



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

Activities in primary school to manage behavior in the English class: A case study

A thesis submitted to the Faculty of Languages

for the Degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Presented by

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Puebla, Pue.

February 2024

“Activities in primary school to manage behavior in the English class: A case study”

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Puebla, Pue.

February, 2024

ACKNOWLEDGMENTS

This project has been developed thanks to the support and guidance of the Mtra. Ma. Leticia Piantzi Varela, for the knowledge shared in the development of this project. Her expertise and instruction have provided me with remarkable advice and guidance to develop this work. In addition, I consider myself fortunate to have had her endless patience, enormous thoughtfulness, great knowledge and opportune advice during the progress of this research. Her professionalism and direction have helped me in my personal and professional growth. My vast gratitude, admiration and respect for you.

I also want to express my gratitude to the professors Dalila Ortiz López and María Amelia Xique Suárez for the time dedicated to guiding me in the accomplishments of this project. Thank you for your interest and encouragement in the guidance of my work.

In addition, I am thankful to have studied at the best university in Puebla; my thankfulness to the Facultad de Lenguas BUAP for the advice, support, and cooperation they offered as well as each one of the professors who were part of my curricula development and growing.

DEDICATIONS

This work is dedicated first to God, for the life, health, and guidance to accomplish this personal and professional project. Thank you for your endless love, care, and bless.

Additionally, this research is dedicated to my whole family; primarily to my parents: Catalina Cruz Martínez and Benjamín Hernández Cadena for the love and dedication they provided to teaching and educating me to own values and encouragement to reach my objectives. As well as the patience and stimulation they brought to finish this important project. Moreover, this project is dedicated to my siblings Nayeli, Lidia, and Raziel for being a continuous accompaniment and encouragement in all areas of my life.

My love and gratitude to the person I chose to love, respect, and join for the rest of my life: Marcos Cuapio. Thank you for always being there and becoming a constant support in the development of this project as well as in all other aspects of life. I admire and love you so much.

ABSTRACT

This paper presents the activities and strategies that teachers employ to have an appropriate control of the class, especially working with young students. The purpose of the research was to explore the teaching strategies; games and activities, as well as materials to enhance the teaching practice and manage students' bad behaviour signals, such as lack of attention, lack of motivation and participation in class. The research questions that guided this study are 1) What is the most common students' disruptive behavior in English class? 2) What are student's attitudes and behavior after the implementation of games in English classes? 3) How did the game's material and classroom conditions impact classroom management in primary school learners?

The study was conducted by a qualitative methodology in order to examine the attitudes and behavior of nineteen primary school students toward English activities and learning: along with three of their teachers. To this, data was collected by three main instruments: observation formats, teachers' interviews and a students' questionnaire. The data was analyzed and the findings showed that the use of games as strategies to deal with disruptive behavior in class are useful depending on the group characteristics; it means, the size of the group, level and gender of the students. In addition, it can be seen that the use of playful and attractive materials might be a worthy complement to enhance the classroom management situations in class. Finally, it was observed that teachers play a fundamental role in developing the activities and strategies that they consider more suitable to improve their teaching practice and group management.

I ACKNOWLEDGMENTS

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CHAPTER I: INTRODUCTION

1.1 Presentation

Today's world demands more things than in the past; the increase of population on our planet is clearly related with job opportunities and people's lifestyles. Furthermore, people are currently living in a globalized world; it means that most people are constantly in contact with other people and different cultures around the globe.

On the other hand, individuals usually face enormous technological development; consequently, these innumerable new technologies, as well as programs, scientific discoveries, and educational approaches have risen from the English language. Therefore, as members of this globalized world, we cannot escape from that bubble of the English world.

However, for primary school children, learning English as a foreign language could be tedious, boring, and not meaningful. It can be reflected in their behavior; through behavioral signals such as: lack of participation, short attention span, and difficulty concentrating in class. For this reason, this study aims to look at activities that may involve children in learning in an interesting, motivating, amusing and creative way. In such a way, learners can reduce anxiety, fear and disruptive behavioral signs.

1.2 Statement of the problem

A situation that has caught the attention of some novice English teachers at the primary school level is how to manage a disruptive group of students. In a private school named "Emilia Ferreiro" in San Cosme Mazatecochco, Tlaxcala, Mexico, is that the first-grade language

learners do not behave during the English class because they seem to be not learning a foreign language and teachers have to deal with this in the best possible manner.

As a novice teacher, it is sometimes difficult to know what strategies could be the best to apply in order to help students to behave adequately in the class. For this reason, it is intended to ask expert teachers about what strategies they use to solve the problem and to observe progress and attitudes toward English language learning in pupils from about six and seven years old at the school mentioned above.

Hypothesis.

It is believed that the implementation of some games and play while teaching little children may provoke their interest and engagement in the class. As a result, they learn better. This should not necessarily be considered a problem or an obstacle for the learning process to take place, instead, it has to be regarded as something natural that is happening to students since it might be that, so far they do not have the necessary notion of the worth of learning English to be successful academically and be able to get better job opportunities in life. As it can be seen, there is a need to engage these little language learners in the course content so that they can practice and learn the language.

Therefore, this project is presented as qualitative research because the instruments that were used to gather the results described in advance were observation formats, interviews with expert teachers as well as questionnaires for learners.

1.3 Research questions

1. What is the most common students' disruptive behavior in English class?
2. What are student's attitudes and behavior after the implementation of games in English classes?

3. How game's material and classroom conditions impacted classroom management in primary school learners?

1.4 Main Research Objective

The **main research objective** is to implement strategies like games, contests or any other activity to manage disruptive pupils while taking the English class at the “Emilia Ferreiro”.

1.5 Justification

English, as a second language, has been taken in most of the public and private basic schools; that is the case of preschool and primary levels. However; children from the Twenty-first century have different needs and interests. Thus, teachers have a greater challenge to share knowledge about the language but at the same time make the class interesting and attractive for those kids who easily lose attention.

Consequently, the aim of this work is to use play and games as techniques to present language grammatical structures, vocabulary, stories, reviews of previous topics or any other component for the English class in order to manage or control some bad behavior attitudes from students toward English as a foreign language in first grade of a private primary school.

Games are very important in the language classroom because they help to memorize what students learn and offer opportunities for the creation of a meaningful context to use the new language (Sasidharan, 2013). Another option is the use of board games which help students learn English as a Second Language (ESL) (Tuan, 2012). By using these techniques, teachers and pupils create an enjoyable classroom atmosphere and retain learner's engagement and motivation (Huang 2018).

1.6 Aims

The main aim of this work is to imply attractive and dynamic activities known better as “games” into first-grade primary school classes in order to engage students in a motivating and interesting technique to learn English as a foreign language so that children can learn in an interactive way that may allow teachers to manage lack of attention, apathy and bad behavior from pupils.

1.7 Conclusion of the chapter

This chapter introduces the topic that is investigated. Besides, it mentions the justification, significance of the study, purpose, setting, and research questions.

The following chapter will discuss the most important concepts necessary to understand this research.

Keywords: Classroom management, disruptive behavior, games, teaching strategies, young learners.

Classroom management: “Ability of teachers to organize classrooms and manage the behavior of students to achieve positive educational outcomes” (Emmer and Stough, 2001).

Disruptive behavior: Represents a clinical syndrome; characterized by repeated acts of aggression toward others. (Kazdin, 2005)

Games: “Tools and activities which involve rules, a goal and an element of fun” (Hadfield, 1990, p.4)

Teaching Strategies: They are the methods teachers employ to facilitate student learning and improve student achievement. (Marzano, R. J., 2007)

Young learners: Refer to children in the early stages of their education, often in preschool or primary school. The term may encompass various age ranges depending on the educational context. (Wood, 1998)

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to explore the ideas that support this thesis regarding children's attitudes and behavior presented inside the classroom; as well as some of the classroom management strategies and ideas that can help to improve student's motivation and interest in order to learn English as a second language. The first aspect to consider includes the perceptions about second language learning and the importance of engaging students in language learning in a creative and motivational way.

The second point to consider is the most important to this work, which leads with the use of games and attractive material to promote appropriate student's behaviors and attitudes toward English language learning and of course to analyze and discuss the most relevant studies, terms, theories and fundamentals about the influence of classroom conditions to disruptive behavior.

On the other hand, this chapter exposes some teaching strategies, activities, and materials that novice teachers could provide in their classes in order to manage the classroom and to involve students in attractive and amusing tasks, avoiding tedious and boring English classes for young learners.

