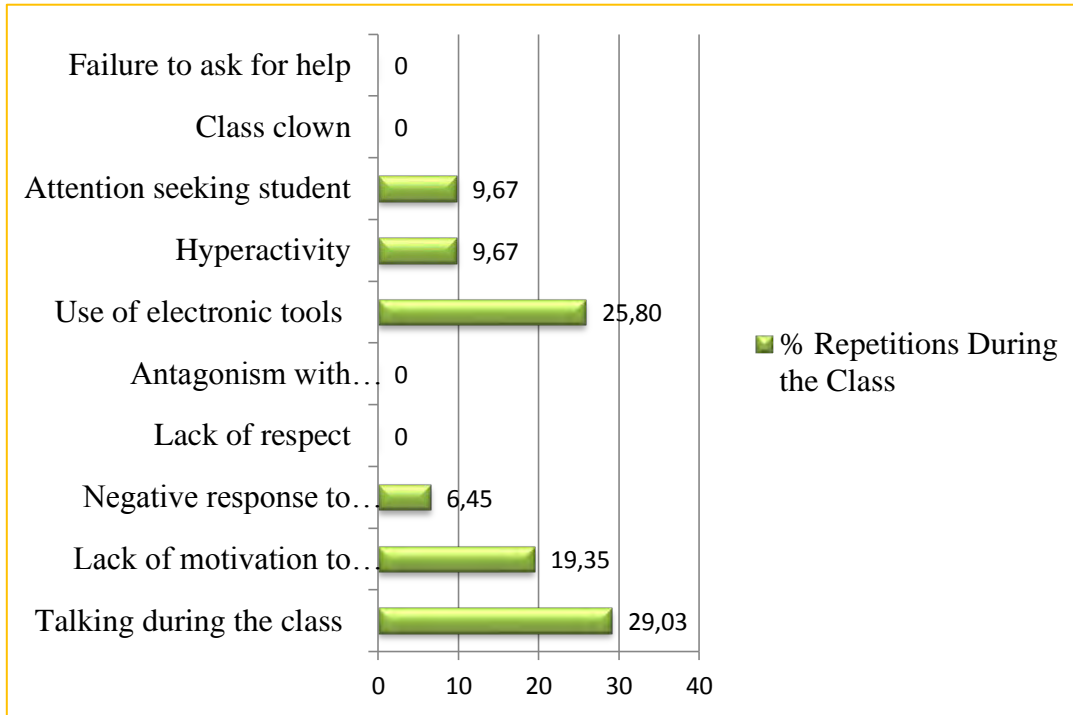


Figure 9: Day 9 Tuesday 25 February 2014. This figure shows the repetitions of the discipline problems during this day.

