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POSITIVE CLASSROOM ENVIRONMENT AND STUDENT-TEACHER RAPPORT

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Submitted to the School of Human Sciences in Partial Fulfillment

Linguistic and Languages Department

English and French Teaching Program

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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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**Nota de aceptación**

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I would like to dedicate this work to my son Samuel and to my family for their support and encouragement. Equally, I express my gratitude to my advisor Mario Guerrero Rodriguez for his expert guidance, understanding and patience.

**Resumen**

Esta tesis fue realizada con el fin de mejorar la enseñanza del inglés y aplicar estrategias para promover un ambiente agradable en el aula, del mismo modo se busca mejorar la relación entre maestro-estudiante. Para completar el trabajo se explican algunas actividades y estrategias que se pueden aplicar en el aula con el fin de evitar problemas de indisciplina y así promover una enseñanza-aprendizaje positiva tanto para maestros como estudiantes.

**Palabras clave:** Indisciplina, buen ambiente, entendimiento, ESL, manejo de clase, relacion maestro-estudiante.

**Abstract**

This thesis was carried out in order to improve the English teaching and to apply strategies to promote a positive atmosphere in classroom, in the same way it is sought to improve the relation between teacher-student. To complete this work some activities and strategies are explained, these can be applied in the classroom in order to avoid indiscipline problems and thus promote positive teaching and learning experience for both teachers and students.

**Keywords:** Indiscipline, good environment, rapport, ESL, classroom management, teacher-student relationship.

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**Positive Classroom Environment and Student-Teacher Rapport**

In high schools, learning English as a foreign language has an important objective which is that students learn the target language and express by themselves in different real life situations. To have a positive classroom environment and student-teacher rapport is necessary to manage classroom problems such as indiscipline, large groups and sometimes teachers' inexperience when teaching this kind of groups. For learning to take place, it is necessary that teachers and students have a good positive classroom environment and student- teacher rapport. But because of large classes, students' heterogeneous English knowledge, teachers' English methods and indiscipline, just to mention some issues, sometimes it might be difficult for teachers to fully control students' misbehavior, and then it might be challenging to develop the teaching sessions.

Indiscipline is defined as misbehavior in any or all of the following areas: respect for school authority, obedience of rules and regulations, and maintenance of established standards of students' behavior (Simufurosa & Rosemary, 2014, p.80). In addition, Maphosa and Mammen (2011) and Bisetty (2001) establish that the issue of learner indiscipline has taken a centre stage for a long time both internationally and nationally due to the different cases of classroom misbehaviors like students who are noisy, rowdy and disrespectful towards educators. There are three types of misbehavior which are seen as disciplinary problems for the educator in the classroom which includes: misbehaviors that inhibit the learner's own learning, misbehaviors by one learner which is destructive to the learning for another and misbehavior which are disrespectful, defiant or abusive to the educator. The most common types of conducts are: class disruptions, disruptive conversations and lack of respect towards educators. (Lewis, 1991, p. 39)

Sometimes, teachers might be part of the problem in the classroom because their lack of experience to manage large classes. If the teacher lacks pedagogical knowledge his/her students might become a problem and then, create indiscipline situations, which in time the teacher might not be able to control. In addition, new teachers are often limited in their range of instructional strategies. Many teachers enter to the field directly from university teacher preparation programs, where they mastered minimal pedagogical knowledge or skills (Freiberg, 2002, p. 56). Furthermore, Gaustard (2005) points out that acts of indiscipline occasioned by students' misconducts involving violent and criminal behavior defeat the goals of education. Also, Dunbar (2004) identifies that problem behavior occurs when a child is unable to communicate needs or desires effectively. Then, a challenging behavior serves to obtain or to avoid something in class.

As seen before, indiscipline and teacher's lack of experience could be a problem in the teaching and learning process. In Colombia such problem is not excluded and both student and teacher face the same aforementioned situation in the classrooms. As Kelly (2009) states, one possible factor associated with indiscipline problems could be the class size, the author underlines that most private schools can limit the number of students attending their schools and keep the class size down, which it is not possible in public schools due to the lack of schools, teachers and funding. Additionally, public schools lack parental support and have low socioeconomic resources, which is a disadvantage for students in their process of learning because the parental involvement in children's education is an important aspect which helps to promote a positive learning experience.