2.2 Learning a second language

First, it is important to know that language is essential for understanding and learning, this means that language allows us to ask for clarification and express our ideas consistently.

For children, the first language learning process comes naturally; little by little they learn new structured phrases that allow them to communicate. Even though they are not experts in

expressing themselves in their mother tongue, they are language users who often must learn a second language.

Orr (1999) claims that, by learning a second language, young learners must begin the process of transferring what they know to a new language, a new context and culture to continue their development in two languages. Also, she mentions some facts about languages that are similar in first and second language acquisition, such as:

- Language is a human Universal. All cultural groups have a language system.
- Language is systematic. This involves sounds, words and sentences.
- Language change. New words can be created.
- Language and culture are closely related. Customs, traditions, values, stories, religion, etc. are transmitted through language.
- Language and thought are closely related. Children and adults use language to share their thoughts.

“All children need to play with language, try it out, test it, receive feedback and try again” (Orr, 1999 pag.6).

2.3 Teaching in the early years

English became the international language; therefore, it is included in most of the primary curricula, which should make teachers better prepared to teach not only the language; but also, the way they will teach it, especially to children.

It is interesting to realize that the world is revealed to a child through five senses; touch, sight, hearing, smell, and taste. Since early childhood, children learn by using their own means and efforts; as well as by using their five senses to gather experience and information.

The years at the primary school level are very important in order that children can acquire progressively and by stages specific skills in the physical, emotional, social, and intellectual areas that are considered necessary by the society they live in. (Philips, 1993).

It seems reasonable to assume that children's learning process depends on the first sensory, motor, perceptual, and emotional experiences, which can be reflected in the use of attractive materials and enjoyable context.

In order to comprehend the reaction of children regarding English language acquisition it is necessary to know about some general characteristics of young learners and how to work with them; Wood (1998) affirms that children are not passive and little by little they construct their own knowledge of the world actively.

It is assumed that infants from five to eight years old learn differently from the older ones, they can learn through play, through activity; it means, by movements, and by exploration of the world by means of their own self-generated discovery in every single aspect of their context. (Chazan, Laing & Harper, 1987).

According to Chazan, *et al.*, (1987), there is not a considerable change in any aspect of the development of infants from five to eight years old; neither physical, cognitive, social, emotional or aesthetic aspects; including behavioral features such as the way they talk and walk or the interaction with others.

Children's physical development seems to be very important for the brain's growth because it is in these years when it reaches a ninety percent of its total weight which enables them to create significant experiences such as school entry and learning.

Cognitive development indicates that children build their cognitive skills, such as intellectual, linguistic, perceptual, and memory abilities, to acquire a conceptualization of their world by being more selective when they classify their own experiences.

Social development might be as important as the other areas of growth because it is at this point where children acquire values, self-concepts, and behavior. Also, as children grow physically, they do it emotionally; so, as teachers, we should be aware of these changes; especially with the ones from ten to twelve years old.

2.4 Novice and Experienced language teachers.

Teachers play an important role in the language learning process. Teaching a foreign language is not that simple; it implies different activities inside and outside the classroom. Therefore, teachers play diverse roles in English language teaching, they could be as facilitators, assessors, managers, even learners. (Archana & Rani 2017).

Teachers' activities may involve deciding which activities, strategies or materials they should use to hence a specific skill. Therefore, if teachers have enough information about their students, they could make these decisions easier, or even the years they have been teaching can determine these decisions.

Defining teachers' experience has different points of view; it is complicated to measure the experience teachers have acquired through years; because each context is different and may lead to uncertainty. The term "novice" is someone who is new and has little experience in a skill, job, or situation." (Oxford Learner's Dictionary, n.d.). This term applied to teachers generally refers to individuals who are in the early stages of their teaching career, mostly in the initial years of their professional development and still developing their teaching skills (Smith, J. A. 2018).

Besides that, according to Karatas & Karaman (2013), a novice teacher is someone who has less than two years of experience, but there is no consensus about the years to end this stage.

On the other hand, according to the Cambridge Dictionary, an “experienced” person is the one who has experienced or practise a skill many times. Therefore, expert teachers are considered those educators who have acquired extensive experience and high levels of teaching proficiency. They are more conscious about the strategies they can acquire for their teaching practice and they are able to employ them more effectively. Carter & Doyle, (1995 as cited in Ünal & Ünal, 2012) support that teachers require from four to seven years of teaching experience to develop knowledge and skills that lead them to become competent teachers.

Teaching practice is a continuous process, as any other process, teachers are continuously learning about their teaching, finding new strategies to overcome their goals and develop students learning. Berliner (2004) explains that the years of experience do not define if a teacher is an expert since educators' competency develops within the first few years of teaching.

2.5 Teachers' classroom management

Classroom management “involves the number of techniques that teachers use to ensure that their lesson plans are executed smoothly and productively with as little distracting behavior from students as possible.” (Holland, 2019)

Some teachers' assumption is that it must be completely normal for children do play around because it is part of the natural energy and creativity of all human beings; even adults do it. However, some teachers interpret this as ill-discipline but most of the time this kind of

behavior could be just a response to boredom or a possible teacher's attack. (Scrivener, 2012)

On the other hand, a TESOL's questionnaire from 2014 (Copland, Garton & Burns, 2014) showed that the second most common answer from teachers about challenges in teaching English to young learners is "discipline". The motives were different based on the context. For example; sex, age, parental attitudes or keeping the students motivated.

The third most common answer refers to "motivation" as a myth because that idea that young learners of English are intrinsically motivated and keen to learn is not achieved by most of the students. "Teachers seem to feel a strong sense of responsibility to motivate students, which can mean they expend a good deal of energy, both in planning a range of activities and in classroom teaching." Ibid, p. 10)

According to Dörnyei (2001, p. 42), it is necessary to create a comfortable, pleasant, and supportive atmosphere by doing the next:

- Establish a norm of tolerance.
- Encouraging risk-taking and having errors accepted as a natural part of learning.
- Bring in and encourage humor.
- Encourage learners to personalize the classroom environment according to their test.

2.5.1 Behavior and attitudes

Behavior includes all that pupils say, do, even think, feelings, and attitudes. We can classify behaviour into two: appropriate and inappropriate behaviour; depending on the setting and conditions. However, in some cases, children demonstrated stronger misbehavior that is considered "disruptive behavior", because this interrupts the normal flow of things.

Children who present this kind of behavior show repeated patterns of anger, defiance, backtalk, trouble managing and regulating their emotions, and even hostile or aggressive behavior toward grownups or other children. (e.g.; Lee, 2020)

Since years ago, discipline inside the classroom has been as important as today; however, twenty onet children tend to be more restless and misbehave; either at home or at school. Even when school is a specialized institution to establish appropriate ways of behavior for children; it should not be forgotten that the basis of education and values are founded at home.

During the early school years, children must learn how to respond properly in a variety of situations. It is reasonable that many of them face transitions from home to school or from one school to another. Nevertheless, these events are not an obstacle for the child to put into practice the rules that have been established at home.

Disruptive behavior in the classroom tends to be one of the major problems that teachers face with; as well, misbehavior have a tendency to to be classroom-wasted time and a situation that negatively interferes with students' opportunity to learn (Lopes, J; Silva E; Sass D.; & Martin N., ND), sometimes because appropriate behavior is demanded rather than encouraged.

In the old school, less noise and movement were better for the class. For modern schools, movements, speaking, and certain noises are acceptable. However, appropriate behavior in the school context is learned gradually; therefore, it should be improved and learned by practice rather than expectation.

Teachers also ought to teach values and proper behavior, combined with other topics, especially by using everyday examples, expressions and cultural features; considering the goals that they expect to achieve, or by considering the necessities presented in class. (Spodek,1972)

In order to get discipline inside the classroom based upon reason, Spodek (1972, p. 249, 250) exposes some important steps to consider. First, the teacher should let children know about the expected signs of good behavior as well as the importance and reasons for following rules.

The second step is to let pupils know the reason for the established rules; by doing this, students can understand why they should behave in certain ways in class. The next step is to demonstrate to children how they should behave and give them opportunities to practice proper behavior.

One more step is that the teacher may keep the calm because good discipline is a matter of time as reading or speaking; it means children may have to go through a series of approximations before reflecting the appropriate behavior that teachers expect, based on reasonable child-like behavior.

Added to these steps is the fact that teachers should behave with consistency; this refers to the fact that teachers must be an example for children; because teachers' behavior communicates a message to pupils about what could be acceptable and appropriate and what could be not.