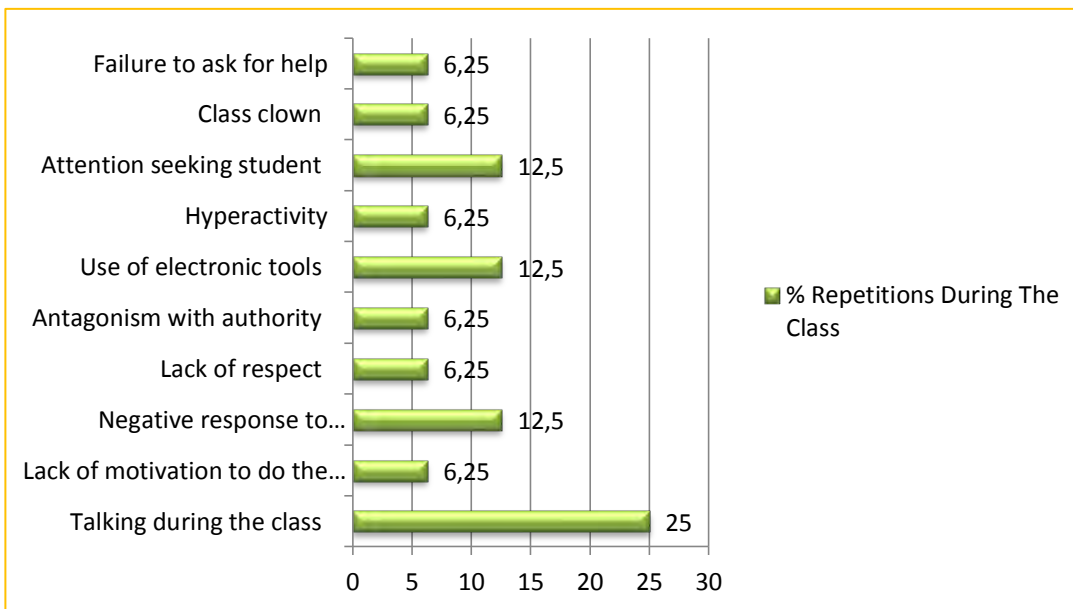


Figure 19: Day 18 Thursday 13 March 2014. This figure shows the repetitions of the discipline problems during this day.

Every time, it was observed the efficiency of the strategies applied in the classroom; strategies have caused positive effects in reducing disruptive behaviors. In the figure 9, the most common discipline problem was the behavior denominated **Talking during the class** with 29,03% while in the figure 19, the same behavior had a percentage of 25% which demonstrated that this behavior was reduced considerably in this day; it was evident that the strategy applied was effective.

Behavior known as **use of electronic tools** was also mentioned in this part of the analysis since it took the second place in the figure 9 with 25,80% and in the figure 19, it placed the first position with 12,5% which showed that the strategy implemented in this disruptive behavior had enough success.

**Lack of motivation to do the assignments** was positioned in the third place in the figure 9 with 19,35% but in the figure 19, it was situated in the last place with 6,25%. This result demonstrated the big success that the strategy had in this ninth day. In the fourth

place **attention seeking student and Hyperactivity** were found with 9,67% in the figure 9 while in the figure 19, they were found in different positions; the first one, in the second place with 12,5% and the second one, in the last place with 6,25% . These results demonstrated the partial effectiveness of the strategies applied since one of them was effective while the other was not successful.

Behaviors known as **lack of respect, Antagonism with authority, class clown and failure to ask for help** were not observed in the figure 9 but in the figure 19, these same behaviors were observed with 6,25%. Unfortunately, the results reflected that the strategies implemented in this opportunity were ineffective since they did not control the disruptive behaviors.

<b>Behavior</b>	<b>Total repetitions throughout the observation (first phase)</b>	<b>Total repetitions at the end of the observation (Second phase)</b>
Talking during the class	98	4
Lack of motivation to do the assignments	65	1
negative response to request and rules	34	2
Lack of Respect	33	1
Antagonism With Authority	28	1
Use of the electronic tools	60	2
Hyperactivity	25	1
Attention seeking student	12	2
Class Clown	9	1
Failure to ask for help	7	1
<b>Total</b>	<b>371</b>	<b>17</b>

Table 19: Comparative Table, Number of Repetitions discipline problems of the First Phase and the Second Phase