In Colombia there are few conclusive studies about these problems. The same situation seems to happen in Nariño and more specifically in INEM Luis Delfín Insuasty

Rodriguez High school. So, students and teachers need to build a strong good connection in the teaching and learning process, that's why a positive classroom environment and student-teacher rapport is of vital importance in this process.

### **Good Environment**

To have a positive classroom environment and student- teacher rapport it is necessary to understand what a good teaching environment means. A good environment in classroom is an important aspect which helps to create a positive teaching and learning experience for teachers and students. According to Fleming and Younger (2012) a positive classroom environment is essential in keeping behavior problems to a minimum and it provides students with an opportunity to think and behave in a positive manner. In addition, the authors underline that a positive classroom environment enhances the students' ability to learn and to be productive in and out of the classroom. Moreover, Dyrenforth (2014) states that a positive classroom environment starts by developing relationships with individual students. In other words, a positive classroom environment can be facilitated through teacher-student rapport and according to Hannah (2013), developing rapport with students is essential in creating a good classroom environment. Furthermore, Frisby and Martin (2010) point out that rapport can minimize anxiety, increase student participation, structure and encourage social interaction, foster a positive learning environment and increase learning.

### **Rapport**

Another important factor to discuss when talking about positive classroom environment is rapport. According to Longman Dictionary of Contemporary English (2009)

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rapport is defined as “friendly agreement and understanding between people. For example, He built up a good rapport with the children.” Also, Faranda and Clark (2004) define rapport as building a relationship based on mutual trust and harmony. Then, Nadler (2007) defines rapport as positive mutual attention that is marked by affinity and harmony. Rapport is significant because it provides the context for what actually takes place in the classroom. The relational nature between the instructor and the student becomes the framework through which effective learning occurs (Tiberius, 1993). Rapport building between instructors and students is increasingly viewed as essential to a positive classroom experience. According to Dyrenforth (2014) rapport improves numerous classroom areas; specifically motivation, feedback, student learning, communication, and not to be ignored, instructor well-being. Additionally, Wasley (2006) cites that students who interact frequently with their teacher or instructor earn higher grades; also they are more satisfied and encouraged to continue their studies.

### **English Teaching as ESL/EFL**

To provide a good environment, it is also essential to know the way teachers manage their classrooms and how the teaching process they carry is. Nowadays, teaching English as second language (SL) or foreign language (FL) has a great importance for teachers and learners; there are different ways to teach this language due to the variety of methods and approaches proposed by experts in the field of teaching. It is the teacher who decides which method, approach or principles best fits in his/her classroom. For example in the past, teachers used grammar translation method (GTM) a traditional method where the teacher had a sense of control and authority in class, the student was passive. For that reason there were little indiscipline problems and there was very little interaction between

teachers and students. Later, GTM became an unfashionable method as it was emphasized only on reading and writing skills. Then, alternative methods and approaches appeared, which were implemented according to the students' needs, those intended to be more communicative like the Direct method, Audio-lingual method, Suggestopedia, Community Language learning, Total Physical Response, Silent Way, Cooperative Language Learning, communicative language teaching and so on. Following, some of those methods are described briefly taking into account what Richards and Rodgers (2014) establish in their book *Approaches and methods in language teaching*:

The Direct Method (DM), this method makes exclusive use of target language, here there is an emphasis on vocabulary and the teacher needs to be native, one disadvantage of this method is that learners are exposed to less interaction. So, for this reason learners are not given adequate systematic practice in structures and hence the progress in the Second or Foreign Language learning is haphazard.

The Audio-lingual method (ALM). This method was based on listening comprehension and repetition. Also, it was focused on developing listening and speaking skills. But, this method paid little attention to comprehension reading and writing. Through the ALM learners are able to participate in situational contexts competently and learners are more aware of the phonetic aspects of the language. Unfortunately, this method pays little attention to comprehension reading and writing.

Suggestopedia: Where teachers should create situations in which learners are most suggestible and then to present linguistic material in a way most likely to encourage

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positive reception and retention by learners, they have to maintain a modest enthusiasm.

The environment provided makes that student feel relaxed during the learning process.

Community Language learning (CLL). In this method learning takes place in a communicative situation where teachers and learners are involved in an interaction. Also, a cultural aspect of the target language is enhanced, in that students are found to have freedom and high motivation in the community language learning class, there is no syllabus, for this reason, learners have independence to choose contents.. Unfortunately some learners find it difficult to speak on a tape recorder and translation might be a difficult task for teachers.