2.5.2 Motivation in the classroom

Motivation could be a primordial part of classroom management. Dörnyei (2001) refers to motivation as a complex issue that involves the learner to be actively engaged into the language

process and classroom, to participate and study with vigor and anxiety; as well as he or she demonstrates perseverance and effort instead of boredom or uninterest.

Motivation tends to be the most basic aspect of the human brain and depends on the amount of motivation each student has in mind to let them succeed or fail learning, Dörnyei claims that according to his experience, 99 percent of the language learning who are really motivated tend to be reasonable experts in language even when their language aptitude is not the best.

2.5.3 Motivational strategies

Motivated pupils, means that teachers should try to persuade students to choose the course of action or class; the author mentioned above proposes some interesting motivational strategies in order to apply them in the classroom such as:

First, to demonstrate and talk about the teachers' enthusiasm for the course, material and topics of the class. As well as taking student's learning as an essential and serious issue. A very important aspect is to develop a personal relationship with students by doing this, teachers create a pleasant and supportive atmosphere in the classroom and raise the learner's intrinsic interest in the L2 learning process.

Also, teachers must make the curriculum and materials relevant to students as well as make it more stimulating and enjoyable by breaking the monotony of classroom events and by making attractive tasks.

Finally, teachers should increase motivation by promoting cooperation among the learners and provide regular experiences of success in the class; by doing this they can create learner's confidence and promote learner's autonomy and satisfaction.

Similarly, Phillipis (1993) claims that young learners have the advantage of being great mimics and, most of the time, unselfconscious, and usually prepared to enjoy the activities prepared by the teacher. She also exposes some points that can maintain a high degree of motivation and make the English class enjoyable:

- The activities should be simple enough for children.
- The task should be within their abilities; it means it should be achievable and at the same time, sufficiently stimulating.
- The activities should be largely orally based.
- Written activities should be used sparingly instead of it, make a greater use of songs with actions, games, TPR activities and tasks that involve coloring, cutting, sticking, and repetitive stories and speaking activities.

2.6 Use of games in the classroom: General Characteristics

Twenty-one kids seem to be naughty and not interested in learning a foreign language; added to this situation, teachers avoid enjoyment in their classes, so it can make it more difficult for them to get engaged and motivated into language learning; and in many cases it can cause disruptive behavior in pupils.

Attractive activities: particularly, games would let teachers change the mood of students during the class; even when they are very short. So, “games could be good options for children’s motivation and joy because they enjoy games and thus participate without anxiety. (Spodek, 1972).

Games are simple structured activities that may involve little language but are meaningful to students and involve the whole self (cognitively and emotionally), thus creating strong associations with the language used (Fleta, 2009).

Games are enjoyable. Language games can motivate children greatly and they are usually familiar to children as regards structure, rules, etc. Also, games can be more pleasant and informal and could create a relaxing atmosphere, which may let students interact and cooperate with each other in order to favor the foreign language learning. (Lee, 1979)

Games are universally enjoyed and encourage real attention to the task and intrinsic interest in the subject matter. Yet games can produce intense involvement and a quality of concentration no other teaching method can match... What is more, the increase in interest and motivation produced by a short session of game-playing can produce positive feelings towards the subject (and the teacher) which last for weeks. (Petty, 2009, p.247, 256)

Language games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. The game context makes the foreign language immediately useful to the children. It brings the target language to life. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus, without stress, they can learn a lot. (Wright, A; Betteridge, D; & Buckby, M, 1984)

Games are an active way to keep your students involved in the curriculum; they keep your students on their toes. Imagine juggling a balloon while learning, or blowing bubbles while learning, or tossing paper trash balls while learning. Games keep children energized while learning. (Steve & Kostoroski, 2002, p.18)

Therefore, language games seem to be an outstanding opportunity to involve students in those lively, stimulating and attractive activities mentioned in section above. In addition, even though these activities motivate students; they are simple, easy to understand and carry them out, allowing pupils to have better meaningful learning and a pleasant English class. As a consequence, some other advantages of games are presented below.

2.6.1 Advantages of using games in the classroom

Language learning is a hard work and large process; students must be able to understand and use language in a conversation and written compositions. Sometimes these tasks could be stressful to them and little by little they can lose interest in foreign language learning. Hence, Wright et al. claims that games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Games provide one way of helping the learners to experience language rather than merely study it, and they can create language as living communication. Games involve emotions, and the meaning of the language is thus more vividly experienced. (Ibid.)

Lee Su Kim (1995) infers that the perception that all learning should be serious is a misconception from certain people and students are able to enjoy and learn at the same time through games. That is the reason she proposes some more advantages of using games inside the classroom:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

On the other hand, Lengeling & Malarcher (1997) suggest different areas that can be benefited using games. The first is the affective area, games lower the affective filter and encourages creative and spontaneous use of language. As well as promotes communicative competence; they can be motivated and have fun.

Regarding the cognitive area; they reinforce, review and extend language knowledge; also, it focuses on grammar communicatively. On the other hand; concerned with the classroom, games let the class be student centered and teacher roles only as facilitator; add to this, games build class cohesion and foster whole class participation promoting healthy competition.

Finally, the authors mention that games could easily be adjusted for age, level, and interests and can be utilized for all four skills and sub skills such as grammar and vocabulary. However, they require minimum preparation before and after development and performance.

2.7 English games for the classroom

English teachers must develop different activities which let them support and encourage their students into the English language knowledge, such as the four skills: listening, speaking, reading and writing. As well as the sub skills: grammar and vocabulary.

Teachers may also have activities to let students know about the culture of those countries where English is the official language. Therefore, they can use games for different purposes, some of them require physical movements or a greater concentration or reasoning. Others require problem solving or thinking skills.

Based on these necessities, language skills and sub skills, culture and games should be considered together when planning lessons, because games are activities that tend to reinforce the topics and skills studied and practiced in previous classes. Lee observes that games should not be regarded as a “filling” or “irrelevant” activity, when the teacher and class do not have nothing to do. (Lee, 1979; p.3).

Rixon (1981, as cited in Simpson; 2019, p.7) suggests that games can be used at all stages of the lesson, provided that they are suitable and carefully chosen. On the other hand; Carrier (1980 p.6, as cited in, Sánchez, Morfín & Campos, 2007 p. 6) suggests three appropriate stages during the lesson when games can be performed:

- As an introduction
- After the development of the lesson
- At the end of the class

When games are used as an introduction, teachers can stimulate students and get their attention and interest at the beginning of the class. Furthermore, they are a good opportunity to evaluate previous topics or activities.

To practice an item or topic in particular, games can be included after the development of the lesson; it helps teachers to reinforce what could be considered significant by them.

At the end of the class, games might be a motivating way for closing lessons. Therefore, the use of games at this stage; can be favorable for pupils to practice what they studied in the lesson and for teachers to realize the input achieved by students.

All of these claims support that “games should be positive at any moment they are applied because this makes students enjoy the activity while they are having a “hidden” useful practice. And hidden is mentioned since this kind of activities usually make students forget they are learning, and they concentrate more on playing and/ or winning”. (Martínez, et al., 2007, p.52)

As a result, teachers can use a single game as an activity to put into practice one, two or four language skills at the same time because “games can be tailored [...] and a combination of skills could be involved in the same game. They are therefore a great tool for appealing to different types of learners at the same time”. (Simpson, 2015, p. 3)

Teachers should select which game is more suitable for the skill(s) they want to reinforce or work on. Hence, they must “establish what the learners are going to learn from the game and choose which game(s) will provide support to these learning objectives” (ibid).

Of course, teachers ought to know how the use of games contributes to the learning and practice of each language skill mentioned in the following sections.

2.7.1 Games for listening

One can assume that listening is the ability to receive, concentrate, understand and interpret the messages from speakers in the communication process. It is likely to be easy and

natural for any human being, but it is not when the person is in the process of learning a foreign language.

The listening skill implies the reason for what the other person is saying and sometimes it seems to be more specific, paying special attention to details. Sometimes they are explicit and, at times implicit; that is, the listener may figure out what the speaker wants to tell. (Wright, Betteridge, & Buckby, 2006)

Games that call for a non-verbal response seem to be the best option to practice only listening skill through “listen and do” activities. The “doing” reveals the extent to which the learner has listened, comprehended and interpreted the message. (ibid; p.44). However, most of the games tend to involve one or more language skills at the same time.

In the next chart, some examples of games or dynamic activities that can be used for practicing the listening skill are presented.