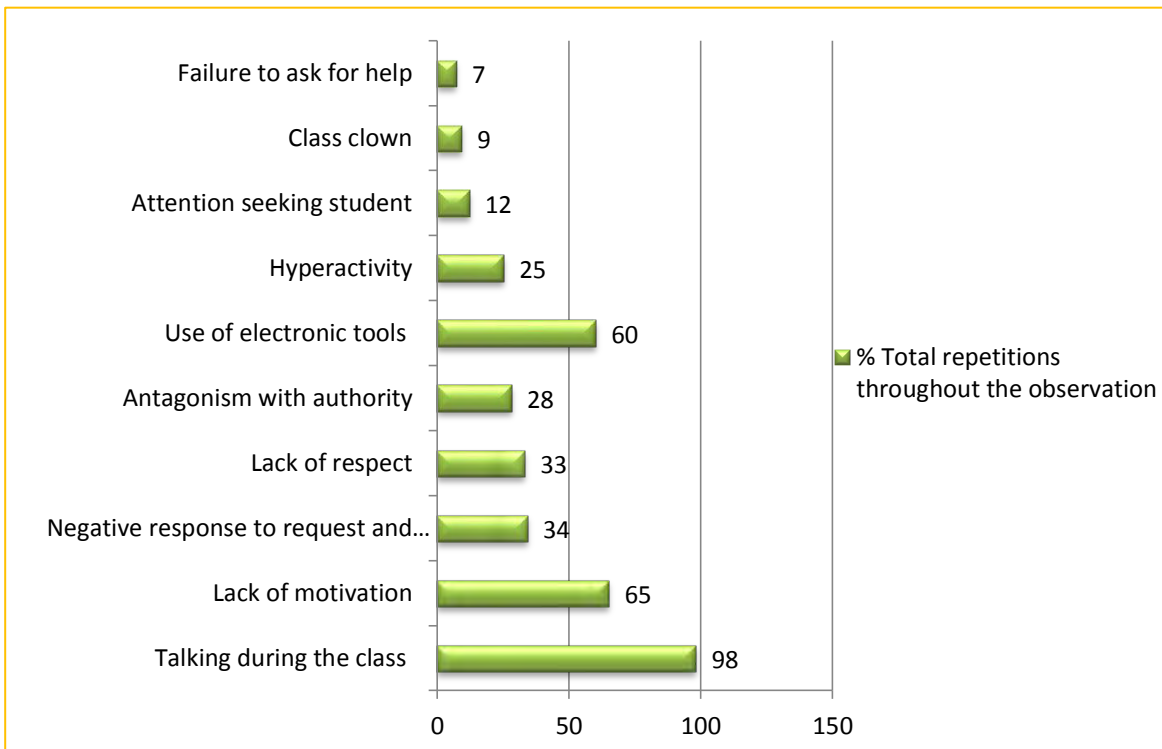


Figure 20: This figure shows the total repetitions of the discipline problems during the first phase of the observation