Total Physical Response (TPR). It is an alternative approach which is recommended for beginners. Through this method students listen, watch and imitate, so they learn without verbal response. One disadvantage is that it does not provide the opportunity to be constructive; they are not generally given the opportunity to express their own thoughts in a creative way.

Silent Way (SW). This method is for beginners, it is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible (Richards and Rogers, 2014, p. 289). Learners are expected to take responsibility and autonomy of their learning. A negative aspect of SW is that the method should be used in small groups of students.

Cooperative Language Learning (CooLL). Its main purpose is developing communicative competencies. The teacher is the facilitator of language and learners are directors of their own learning. Thus, this method create active learning environment for

students because they have opportunities to act as resources for each other assuming a more active role in their learning.

Currently, communicative language teaching (CLT) is one of the most used, this approach is centered in the communicative competence, where students learn to use the language by developing activities which involve them in real situations; according to Núñez and Quito (2010) those activities help them to be more confident; thus they will develop the language functions to achieve the communicative competence. But, teachers have to be careful with the activities as is a communicative method it requires students to participate dynamically in the learning process.

As seen before, there is a variety of methods and approaches to language teaching, teachers can use and adapt them according to the students' needs and it is important to know those methods because they offer a variety of activities to involve students on lessons and thus avoid indiscipline problems. However, it is important to take into consideration that some of them require that students participate actively and others require the students to be passive. So, when teachers use communicative methods or approaches, it is important that they be careful with the activities they use in their classrooms because they might generate indiscipline problems. They have to avoid them by using appropriate strategies which engage students in the activities and provide a good learning environment.

### **Classroom management**

Classroom management is a concept which has to do with classroom environment, it is more than discipline. It involves, among other things, the development of classroom rules and rational consequences for breaking them. It can be measured by seamless flow of

papers between the student and the teacher, by extent to which social justice and by a teacher's ability to share control and promote student self-discipline (Freiberg, 2002, p.58). Moreover, Evertson and Weinstein (2006) refer to classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. In addition, it is important that learners and teachers feel comfortable at the moment of learning a new language like English which can be promoted by creating a good environment. Also, it is relevant that teachers take into account that an effective classroom management contributes to maximize the student learning. Additionally, Brown (2007) points out that classroom management encompasses an abundance of factors ranging from how you physically arrange the classroom, to teaching "styles", to classroom energy. It contributes to create a classroom environment that can be positive or negative; it depends on the teachers and their style of teaching skills.

### **Indiscipline**

Indiscipline is a factor associated with classroom environment and students' learning. According to Timothy (2008) indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviors conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objectives with ease. In addition, Achebe (1984) describes indiscipline as a disregard to lay down standards of behaviors, rules and regulations of a social system. Similarly Outa (1995) defines indiscipline as misbehaviors, acts of lawlessness and disobedience to school rules and regulation. Then, Simufurosa and Rosemary (2014) mention that indiscipline in classroom is a phenomenon which, owing to its extent and its social resonance, requires the attention



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of all those who are involved in teaching. There are numerous types of misbehaviors in classrooms which make the work of educators difficult. According to Rosen (1997) the most common are: repeatedly asking to go to the toilet, missing lessons, escaping, chewing chatting in the corner, pushing past the educator, playing with matches in class, making rude remarks to the educator, fighting in class, chasing one another around the classroom, leaving the class early without permission, taking educator's property, wearing unwanted clothing and makeup. In the same way, Charles (2007) identifies some types of misbehavior which can occur in classes. Those types are: inattention, apathy, needless talk, moving around the room, annoying others, disruption, lying, cheating, aggression, fighting and defiance of authority. One possible cause of indiscipline could be the parental influence. Alidzulwi (2000) points out that many parents are not involved in the education of their children which causes poor results in students' learning and the absence of discipline in schools. In addition, Low and Barnes (2003) say that if parents fail to exhibit reverence to others, the learners will imitate this behavior and show little or no respect for their educators. Additionally, Charles (2007) identifies other causes of misbehavior which can reside in individual students, class peers or groups, instructional environments, teachers and other school personnel, some of those causes are presented next:

**“Provocation:** A great amount of school misbehavior occurs from student's provoking each other petty annoyance, putdowns, sarcastic remark, and aggression or bullying.