Table 1. Games and Activities to Practice Listening.

Sources	Listening Games for kids	Five Minute activities	Language teaching games and contents.
Activities	• Simon says. • The whisper game. • Group story. • Traffic lights. • Sound hunt	• Amazing Facts (p.2) • Blackboard bingo (p.4) • Categories (p.6) • Hearing mistakes (p.34)	• True and false (p. 103) • Told and retold (p. 105) • Finding the answers (p.107-108) • Listen and find (p.108)

		• Picture dictation (p.61)	• Listen and draw (p. 109) Others: Musical chairs / Broken phone
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2.7.2 Games for speaking

The speaking skill is a complex cognitive process and an active use of language to express meaning (Cameron, 2001). It can be argued that speaking is the most important skill for ELT because most of the learners' goal is to produce language orally and be able to communicate with other English speakers.

Cameron (2001, p. 36) embraces the idea that the major part of teaching and learning to young learners would be oral. In addition, she proposes two guiding principles in teaching speaking to young learners: (1) Meaning must come first: if children do not understand the spoken language, they cannot learn it; (2) To learn discourse skills, children need both to participate in discourse and to build up knowledge and skills for participation.

These statements mean that children should be involved in a situation where they may practice speaking with real people for real purposes. However, practicing speaking with young learners is not easy; it is important to create a positive environment to encourage learners. That is the reason why here are some examples of games that could be used in order to practice this important language skill.

It can be argued that speaking is the most important skill for ELT because most of the learners' goal is to produce language orally and be able to communicate with other English speakers.

Table 2. Games and Activities to Practice Speaking.

Sources	ESL Speaking	Five minute activities	Busy Teacher
Activities	➤ Password ➤ Hot potato ➤ Would you rather..? ➤ Basketball challenge. ➤ Typhoon.	➤ Don't say yes or no (p. 19) ➤ Favorites (p.25) ➤ Find someone who (p.27) ➤ Likes and dislikes (p.45) ➤ The Martian (p.48)	➤ Crazy cubes ➤ Perfect possessions ➤ Talk for a minute . ➤ Guessing game ➤ Find someone who.

2.7.3 Games for reading

Reading is an important component of language; through reading, new knowledge can be reached. Cameron (2001) claims that reading plays an important role in literacy skills due to literacy events being presented to human beings. Hence, it's important that young learners get involved in literacy skills: reading and writing for daily life.

Yan (2017) states that reading is one of the most important ways for human beings to process information and that reading and literacy education is always a critical part of different levels of education (Yan, T. 2017.p.38 as cited in Bernal, M & Bernal, P. 2020. 2).

Reading brings together visual information from written symbols, phonological information from the sound those symbols make when spoken and semantic information from the conventional meanings associated with the words as sounds and symbols. (Cameron 2001, p . 125)

In short words, reading is an essential part of language; although young learners may not be involved in long texts, they may use reading to know more about the language and language itself. Derived from the above, some games for practice reading with children are shown in the next chart.

Table 3. Games and Activities to Practice Reading.

Sources	176 English Language games for children	Language teaching games and contests.	Reading comprehension games and activities:
Activities	➤ All change (p. 33, 34) ➤ Quiz Race (p.104) ➤ Reading comprehension: A different challenge (p.106) ➤ Reading puzzles (p.107) ➤ Snowballs (p.117)	➤ Living sentences (p. 121) ➤ Treasure hunt (p.124) ➤ Tasks (p.126) ➤ Fortunes (p. 129) ➤ Snakes and ladders (p. 131).	➤ Socratic soccer ball. ➤ Guide reading beach ball. ➤ Jenga comprehension game. ➤ Role and tell.

2.7.4 Games for writing

As well as reading, writing is an essential part of the language. These both skills are complex processes, but they are vital to transmitting communication. About writing, children need to familiarize themselves with sounds and letters (phonemes and graphemes) in order to start learning literacy skills.

Cameron (2001) claims that graphemes take more time to be analyzed and internalized by children and generate great confusion when expressing what they hear into words. It is very

common that children who struggle with writing usually have problems with reading, and the opposite, the ones who struggle with reading skills do it with writing.

Games can help children who find this literacy process overwhelming. “Because writing can seem daunting to a child who learns differently, many wordplay games break down the process into manageable parts that children can handle... Some games prompt children to write single letters or short lists of simple words. Others, encourage them to cut out printed words and sentences to build a new story”. (Goodman & Myers, p. 15)

The following chart shows some examples of games which the teacher can use to improve literacy skills; specifically the writing process for young learners.

Table 4. Games and Activities to Practice Writing

Sources	WordPlay	Language teaching games and contests.	12 Writing games to help kids learn to write...
Activities	➤ Hopping Sentences p. 110 ➤ The Charlotte Game p. 117 ➤ Word by Word p. 125 ➤ Caption It p. 127 ➤ Writing for Ransom p.129	➤ Stepping Stones p. 134 ➤ Consequences p. 141 ➤ Write, read and draw p. 145 ➤ Builders p.146	➤ Disappearing letters. ➤ Roll the dice ➤ Household- I spy ➤ Speech bubbles. ➤ Grocery list writing.

2.7.5 Games for vocabulary and grammar

Vocabulary and grammar are essential components of the English language; Wilkins (1972, p. 111,112 as cited in Alfaki, I. 2015; p. 1) wrote, “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Based on this statement, it can be assumed that without these subskills, vocabulary and grammar, students could not understand others, or express their own ideas.

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words that convey a particular meaning the way individual words do (Alfaki, I. 2015; p. 1). On the other hand, grammar deals with ‘the abstract system of rules in terms of which a person’s mastery of his native language can be explained (Crystal, D., 1995).

Children have a great ability to learn new vocabulary with deftness and quickness. On the contrary, grammar issues tend to be boring and tedious, especially for children who are not genuinely interested in following grammatical rules.

Therefore, it must be necessary to find a grammar (and vocabulary) teaching technique, that involves language learners to maximum, in learning in an amusing and creative way, motivating, challenging, and stimulating his/her mental processes, and reducing classroom anxiety and fear, is desired and recommended for fruitful language teaching and learning process. (Mustafa & Zamzam, 2014, p.1)

Table 5. Games and Activities to Practice Vocabulary and Grammar.

Sources	WordPlay	Grammar and vocabulary games for children	176 English Language Games for Children

Activities	➤ Set your sights p. 56 ➤ How much is that word? p. 62 ➤ Fishing for words. p. 75 ➤ Red Light/Green Light p. 68 ➤ Packing for Adventure p. 72	➤ Simon says p. 13 ➤ Vocab Circle. p. 24 ➤ What's ThatWord? p. 27,28 ➤ Mother, Father and Baby p. 35 ➤ Tick Tock p. 23	➤ Matching and Mirroring p. 83 ➤ Copycat Commands p.52 ➤ The Big Freeze p. 125 ➤ Miming Games p. 84 ➤ Simon says p. 115
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2.8 Setting for games

Many of the games in previous charts require little or lots of preparation to be successful in teaching and learning the English language. Therefore, some aspects must be taken into account when developing games in class, either to prior preparation or at the time these activities are carried out.

Conditions and organization of the class may vary depending on the activity, number of students, and student's age. "Games depend for their success, like other teaching, on good class organization. Forethought is indispensable". (Lee 1979, p. 4). Hence, some game features are described below.

2.8.1 Materials

First, the concept of "material" is considered as any object or media that can help students in the process of learning; this includes textbooks, media, worksheets, flashcards; even a board and a

marker. Therefore, materials must be associated with anything that can help students or teachers to facilitate the learning of a language. (Tomlinson. 2nd edition 2021; p. 2)

ELT teachers are provided with a variety of material and resources that facilitate the students' learning and which requires some or any preparation; these are the whiteboard, visual aids or flashcards, textbook, realia, or hand made materials.

Materials for games are always different, depending on the topic and activities teachers plan to perform at class; they can choose from traditional materials or something more elaborate, such as dice, cards, balls, or any other object or props that create an appropriate learning game environment. (Sugar & Sugar, 2002)

2.8.2 Rules and time

Rules take a lot of importance to maintain discipline in the classroom, especially for large groups and at the time pleasure activities are being performed. 'Discipline is important but cannot be established by shouting, which, in any case, ruins the whole spirit created by enjoyable games'. (Wright, A; Betteridge, D; & Buckby, M. (2006) p. 10)

Games are highly structured play activities which include specific rules that must be followed[...] (Spodek 1972 p. 207, 208). Young children need to be taught the strategies of game playing and the teacher needs to be continually involved in guiding the game. *"It is vital to keep discipline in class so that your time is well spent. Most of keeping good order comes from the teacher's attitude. Just because a teacher uses classroom games does not mean an excuse for a party"* Vernon, S. A. (2009), p. 14

On the other hand, time is an important aspect within lesson planning; that is the reason why games should have a specific moment during the class; depending on the purpose and

activities characteristics. Time may convey from very few minutes to more. As teachers, they could manage it according to their contexts, needs and purposes.