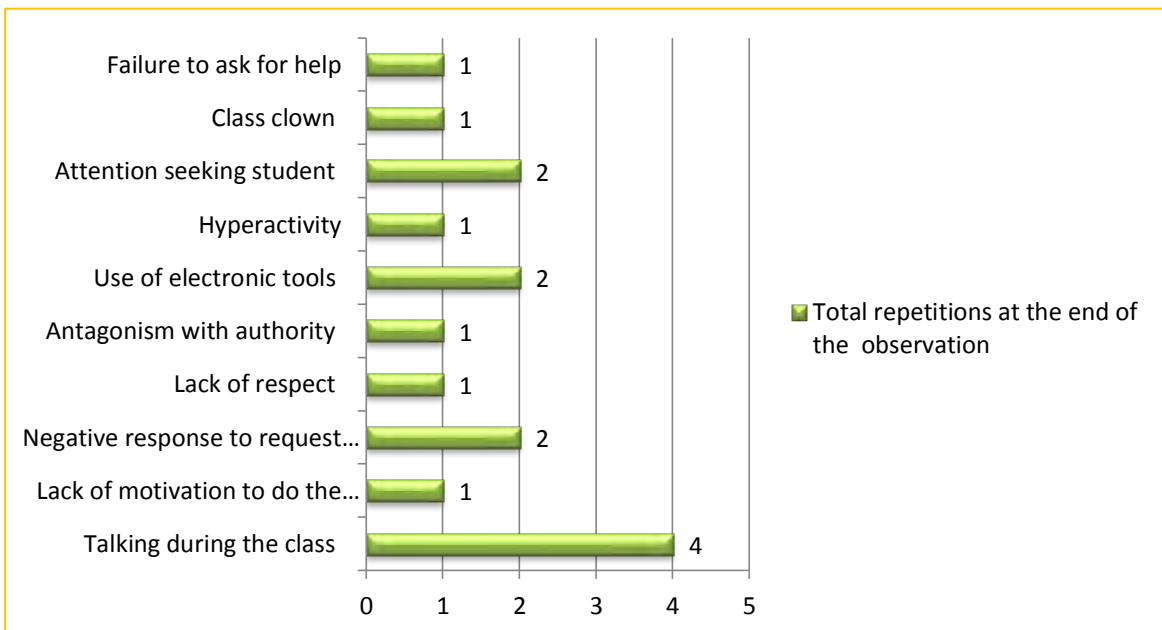


Figure 21: This figure shows the total repetitions of the discipline problems during the second phase of the observation.

Once the last observation was made, it was necessary to compare the total number of repetitions of each behavior at the end of this observation process in order to identify the effectiveness of the strategies applied in the classroom management. It was observed that these strategies reduced in a large amount the number of disruptive behaviors in the class.

All of this can be observed in the figure 10 where the most common discipline problem identified was the behavior denominated **talking during the class**. Throughout the observation process, it was repeated 98 times and at the end of this observation the same was repeated 4 times in the figure 20 which demonstrated that this behavior was reduced considerably. The behavior known as **Lack of motivation to do the assignments** was also mentioned in this analysis since in the figure 10 it was repeated 65 times throughout the observation process and in the figure 20, it is repeated 1 time. **Use of electronic tools** was positioned in the third place, since in the figure 10, this behavior was repeated 60 times but it was incredibly reduced to 1 time in the figure 20. **Negative response to request and rules** was located in the fourth place since this behavior was repeated 34 times in the figure 10, and in the figure 20, it was repeated 2 times. In the figure 10, the behavior identified as **lack of respect** was repeated 33 times and in the figure 20, the same was only repeated 1 time.

**Antagonism with authority** was positioned in the sixth place of this scale since it was repeated 28 times in the figure 10; but in the figure 20, it was reduced considerably to the number 1. In the figure 10, **Hyperactivity** was repeated 25 times and in the last observation day, it only was repeated 1 time. Finally behavior known as **attention seeking student, class clown and failure to ask for help** were located at the end the figure 10 since they were repeated 7 times respectively and in the figure 20, the same behaviors were repeated 1 time.

### **The Post-Observation Meeting**

Finally, the post-observation meeting took place; here the teacher and the observer evaluated all the information gathered during the whole observation process. The following results were found:

- During the observation process, it was discovered that the most common discipline problem in this classroom was the behavior denominated **talking during the class** with a percentage of 26, 41% and **Lack of motivation to do the assignments** in the second place with 17, 52 %. Throughout the observation process, **talking during the class** was repeated 98 times (figure 10) and at the end of this observation, the same was repeated 4 times (figure 20). **Lack of motivation to do the assignments** was repeated 65 times (figure 10) and at the end of this observation, the same was repeated 1 time (figure 20) which demonstrated that this behavior was reduced considerably.
- Because of the decreasing of discipline problems the stress and tension in the classroom were reduced and therefore, the academic performance improved considerably. It can be appreciated in the (see: Appendix D: Notas grados octavos).
- The teacher's attitude influenced the learning process since students were motivated to learn and participate in the cultural week with a role play.

## **Chapter V: Conclusions**

### **Conclusions**

The effect of Classroom Observation for Teacher Development on the improving of classroom management in eighth grade at I.E.M. Maria Goretti High school was really positive and beneficial because the discipline problems found in the classroom reduced from 80% to 40%. However, these behavior problems could reduce more if the research had been undertaken during more time. On the other hand, the teacher reduced her levels of stress and tension that were evident at the very beginning of the research, increasing now their confidence and enthusiasm when teaching and managing a group of 35 students.

However, according to the teacher the most important advance that she could get from the whole observation process was the evident development in terms of learning new and effective techniques that she had never made use of to manage her classroom which allowed her to change the negative image of classroom observation and to consider it as a powerful, effective means of improving the quality of English teaching and the teacher's self-development.