**Contagious group behavior:** students often succumb to peer pressure or get caught up in group emotion and, as a result, misbehave in ways that would be out of character if they were by themselves. It is difficult for students to disregard peer pressure, easy to get swept

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up in group energy and emotion, and easy to justify one's misbehavior as "only what others were doing"

**Lack of stimulation:** The topic and learning environment provide little that is attractive or otherwise stimulating. As a result students take no interest in the lesson.

**Showing little interest in or appreciation for students:** We sometimes fail to show interest in students or appreciation for them as individuals, despite knowing they want our attention. If we disregard them repeatedly, students become hesitant towards us or may seek our attention in disruptive ways.

**Using ineffective personal communication:** some educators are not adept at communicating with students on a personal level. This shortcoming may cause students to become uneasy and reticent.

**Failure to plan proactively:** Many educators do not plan ahead sufficiently to foresee potential problems. Then, when unexpected events occur, they are not prepared to respond effectively" (Charles, 2007, pp. 23-27).

### **Consequences of indiscipline**

According to Simuforosa and Rosemary (2014) students' misbehaviors cause harm in classrooms. Classrooms with frequent disruptive behaviors have less academic engaged time, and the students in disruptive behaviors tend to have lower grades and do poorer on standardized tests (Shinn, Ramsey, Walker, Stieber & O'Neill, 1987). In other words, students' indiscipline generates low school performance and students might lose their interest in learning.

### **Classroom behavior management**

Classroom behavior management is an important fact to establish a good environment in classroom. Parsonson (2012) says that behavior problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning, also he considers that the usual response to problematic behavior is to identify the student involved as “the problem” to focus on them as a source of “trouble” and to devise strategies specifically to deal with the inappropriate behavior. In addition, it is important for new teachers to maintain the order by establishing clear rules at the beginning of the course, by letting know to students what the consequences of following or not them are. In that way they are going to know what their teacher expects from them.

### **Student and Teacher Relationships**

The student and teacher relationship is essential in the process of learning a language and also to provide a positive atmosphere for the students’ learning, Dollard et al (as cited in VanHousen, 2013) underline that the positive connection formed within a relationship between student and teacher becomes the foundation for all interaction in the classroom. Teachers must encourage their students and look for the most appropriate strategies, which reinforce the students’ confidence to give opinions and express what their points of view are. That is in order to improve the communication between teachers and students and to create an atmosphere which promotes successful learning. However, it is essential to recognize that new teachers are often limited in their range of instructional strategies. As Freiberg (2002) states, those teachers lack skills to create and put in practice

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an effective management plan. Then, it can be a possible disadvantage for them. Therefore, it is important to look for strategies build a good management plan and a positive environment for teachers and students in the learning process.

**Activities to Create Positive Environment and Rapport**

The creation of a positive environment and student-teacher rapport in classroom plays a relevant role in the field of teaching because it helps to promote an interactive teaching by creating a positive atmosphere in which students feel comfortable and confident while they learn a new language like English. Furthermore, it is important to note that rapport helps to develop good communication between teachers and students, which is central in the process of learning, and also it helps to create a good classroom environment.

Nowadays, English teaching has been influenced by the communicative approach, through this approach, students learn to use the target language in real situations; students interact by developing activities which reflect the principles of a communicative competence. This approach offers a variety of activities such as: role plays, games, puzzles, interviews, map reading and many other activities which involve group work and students' participation. Those activities are very helpful because students can benefit from them in a positive way since they learn and interact improving their communication skills. However, in some public schools there are some teachers who are not familiar with this approach because of their preparation in areas different from English, they are focused on traditional methods like the grammar translation (GT), where students are isolated from being involved in real activities which make use of communication skills. As a result students do not receive stimulation from educators and there is no interaction between teachers and students because they are only concentrated on grammar structures. So, it is essential for educators to become more conscious about the methods and strategies they apply in their classrooms. Also, it is important to consider that teachers might use their creativity and skills to involve and engage their students in the process of learning. According to Lochan

(2010), if lessons are not interesting, discipline crumbles, causing boredom which will lead to disruptions such as truancy, and talking during lessons without permission. Thus, in order to avoid indiscipline problems, teachers should look for modern methods, approaches and good classroom management strategies according to the context and the student's needs, those activities will promote a good communication between teachers and students. For this reason, it is essential that teachers analyze the culture and the education influences to be more aware of what can work or not in a particular context. Furthermore, the use of classroom management strategies will promote a safe and orderly environment for teachers and students where they can be engaged in lessons. Moreover, teachers should offer a variety of learning activities and strategies, since those will call the students' interest in learning.