Games can be performed at the beginning or ending of the class. However, they may also be used as five-minute- transition activities in order that students can and should continue to practice, learn, increase knowledge and improve thinking” (Ur & Wright, 1992, p.11)

2.8.3. Learner participation and scoring

Games are, as mentioned in previous paragraphs, important activities for children's learning and reinforcement of previous knowledge; they also offer opportunities for the creation of meaningful context to use the new language (Sasidharan, 2012 cited by Lantavou & Fesakis, sd).

The role of games in ELT is completely learner-centered. Thus, learner participation is primordial. Teachers may raise pupil's motivation and interest through these activities, elevating their participation into pairs or teams depending on the type of games.

Escudeiro and Carvalho (2013 cited by Al-Bulushi & Al-Issa 2017) state that games enable students to learn by doing in an engaging environment and that games improve teamwork, social skills, leadership, and collaboration.

Alternatively, the score becomes an important element in maintaining the order and organization of games. Also, it may be a tool for encouraging learner's participation and stimulating them to make a special effort to the language.

2.9 Conclusion

In this chapter, different concepts were presented that are relevant for the research. Indeed, every topic is a guide to understanding the study from the theoretical point of view. The methodology is presented in the next chapter.

CHAPTER III: METHODOLOGY

3.1 Introduction

In this chapter, the research design method is described to show how the information was obtained. Due to the characteristics of the context of the study, such as its population and groups, this is a case study.

Besides it also describes the participants in this research project, as well as the instrument and the procedure to collect and analyze the data.

3.2 Research design

The present study is carried out using a qualitative methodology; therefore, this is conducted by unstructured or semi-structured techniques. Some of the sources for collecting data included in this study are individual interviews with the English teachers, a questionnaire for students and the class observations made in a determined period.

The reason why this approach was selected is that the focus of this research is to explore the attitudes and behaviour of students toward English activities implemented in order to manage students' behaviour in the English class. So, perceptions, opinions, and suggestions from participants must be considered to improve the teaching of English to students with similar characteristics.

Also, as mentioned before, this is a case study because it only focuses on a specific group of students; so, it seems reasonable to assume that it was chosen to know and understand how students behave; which could be the possible causes of that and what kind of strategies,

activities and materials the professor uses for managing disruptive behavior during the English class.

3.3 Setting and participants

This study takes place at the private elementary school “Emilia Ferreiro”, located in San Cosme Mazatecochco, Tlaxcala. This school has a low number of students being a total of 38 of different grades and ages.

The school provides two special classrooms because students must take two hours of English classes per day; in consequence, two teachers are attending four groups each one, to cover the syllabus of the subject.

The English programs are based on the book “Family and friends” from Oxford University Press, which implied cross-curricular lessons presented in natural, real-life contexts. They also focus on levels preA1 to B2 according to the Common European Framework of Reference for languages (CEFR).

For this research, the complete population (3 teachers and 19 students) was taken as a sample because the number of participants was limited. Furthermore, for this research project, the teachers’ profile was only focused on those who give English as a subject for elementary school in grades 1st to 6th due to the objectives of this thesis. As well as those who worked at this school for at least three months.

Additionally, the information provided by the sample was completely confidential and anonymous. In general, the sample was composed of three women teachers. As well as nine girls and ten boys.

The corresponding research instrument was applied to all of them with the required agreement (in case of teachers) and permission of the parents (in case of students). Furthermore, students responded positively, facing the instrument applied, as well as with honesty and commitment.

3.4 Instrument

The instrument of this research project was composed of three elements: the formers are direct observations based on an observation format (see Appendix A); that was applied in three different sessions per teacher. Moreover, phone interviews with the teachers were made (see appendix B) they answered the questions as extensively as they could. Finally, questionnaires for students (See appendix C) were applied by phone calls to look for more specific information.

Direct observation

The objective of this instrument was to obtain accurate information about what materials, strategies, and activities the teachers use to maintain group control and manage disruptive behavior in the English class.

Also, this instrument allows us to get information about the attitudes and behavior that students present during the class toward games and attractive materials, as well as the activities that teachers propose to their students and how students carry them out.

Observations consist in paying attention to what is happening inside the classroom in a passive way. Through this, students can do what they usually do without being disturbed by the observer.

Interviews

This instrument was chosen to get complete information about the topic from the teachers' perspective. Based on the time and space it takes to write a response, it was decided to make a personal phone call to each participant. In this way, it is assumed teachers were not limited in their answers.

Questionnaires

The objective of this instrument is to gather students' perceptions about the activities, games, materials, and resources that teachers use in class, if those like them and let them learn English as a foreign language.

This instrument is answered by students only. Also, this questionnaire has an open-questions section; because through this, it is possible to know about what are the specific games or activities that they enjoy doing in class.

It is essential to state that the instrument was completely anonymous and the required permission from parents was obtained.

3.5 Data Collection Procedures

For this research project, the first step was to request permission from the principal of the private elementary school to observe a specific number of classes from her English teachers and take notes; who accepted without any hesitation. So, after the principal provided the schedules of each English teacher and immediately, an appointment was accomplished for observing their classes.

It is necessary to mention that due to the context and time; the period to apply the instrument (observation formats) was from January 13th to January 31st

Also, it is imperative to remark that after that, the pandemic global situation modified the means to apply the subsequent instruments to students and teachers. So, the best mode to apply then became a phone call.

After the principal provided the telephone numbers of each English teacher, the second step was to interview each participant, explain the research project in general, and establish the conditions of the study

Then, the instrument was given to each participant, and the instructions were given to answer it. Finally, the questionnaires were collected, analyzed, and interpreted.

3.6 Data Analysis Procedures

For analyzing the data collected from the sample, three different instruments were applied. First, a behavior observation format was used, and this includes items related with:

- Lesson structure.
- Classroom management strategies.
- Types of teaching activities.
- General student's attitudes and behavior.
- Student's attitudes and behavior toward games; etc.

To analyze it, the items were classified into three categories: teacher's performance, teacher's strategies and techniques and behavior. Then, tables were drawn and interpreted to get answers to each research questions.

After; a questionnaire was applied to students. To analyze it, the questions were classified according to each research question. Then, the data were interpreted, and after, conclusions were drawn.

The following chart shows how the questions from the instrument were classified to answer each research question, and finally, this thesis could have a general conclusion about classroom management in *Escuela Privada “Emilia Ferreiro”*.

Finally, an interview with teachers was performed. By this, it seems possible to get data related to these issues:

- How often disruptive behavioural problems are presented in class.
- Student's attitudes or signals for disruptive behavior.
- Strategies or activities implemented to deal with them.
- Use of games in the lessons.
- Students' attitudes and behavior toward games in English classes.

The responses from teachers were classified related to research questions too, the graphs were drawn and described, finally, data were interpreted.

3.7 Conclusion

This chapter presented the reasons for the chosen research design, method, and how the data was collected, analyzed, and interpreted. Moreover, it explained the characteristics of the sample and the processes to get and analyze the findings.

The following chapter will explain the results that were found and the interpretation of the results to get a better understanding of classroom management in this context and the attitudes and behavior of students toward the use of games in their English classes.

CHAPTER IV: RESULTS

4.1 Introduction

The following chapter presents the data gathered. It shows the classification of the research questions according to the instrument and also the interpretation of the results presented in tables.

At the same time, the results were corroborated by different authors mentioned in the literature review. This fact gives clear support to the study and especially to the findings of this study.

4.2 Results from teachers' questionnaire

In this section, the perceptions and opinions obtained from teachers' interviews (See appendix A) will be presented, analyzed, discussed, and interpreted. The information will be submitted question by question and participant by participant.

Q.1 How often did you deal with disruptive behavior or behavioral problems in your primary classes?

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>Daily</i> <i>Depending on the group context.</i>	<i>Frequently: two or three times a week.</i> <i>Depending on group characteristics.</i>	<i>Daily</i> <i>Disruptive students are not always the same. Depends on classroom conditions and schedules.</i>

Previous chart shows that participants (A, B,C) agreed with the fact that disruptive behavior occurs frequently; however, the possible causes, students, grades and groups that present this inappropriate behavior are not the same.