It is important to take into consideration that Classroom Observation for Teacher Development did not only have a positive effect on English teaching but also on the teaching of the rest of subjects. It was evident when the academic statistics of the school showed that the classroom chosen for this research got the highest academic performance of all eighth grades. (See Appendix D: rendimiento académico grados octavos). All of this, suggests us that a well- managed classroom does not only have positive effects on teaching process but also on the learning process.

## **Chapter VI: Pedagogical implications**

### **Pedagogical implications**

This study had some pedagogical implications at different levels. The use of Classroom Observation for Teacher Development produced a huge impact over two important fields of the education. First of all, this type of Observation worked out as a great support and technique to make the teacher grow personally and professionally, since the teacher did not only have the opportunity to improve her abilities and learn new skills and strategies to manage the class but also she had the opportunity to change her emotional state in a positive way by reducing her high levels of stress and exhaustion which was affecting her relationship with the students, and second, the use of Classroom Observation as a technique allowed the teacher to have a successful, quiet, and peaceful learning environment where students felt academically active and dynamic when the strategies delivered through the observation were used in class in a meaningful way. Classes and activities were more significant and enriching than the previous classes. Finally, students and teachers realized that a peaceful and a well-managed classroom can become the ideal place to learn new things more easily.

### **Pedagogical recommendations**

After analyzing all the gathered data of this research, it is important to recommend to the schools the implementation of programs that train teachers in classroom management aspects through lectures, pedagogical practices, and tools like videos, books, and interactive documents. In this way, we also consider the importance of the execution of an observation program inside the school, where all the teachers can make use of the Classroom Observation for Teacher Development as a reciprocal process with three clear objectives:

to observe the others' classes, give an objective opinion, and help each other develop personally and professionally through pedagogical suggestions. Finally, to encourage students and teachers through a contest where the most well-managed and well-behaved classroom can be rewarded. Therefore, teachers and students will be more motivated and enthusiastic playing the right role.

### **Limitations**

During the research process, some limitations were found; one of them was the rejection of some teachers to be observed since not all teachers are willing to take part in an observation process. Another limitation was the constant interruption of the observation process because of the activities organized by the school. On the other hand, at the very beginning of the research, there were some problems with the students since they felt uncomfortable with our presence during the classes. Even though we were located in the back of the classroom trying to avoid interruptions, it affected the normal development of the class. The students did not ignore our presence and they behaved in a non-natural way by pretending to have a good behavior all the time. In fact, some students thought that we would give them behavior grades. Finally, along the whole observation process the students adapted to our presence and started to behave in the way they used to do it before the observations.

### **Further research recommendations**

The first issue that has to be taken into account in order to develop a better process of observation is the right selection of the teacher. Before starting with the whole investigation, it is important to take into consideration the attitude of the teacher in terms of disposal and the desire of learning, improving and growing professionally. All of this will facilitate the research if the focal point is the teacher and his/her methods of teaching.

For further research, it may be considered to start the investigation by attending the classroom two weeks before the observation process takes place. So that, students can adapt to the observer's presence. In this way, when the observation itself starts, students will not behave in a non-natural way since they will have more confidence with the person sitting in the back.

Another crucial issue for a good observation process is the help of a manual or an observation guide that allows the observers to carry out an objective observation process avoiding subjective judgments.

In a future investigation that makes use of the observation process to improve general issues of the English teaching, it is also important to choose practical and applicable strategies that can satisfy the population needs.

To conclude, at the very beginning of the research, it is necessary to make students know the main objectives of the investigation in order to avoid misunderstandings among them. In this way, they will know the real reason of the observer's presence.