Following, some strategies to create a positive classroom environment and student-teacher rapport are given:

Ramsden and Buvaneswari (2008) suggest some examples of positive discipline techniques which can be used in order to promote a good environment for the learning process.

- Model orderly, predictable behavior, respectful communication, and collaborative conflict resolution strategies.
- Use appropriate body language: nod, smile, and look directly at the student.
- Lower your body position: especially for younger children, bend, kneel, or sit at their level.
- Restructure the environment: remove objects that invite misbehavior; for example, if games or toys are used as teaching aides, remove them when you are finished.

- Redirect behavior positively: a student bounces a soccer ball around the classroom.  
“You can bounce your ball outside on the playground where there is more space to play.”

Wellbeing Team (2012) proposes some tips related with the position of the teacher in class, which can be helpful for novice teachers:

- When using a board, write on an angle to have a full view of the classroom.
- Establish the whole room as your territory by moving around.
- Scan the classroom, and ‘sweep’ it with your eyes over and over to ‘catch’ appropriate or inappropriate behavior.

**Voice and Body language:** According to Brown (2007) one of the first requirements of good teaching is good voice projection. This aspect has to be with the teachers, their tone of voice has to be comprehensible, clear and well articulate for all the audience. He also mentions some aspects about body posture which plays a significant role when teaching because it can get the student’s attention or distract them.

- The body posture has to exhibit an air of confidence
- The teacher’s face should reflect optimism, brightness, and warmth.
- It is important to use facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear.
- Make frequent eye contact with all students in the class.
- Do not plant your feet firmly in one place for the whole hour
- Move around the classroom, but not to distraction.

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- Follow the conventional rules of proxemics (distance) and kinesthetic (touching) that apply for the culture(s) of your students.
- Dress appropriately, considering expectations of your students and the culture in which you are teaching.

Additionally, there are some activities used by teachers in order to create a positive environment and to manage a classroom with diverse learning abilities and styles in large classes as the following which are suggested in a teacher's guide presented by the UNESCO (2006):

**Break class into small groups:** By dividing the entire group into smaller “working groups” will help facilitate name recall. Classroom time can be used to give small projects for each group.

**Establish reasonable rules for student behavior:** All classrooms need rules to function effectively, and they are a necessity for large classes. Students need to know the limits, as well as how to behave with others and respect their rights. In this aspect it is important that students be involved in developing classroom rules and they might be able to identify what behaviors are acceptable and what behaviors are not. Also, the rules have to make the classroom environment orderly and promote successful learning.

**Use positive discipline techniques:** Positive discipline is meant to develop student's behavior, especially in matters of conduct. To guide students whose misbehavior is demanding attention, it is necessary to implement positive disciplinary actions as the following:



- Catch them being good; praise them when they are not seeking attention and misbehaving.
- Ignore the behavior when possible, giving the student positive attention during pleasant times.
- Teach them to ask for attention (for instance, make “notice me, please” cards that they raise when they have a question).
- Give them a stern “eye” (look), but do not speak.
- Stand close by rather than away.
- Distract the student, such as ask a direct question, ask a favor, give choices, and change the activity

**Involve your students:** Students can be very helpful in managing a classroom’s psycho-social environment. To deal with misbehavior, students can elect a “classroom disciplinary committee” to develop a code for classroom behavior (rules), to identify suitable penalties and to decide what should be done in cases of misbehavior (UNESCO, 2006, pp. 16-19).

Strovas (2015) also considers other important aspects to facilitate a good classroom environment.

1. **Keep the students active:** even though the environment will be loud and a little chaotic, the students should be working on the material. According to Mulryan-Kyne (2010) if they do not feel engaged then they are more likely to get on their phones, laptops, start side conversations, or leave the class.
2. **Try to use technology to your advance:** encourage your students to use online resources to think through a problem, not to simple answer it.