According to Sprick & Howard (1995), some students are very skilled at gaining attention; however, teachers should make sure the students who are being “disruptive” receive more satisfying attention when they behave cooperatively instead of disruptive.

Q2. Which were the most common student’s disruptive behavior attitudes in your class? Please list them and give examples

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>-Lack of motivation and concentration.</i> <i>-Negative attitudes toward activities.</i>	<i>-Lack of attention and recognition of authority.</i> <i>-Disobedience and irresponsibility .</i> <i>- Signs of rudeness.</i>	<i>-Disobedience and lack of concentration.</i> <i>-Indifference to school affairs.</i> <i>- Signs of rudeness.</i>

Children that present disruptive behavior show patterns of anger, defiance, backtalk, trouble managing and regulating their emotions, and rude behavior toward others; even adults. (Lee, 2020).

In this case, teachers' observations about students' attitudes and behavior agreed with the description of disruptive behavior mentioned above. Therefore, it could be assumed disruptive behavior is presented in class.

Q3. Which strategies or activities have you implemented to deal with them?

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>-Improvement of teaching.</i> <i>-Implementation of games, songs, active breaks, videos and more to motivate them.</i>	<i>-Making the class more interesting and getting children's attention through attractive materials.</i> <i>- Implementation of songs and games.</i>	<i>-Implementation of songs, videos and games.</i> <i>-Use of encouragement material such as visual charts and star stickers.</i>

Based on teachers' answers, it can be argued that students should be encouraged and motivated in English class. According to Dörnyei (2001, p. 42) it is necessary to create a comfortable, pleasant, and supportive atmosphere by motivating pupils to be actively engaged into the language process and classroom, to participate and study with vigor and anxiety, as well as demonstrate perseverance and effort instead of boredom or uninterest.

Similarly, Phillips (1993) claims to avoid written activities; instead of those, teachers could use songs with actions, games, TPR activities and tasks that involve coloring, cutting, sticking,

and repetitive stories and speaking activities. All of these can maintain a high degree of motivation and make the English class more enjoyable.

Q4. How often do you use games in your lessons? What are the purposes of them?

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>In every lesson. For learning purposes; besides motivation and enjoyment.</i>	<i>Daily lessons. For thematic purposes, relaxing and releasing energy into students.</i>	<i>Everyday To motivate and encourage learners' learning and participation. To reinforce previous knowledge about any topic.</i>

The chart above, shows participants agreed they use games with a specific purpose; this could be for motivating and stimulating students or to introduce and reinforce themes. Authors like Carrier (1980) suggest specific stages: the beginning, middle, and end of the lesson where games can be applied.

Others claim that games can be used at any moment of the class if they have a specific purpose and are carefully chosen. "Games should be positive at any moment they are applied because this makes students enjoy the activity while they have a "hidden" useful practice". (Martínez, et al., 2007, p.52)

Q.5 What were students' attitudes and behavior before and after the implementation of games in English classes?

Participants	Teacher A	Teacher B	Teacher C
Before games	<i>Students showed boredom and little learning retention.</i>	<i>Children were restless and distracted.</i>	<i>Students were distracted and bored.</i>
After games	<i>Students looked more relaxed and got meaningful learning.</i>	<i>Children looked relaxed and willing to participate.</i>	<i>Students participated actively.</i>

Based on this chart, teachers agreed that using games to motivate students let them manage the class and get students' interest and willingness for learning. Therefore, motivation might be a primordial part of classroom management. Dörnyei (2001) states that motivation involves pupils participating and studying with vigor and willingness, as well as demonstrating good attitudes, perseverance, and effort instead of boredom or uninterest.

Along with this, attractive activities such as games would let teachers change the mood of students during the class, even when they are very short. Consequently, "games could be good options for children's motivation and joy because they enjoy games; in consequence, they participate without anxiety. (Spodek, 1972).

Q.6. Did you prepare special materials for the games? Please give examples

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>Usually not.</i> <i>1. Classical materials are used: board, flashcards, balls, etc</i> <i>2. Students make and bring their own materials.</i>	<i>Very often.</i> <i>1. I create my own materials when it's necessary.</i> <i>2. I use material and resources provided by the school.</i>	<i>Sometimes</i> <i>1. I prepare my own materials (Physical and digital)</i> <i>2. I ask students for the materials required</i>

This table shows that teachers create their own teaching materials when it is primordial. However, they use the material given by school or those materials which are essential inside the classroom; such as markers, board, flashcards, balls, paper, etc., and they adapt them according to their needs and topics. Additionally, teachers ask students for extra materials when it is necessary.

Consequently, creating materials for children's language learning could be very valuable due to these materials may be suitable for different learning styles and needs. "We can use teaching materials from the textbook or prepare our own. In addition, we can make the activity more interesting for children by giving them some space for their own creativity". *The teacher.* (2012).

Q. 7. How game's material and classroom condition impacted classroom management for primary school learners?

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>The use of materials is extremely important because:</i> <i>-Students immerse in the foreign languages.</i> <i>-Students contextualize into the English class.</i>	<i>Materials have a positive effect, because:</i> <i>-They are a support to teach students with different learning styles.</i> <i>- They are a tool to motivate students.</i>	<i>Materials can have positive and negative impacts, because:</i> <i>-Materials might be a learning resource for some students; however, for others, they can be a distractor.</i>

This chart shows that teachers agreed about a positive impact for school learners when they see and have different materials in the classroom because in their experience, teaching materials can facilitate students' learning through motivation and contextualization.

“The role of teaching materials is potentially more positive. They can, for example, be a useful form of professional development for teachers and foster autonomous learning strategies in students.” (Crawford, 1995, p. 25)

Materials and resources might have different uses and purposes based on the approaches and methods teachers work on; interviewed teachers coincided on the claim that it is important children may see visual aids to have a better understanding and preserve learning.

Richards & Rodgers (2014) explain that the role of materials is different from approach to approach. For example, SLT (Situational Language Teaching) is dependent on visual aids; such as flashcards, pictures, charts, etc.; for students' learning development.

Alternatively, CLT (Communicative Language Teaching) materials focus on both; teachers and students, providing a way of influencing the quality of classroom interaction and language use through different types of materials (Richards & Rodgers, 2014), which is important to maintain a good classroom management condition.

Q.8 How important do you consider the necessity of good classroom management or group control when you work with children?

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>It is essential because the teacher is the basis of learning and the guide of a class; if a teacher does not have control and management then he cannot achieve learning in his or her students.</i>	<i>It is very important because children's attention span is short and we need to implement many activities in order that children do not get tired or bored.</i> <i>It is elementary that children learn about limits and comprehend that the teacher is the</i>	<i>It is crucial because it is natural that pupils want to play and talk with others; however, they must learn that there are schedules for every activity; we can play and talk in class but there are specific moments and times to do it. Otherwise, class would be a mess.</i>

	<i>Good classroom management is primordial and only is achieved through trust, patience, and knowledge of how students are.</i>	<i>authority and guide in class; If you lose that control, pupils will not have the respect to follow you and learning objectives will not be reached.</i>	
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Teachers' responses agreed that it is crucial to have good classroom management when working with children, because they consider it the learning basis. In addition, teachers perceive their role as a guide and authority for pupils, they are the ones who lead and manage the class; the reason why they deserve respect.

On the other hand, teachers' perceptions toward students are similar; they agree that children have a short attention span, they distract easily and like to play and talk with others. Consequently; it is required to have a diversity of activities and group control strategies.

Moreover; teachers think that children must learn about limits. Therefore, discipline is a term that should be considered for group control or classroom management. Spodek (1972 p.249-251) suggests some steps teachers should follow in order to develop an approach to discipline:

Step one: Children should know the behaviors expected by the teacher and the reasons for rules or behaving in certain ways.

Step two: Students should have opportunities to observe and practice proper behavior.

Step three: teachers must be aware that children may not follow the rules from the first time and they have to behave with consistency as a model for pupils.

Q.9. Do you consider it is crucial to have at hand games, didactic materials, visual aids; etc., for early childhood education?