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## **APPENDIX A: SCORING MANUAL FOR OBSERVATION OF STUDENT BEHAVIOR**

**Introduction:** The data system outlined below is designed to obtain relatively simple measures of counterproductive student behavior in the classroom. The two types of problem behaviors that will be systematically observed are 1) disruptive student behavior, and 2) time off-task. The observer will record each of these two classes of counterproductive student behavior separately during two- minute observation periods.

Separating each of these two-minute formal observation periods is a two-minute period of general observation. This general observation period provides the observer an opportunity to rest and to tally the number of students who receive individual corrective feedback from the teacher. This tally will be made only when the children are engaged in the independent practice of an academic skill and will be omitted during other lesson formats. This 'feedback tally' will provide a measure of the frequency with which children are being helped and, indirectly, the extent to which the teacher is able to remain mobile and use brief, efficient instructional feedback interactions. When there is no independent practice, the observer will 'skip' the feedback tally section, rest for 30 seconds, and continue to the next observation cycle.

Time sampling procedures will be used to record the two classes of counterproductive student behavior: 1) disruptive student behavior, and 2) time off-task. Disruptive student behavior has two components that will be observed separately, but recorded together as single tally. These two types of disruptive behavior are: i) inappropriate talk, and 2) out of seat. The scoring manual will be divided into three sections. The first contains definitions of the behaviors to be scored in sufficient detail to permit reliable and accurate scoring in the field. The second contains scoring procedures

and general instructions for observation. The third contains specific instructions for the use of the Student Observation Scoring Form and the accompanying Data Summary Sheet.

## **I. Definitions**

**A. Disruptive Student Behavior:** The observer will count as disruptive student behaviors both 1) inappropriate talk, and 2) out of seat.

**1) Inappropriate Talk:** This behavior will be scored whenever a student whispers or talks to another child nearby, talks across the room, or makes audible vocalization to no one in particular. This behavior must be directly observed and not inferred.

Certain kinds of conversation will not be scored, since they may represent productive classroom behavior. They are:

**a)** Conferring with teacher.

**b)** Talking to self as long as the voice is not audible to you. For example, many students count or read aloud while working. This is not scored.

**c)** Conferring with another student concerning the assignment. Both students must be seated at a desk, must be whispering, and must have an assignment in front of them. However, if no materials are evident and/or if there is laughing, loud talking, or other evidence of 'goofing off,' score 'talking to neighbors.'

**d)** Conferring with another student while constructively involved with resource materials. Both students must have teacher permission for this activity, must be whispering, and must remain with the activity. Score any other walking or talking as a disruption unless the teacher gives the students permission to do so.

**Note:** Audible vocalizations, such as audible laughter, belching, "weird" noises, humming, etc, are scored as instances of inappropriate talk.

**2. Out of seat:** Score everyone whose rear end is not planted firmly in a chair.

There are three exceptions.

a) If the student is conferring with the teacher or an aide. Do, however, score students who are 'goofing off' while standing around the teacher's desk and waiting. Score students at the teacher's desk as 'out-of-seat' if they are facing away from the teacher, talking, laughing, or standing more than one foot from the teacher's desk.

b) If the child is kneeling on their chair or sitting on their foot while working. Do, however, score students as 'out-of-seat' who are kneeling if they are looking around, talking, or otherwise 'goofing off.'"

c) If two or more students have teacher permission to engage in activity with resource materials on the floor or in a corner of the classroom. Do, however, score students who leave this activity (and are standing) at any time during the class period.

**B. Off-Task:** Students are scored as off-task if at any time during the fifteen-second observation interval they are not looking directly at their study material. Thus, if a student looks up from his work, however briefly, at any time during the observational interval, he is scored as off-task.

There are four exceptions:

- 1) If the student is conferring with the teacher or an aide.
- 2) If the student is looking at subject-related information on the blackboard.
- 3) If the student is conferring with another student concerning the assignment.
- 4) If the teacher is lecturing and the student looks down at his/her notes or work, rather than pay strict attention to the teacher.