3. **Walk around the class:** The simple act of moving could deter people from getting distracted with other activities, and it can re-engage students who may have lost interest. You should be moving around to check student work and answer questions as they work through problems.
4. **Curb conflict appropriately:** conflict can arise in any class, but is likely to be more pervasive in a large class due to the diversity of personalities mixed with the potential feeling of anonymity. Following best teaching practices and establishing a clear syllabus are the first steps to curbing potential conflict (Strovas, 2015, p. 7).

### Rapport-building Strategies

Lescher (2010) mentions some suggestions for teachers to start building teacher-student rapport in classroom.

- **Exercise Self-Disclosure:** Consider sharing some things about your life with your students. For example, give a brief presentation on your background, interest in the field, summer vacation, family, hobbies etc.
- **Learn Student's Names:** by using students' names you will be acknowledging them as individuals which can be important considering that he or she is among hundreds, if not thousands, of others on campus (Gillespie 1997).
- **Communicate and collaborate on policies:** be specific and transparent when communicating your policies to your students. By exercising clarity on the syllabus, student requirements, classroom protocol etc., you are defining the parameters of the working relationship. If possible consider allowing the students to have some input on certain aspects of the course.

- **Become acquainted with your students:** it can be promoted through introductions or an icebreaker activity. Here the instructor can learn more about students' interest and prior knowledge of the material, learning preferences, and study habits (Lescher, 2010, pp. 2-3).

Because of all above, classroom management strategies are very useful for teachers and could be adapted and applied in English classes in this context like Pasto public high schools, by applying strategies to create a positive classroom environment and student-teacher rapport, indiscipline problems might reduce. Thus, students will be more aware of their own learning because they are going to know clearly the purposes of the class and what the teachers' expectations are. Also, they will feel comfortable and motivated to learn because teachers will develop a good management plan in their class.

**Discussion and Conclusions**

The previous paper talked about strategies to encourage positive classroom environment, those strategies help to minimize indiscipline which is a problem related to negative behaviors from students in class, this problem can be seen in different institutions. According to different studies there are a great number of indiscipline problems and between the forms of that behavior presented in a classroom the most common are; disrespectful, noisy and rowdy learners. In addition to this, Rogers (1998) points out that some learners exhibit bad behaviors such as answering back, arguing, challenging, procrastinating, talking “out of turn”, getting out of seats “without permission” and general rowdiness. Such types of behaviors affect the teaching and learning process in a negative way because it makes the work of teachers very challenging, additionally, it might conduct to the lack of success in the students’ learning because they are not engaged in lessons and they might lost their interest in learning the target language.

Besides, there are some factors which contribute to generate that misbehaviors such as lack of parental support, lack of management strategies, lack of stimulation and using ineffective communication with students. Despite those negative factors, to avoid indiscipline problems in English classes, it is necessary to have a good classroom management plan by applying strategies which help to improve the communication between teachers and students, and help to promote a positive classroom environment which conducts to positive learning experience for both teachers and students. In the same way, it is important to mention that a good teacher-student relationship is essential in the process of learning because it allows encouraging students to learn in a comfortable atmosphere. Moreover, it is necessary to take into account the teachers’ skills to call the

students' attention in class. As Corps (2008) states, teachers need the skills to design and deliver engaging lessons, and the skills to monitor learning progress, thus students will be involved in the learning process. Also, it is important to consider that culture plays a relevant role at the moment to teach and learn a new language. What can be successful for a teacher or generates good results in a culture, maybe cannot work in a different environment. In addition, the methodology used by teachers has a great influence in the process of learning, the methods and activities proposed by teachers might lead to innovation, so, they should look for creativity and strategies according to their students' level and requirements. In that way students will be more interested in learning and it could help in a great measure because of the good planned activities in the classroom. It is also essential to mention that a positive classroom environment and rapport is built to help students to focus on learning process by engaging them in the learning activities and providing them a positive atmosphere in which they feel motivated to learn.

Finally, Webb and Barrett (2014) state that building rapport has shown to be an effective way to establish communication with the learner, they will hopefully experience improved instructor student relationships, which will lead to create a more effective teaching and by improving student learning. It can be said that the building of rapport in classroom helps teachers to construct trust with their students and it allows that the learning experience could be more enjoyable. Then, to establish a good environment and student teacher rapport, the teacher should look for the most appropriate strategies according to the context and the students' needs then apply and adapt them in their classrooms.

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