Participants	Teacher A	Teacher B	Teacher C
Responses	<i>I consider that from the beginning choose the appropriate material for your students and choose activities that help you increase or develop the English language skills and vocabulary.</i> <i>It is also essential that you identify the place where the materials are located and which of them could be useful for you and your</i>	<i>Sure; it is very important to prepare a variety of materials that catches students' attention.</i> <i>Also, teachers must look for material for all types of learning and vary them in order that everyone has the opportunity to improve and get the best for their learning process.</i> <i>It is also important to make quality materials for future practice. Also, school materials can be adapted to the students.</i> <i>The use of games is also</i>	<i>Of course, because children need to see colors, touch things, see pictures, watch videos; any material that catches their attention but at the same time help them in their learning process.</i> <i>As teachers, we have to be well prepared and have some strategies at hand that let students achieve knowledge."</i>

	<i>students during the school year.</i>	<i>important to use as motivation or incentive.</i>	
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Based on this chart, teachers' opinions about the importance of using games, didactic materials and visual aids when teaching young learners is very important, because they are essential tools for teaching practice and students' learning process. Interviewed teachers agreed that teaching and visual materials may catch students' attention, support their learning and communication; as well as facilitating teaching practice.

Some authors suggest that teachers should use a variety of visual resources to complement their lessons. According to Kumar (2017, p.7), materials "should be attractive in terms of appearance, user friendliness and durability"; if any material possesses these characteristics definitely they will produce positive results in the classroom.

"Games are interesting tools, they can help to improve teaching and learning processes which improve communication and social skills in the students indirectly. Games can also make the classroom very lively and interactive". (ibid. P.9)

It can thus be concluded that it is crucial to propose dynamic activities, games, didactic materials and visual aids to disable the monotonous learning methods for early childhood education.

4.3 Results from students' questionnaire

In this part, the results from the students' questionnaire are presented, analyzed, discussed and interpreted. The information will be presented question by question and subsequently item by item. In this way, a connection among the research questions and students' answers can be obtained.

Student's questionnaire was divided into four sections but with three main purposes. The former, sections 1 and 3 (See Appendix B) to get information about participant's attitudes toward games and attractive materials proposed by their teacher in class. The second; section 2, to know about the materials used by the teacher. Finally, the third purpose is based on section 4, to get a general idea about students' likes and needs in order to improve their English classes. (see R.Qs. 1 & 2)

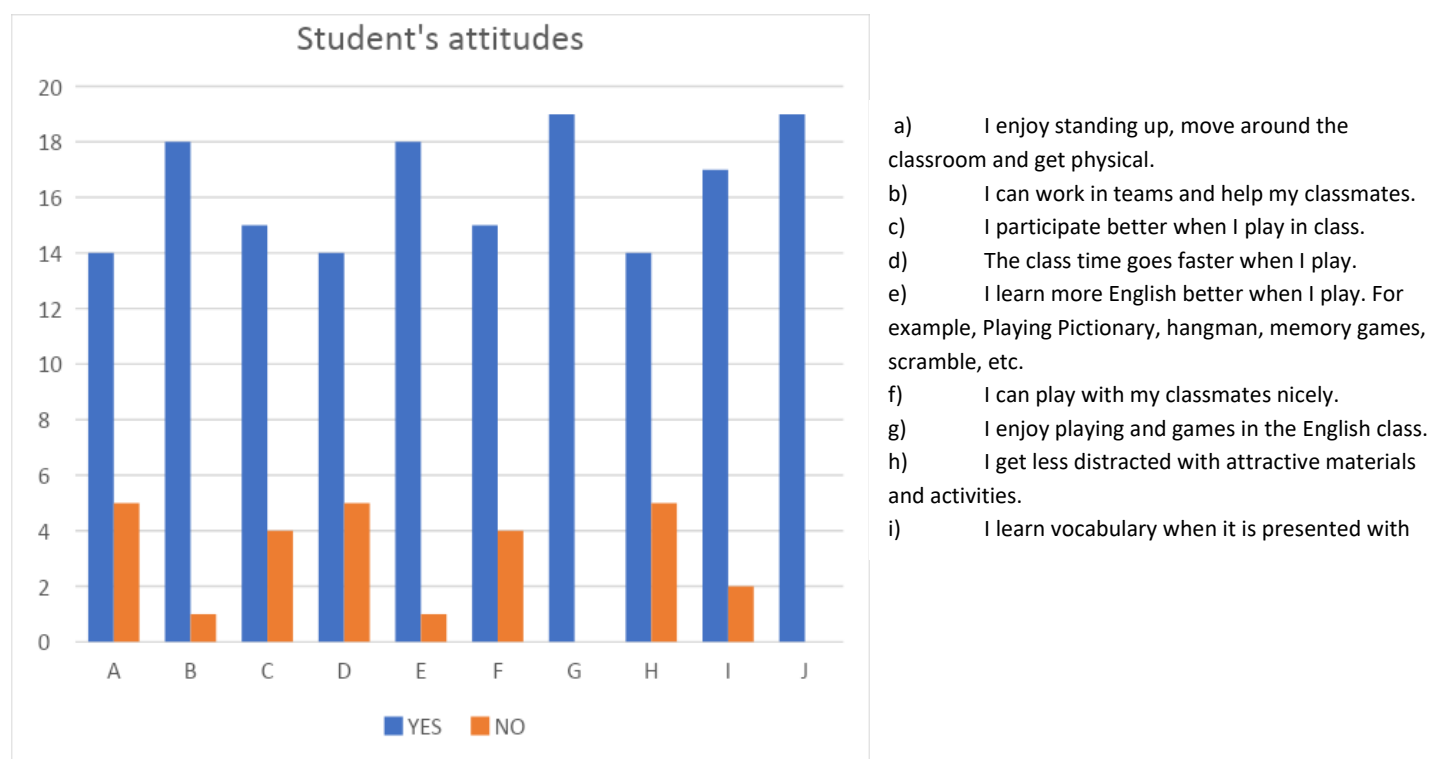


Figure 1. Students' attitude toward the English class.

As it can be perceived, participants' responses about their involvement in class are more positive than negative; 14 students agreed they enjoy moving around the classroom without being static, they can play friendly and get less distracted with attractive materials and activities, while only 5 of them disagreed.

Similarly, 18 pupils are able to work in teams and learn better when playing games while just one of them does not.

Alternatively, figure shows 15 students participate actively when activities involve play and games, on the contrary, 4 of them do not; 19 of them enjoy those games and 17 students prefer to learn new words using realia. However, all of them love their English classes.

Games provide the opportunity for learners to experience language rather than only study it. Games involve emotions; thus, the meaning of language is more vividly experienced. (Wright et al., 2016)

On the other hand, related to research question number two, students checked on the questionnaire the perceptions about classroom management proposed by their teacher. The results are divided by genre as the following charts show.

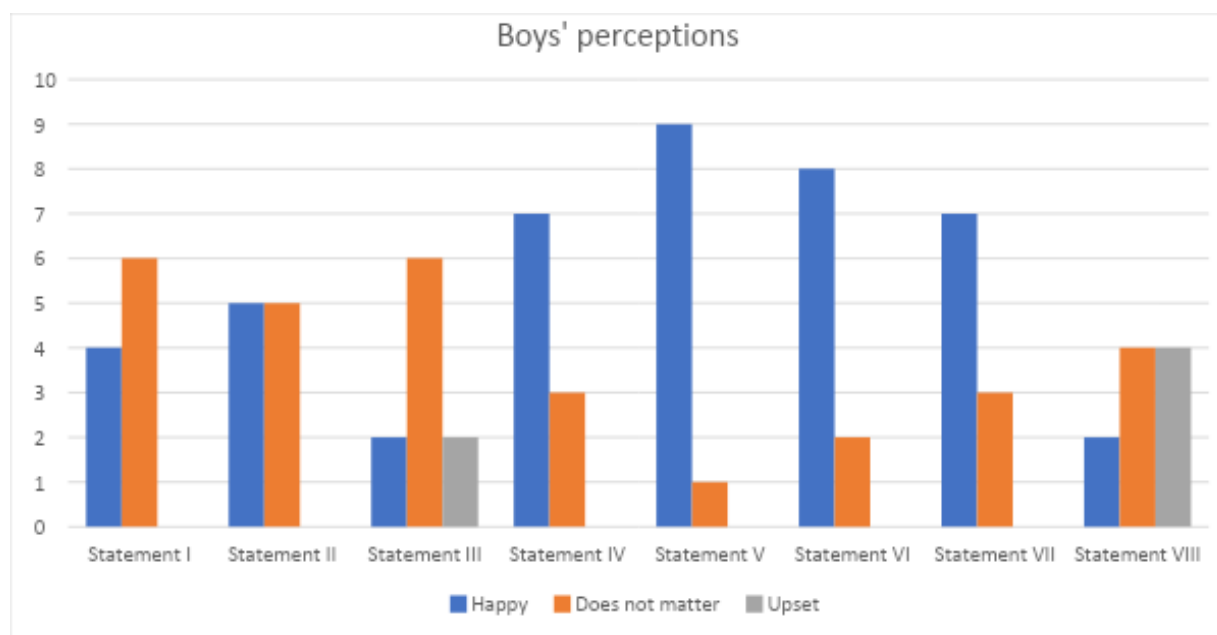


Figure 2. Male students' perceptions about classroom management.