**C. Corrective Feedback Interaction:** Tally a corrective feedback interaction between the teacher and a single student whenever a teacher stops at a student's desk, leans over to

examine the student's work and converses with the student for more than one sentence (estimated.) Do not score a look, a smile, or a brief word of encouragement.

## **II. Scoring Procedures**

**Introduction:** While observing, score only what you can see. For example, score talking if you can see some type of movement which indicates talking such as jaw movement, but do not infer talking without visual evidence—even if you know the child really is talking to his or her neighbor. Also, do not score the listener who is sharing in the disruption unless they actually talk during the observation interval. When taking sampling data, think of yourself as a machine that records visible events, not; as a thinking individual who records the true state of affairs. There is no place for inference in time sampling since no two people reliably infer the same way. Even if your observations seem to rigidly run counter to the 'true' state of affairs on occasion, it is better to have systematic, reliable noise in the system than random or biased noise.

### **A. Disruptive Student Behavior**

Scorers divide the room into two approximate halves. A 15-second interval is used for sampling student disruptions. The first ten seconds of each interval are for scanning the last five seconds are used for recording. Scorers scan a given half of the room, tally the number of students engaged in either 1) inappropriate talk, or 2) out-of-seat, and record that tally on the Scoring Form in the space next to the beginning time of the interval. No student may be scored as engaging in either of these behaviors more than once per 15-second interval.

Scorers alternate their observations back and forth between halves of the room every 15 seconds. The first 15-second interval is devoted to sampling 'disruptive student behavior' in the; right; half of the class; the next 15-second interval is then devoted to sampling this



behavior in the left half of the class. The next interval goes back to the right side, and so on until the entire two-minute data block has been gathered. Using this system, scorers begin each minute of scoring 'disruptive student behavior' on the right side of the classroom.

#### **A. Off-Task**

Use the same procedure as that used for recording 'disruptive student behavior.' No student may be scored as off-task more than once per any given interval. Scorers will alternate back and forth between halves of the room every 15 seconds. The first 15-second interval will be devoted to sampling off-task behavior in the right half of the class; the next 15-second interval would then be devoted to sampling this behavior in the left half of the class. The next interval goes back to the right side, and so on until the entire two-minute data block has been gathered. Using this system, observers begin each minute of scoring 'off-task' on the right side of the classroom.

#### **B. Corrective Feedback Interaction**

During the two minute segments of 'Feedback Tally' which separate the scoring of 'Disruption' and 'Off- Task,' the observer can easily obtain a tally of the number of students receiving direct help from the teacher. This tally can supply hard data concerning a) the duration of the average instructional feedback interaction and b) the number of children helped during a typical half-hour independent work period. The tally of the number of students receiving direct help from the teacher is recorded at the end of the two-minute feedback tally period in the space labeled feedback tally on the right side of the Scoring Form. Remember: This is only to be scored during independent practice of an academic skill. If there happens to be no independent practice when this observation cycle is about to

occur, skip it, and wait 30 seconds before continuing to the next cycle of either 'Disruptions,' or 'Off-Task.'”

### **III. Use of the Student Observation Scoring Form and Data Summary Sheet**

Before beginning formal observation, assume your observation vantage point at the side of back of the room and wait five minutes for the children to become accustomed to your presence so that they are no longer attending to you. Do not, at any time, interact with the students or they will not learn to ignore you. If the students try to interact, look past them and say nothing. Even if the students know you and are used to interacting with you in other situations, they will soon learn that, when you enter the classroom with the clipboard, you do not talk. Systematically extinguishing student attention the observer is a prerequisite of valid data. Before beginning formal observation, wait for the five minutes (above) for the class to settle down and the lesson is under way. Terminate scoring during the observation of student behavior whenever some event occurs which drastically alters the nature or tenor of the period. Examples:

a) Other individuals, such as teachers, aides, or visitors enter the classroom and interrupt the lesson to make an announcement or presentation. Scoring may be resumed when the individual leaves the classroom and the level of disruptiveness returns to its previous level.

b) If an administrator comes to the door to ask to see a student. Scoring may be resumed when the individual leaves the classroom and the level of disruptiveness returns to its previous level.

c) Cease scoring when the teacher radically alters the format of the period by introducing some activity atypical of that period.

**d)** If the class goes into a transition from one type of format to another (e.g. lecture to independent work), wait until the level of disruptiveness return to its previous level. This should not be longer than 2 minutes.

### **1. Recording Observations**

'Disruptive Student Behavior' and 'Off-Task' are scored in alternating two-minute segments of the scoring form by a single scorer. Four minutes of scoring of each behavior is to be considered a minimum during any single observation period. The 'Feedback Tally' is recorded at the end of each two- minute general observation period. Four minutes of feedback tally are to be considered a minimum for computing any summary data concerning instructional feedback. If the students are not working on independently, do not take feedback tally cycle. You are to rest for 30 seconds, and then proceed with the next observation of either 'Disruptions,' or "Off-Task." If the teacher allows students to work independently after you have skipped one or more feedback tally cycles, go to the bottom of the page after all other cycles are completed, and score 2 minutes for each cycle that was missed. This is to be scored in the section marked 'Additional Feedback Tally.'" You will record a minimum of 2 complete sets of observations taken per class (i.e. 2 observation sheets). Allow 2 minutes before your next complete 'set' of observations.

Following the formal teacher observation, sum the subtotals of each two-minute observation period for 1) Disruptions. 2) Off-Task and 3) Feedback Tallies at the bottom of the Score Form in the space provided. Also add the totals of a second observer if dual observation is being carried out for the purpose of assessing the reliability of observation. Percent of reliability is calculated by dividing the small total by the large total for each behavior.

Next, record the Minutes of Observation that were carried out for 1) Disruptions, 2) Off-Task, and 3) General Observations (feedback tally) at the bottom of the Scoring Form in the space provided. These numbers are particularly important when the observation has been interrupted in any way so that behavioral totals represent data from less than the typical four-minute scoring of disruptions and off- task and less than typical eight minutes of feedback tally.

## **2. Data Summary**

A separate sheet is provided to facilitate a quick summarization of the data by the observer. Such summarization is critical since raw numbers are easily misinterpreted and since summarization will usually not take place unless calculating 1) percent of children disrupting, 2) percent of children off- task, 3) feedback interaction duration (average), and 4) children helped per half-hour are contained on the Data Summary Sheet along with work space for computations. In addition, space is provided for Interpretive Comments that might help those who were not present to understand special features of that particular instructional period which might help to explain the data. All figures needed to carry out these calculations can be obtained from the Scoring Form.

**NOTES:** 1. if teacher is lecturing and student is looking at their paper and not daydreaming, this is not considered off-task.

**Appendix B: Student Observation Table (Phase 1)**

**Date:**

Type Of Disruptions In Class	Number Of Disruptions In Class																Total Disruptions In Class			
Talking During The Class																				
Lack of motivation to do the assignments																				
Negative response to request and rules																				
Lack of respect																				
Antagonism with authority																				
Use of electronic tools																				
Hyperactivity																				
Attention seeking student																				
Class clown																				
Failure to ask for help																				
Annoying classroom distractions																				
Lack of motivation																				
Negative response to request and rules																				
Lack of respect																				

**Observation Time:**

**Appendix C: Student Observation Table (Phase 2)**

**Date:**

Type of Disruptions in Class	Number of Disruptions in Class										Total Disruptions in Class	Strategy Used	Application of the Strategy	Results
Talking During The Class														
Lack of motivation to do the assignments														
Negative response to request and rules														
Lack of respect														
Antagonism with authority														
Use of electronic tools														
Hyperactivity														
Attention seeking student														
Class clown														
Failure to ask for help														
Annoying classroom distractions														
Lack of motivation														
Negative response to request and rules														
Lack of respect														

**Observation Time:**

**Appendix D: Rendimiento Académico Grados Octavos**