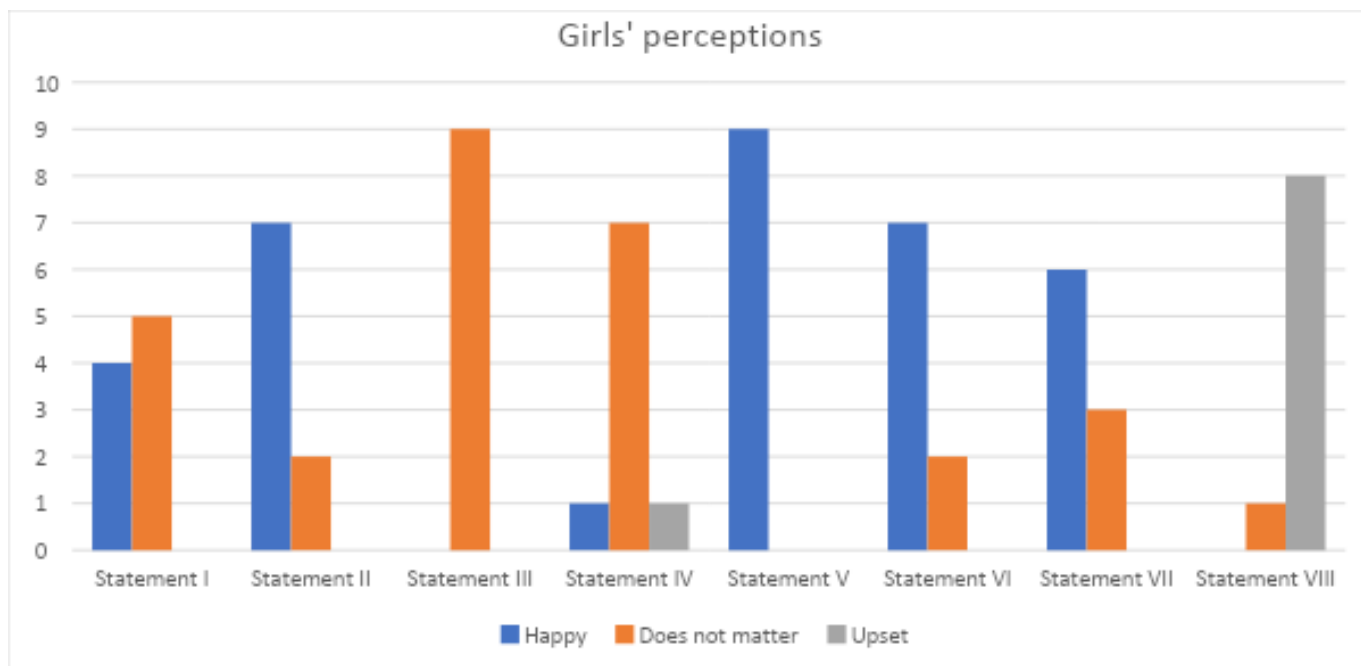


Figure 3. Female students' perceptions about classroom management.

As it can be perceived; both, boys and girls behave similarly inside the classroom. Figures 2 and 3 show a tendency from both genres to be cooperative, participative and helper when the teacher asks for it (statement I). However, when students help and support each other; girls seem to assist their classmates in a more pleasant manner than boys (statement II).

Students' perceptions about the time they spend inactive refers to the activities they do by sitting for a long time. Previous charts suggest that male students need more movement and lively activities than females. Only two students stated discomfort and trouble when they spend too much time sitting in their chairs.

Statements four, five and six; discuss the role of games for students in the English class; figures 2 and 3 indicate that the majority of boys feel happier when the activities involve games and dynamism; while girls are perceived indifferent to the use of games in the classroom.

Last statements; seven and eight, illustrate children have a spirit of competence, especially in games. Figures above show that pupils feel happy when they excel at games or on the contrary; they feel mad when they do not. Girls are even shown to be more prone to get upset if they fail to stand out or win in such activities.

It must be completely normal that children play around because it is part of the natural energy and creativity of all human beings; even adults need to be in movement. However, some teachers interpret this as ill-discipline when sometimes, this kind of behavior is just a response to boredom or a possible teacher's attack. (Scrivener, 2012)

The following charts are associated with research question number three, referring to the impact of materials, classroom conditions, games and dynamic activities on students. First, pupils selected the materials, resources and strategies their teachers use the most during the class. The results can be perceived in the subsequent graph:

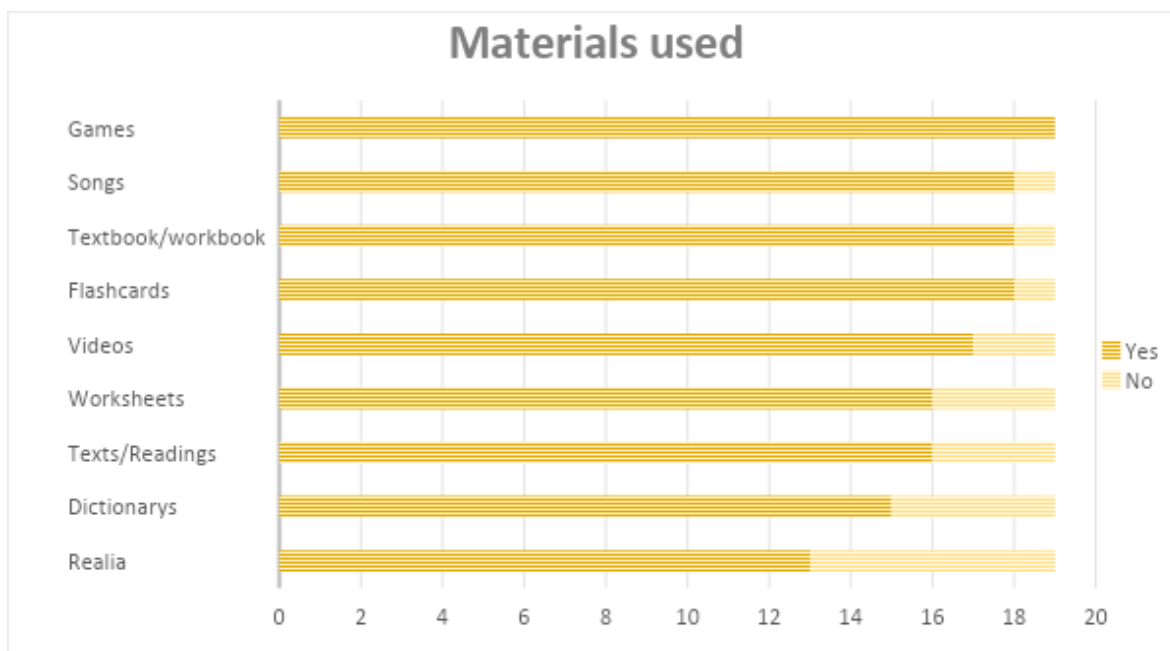


Figure 4. Students' selection about materials most used in class.

Previous chart illustrates that all the participants agreed that games are used constantly by teachers in their lessons. Eighteen of them agree that songs, student's books and workbooks with their flashcards, are resources their teachers often use to support their classes.

The materials and resources less used during the class according to the students, are videos, worksheets, texts or readings as well as dictionaries and realia.

Based on students' answers it might be assumed that teachers use all the resources and materials which help them in their teaching practice; since the simplest ones such as realia or more elaborate as worksheets and games.

It is imperative to remember that "materials" are considered as any object or media that can help students in the process of learning, this includes textbooks, media, worksheets, flashcards; even a board and a marker. Therefore, materials must be associated with anything that can help students or teachers to facilitate the learning of a language. (Tomlinson. 2nd edition 2021; p. 2)

Figures 5 ,6, 7 and 8 are closely related among them and RQ's number two and three as well. These two illustrations depict which are the activities more enjoyable for students to perform during the English class.

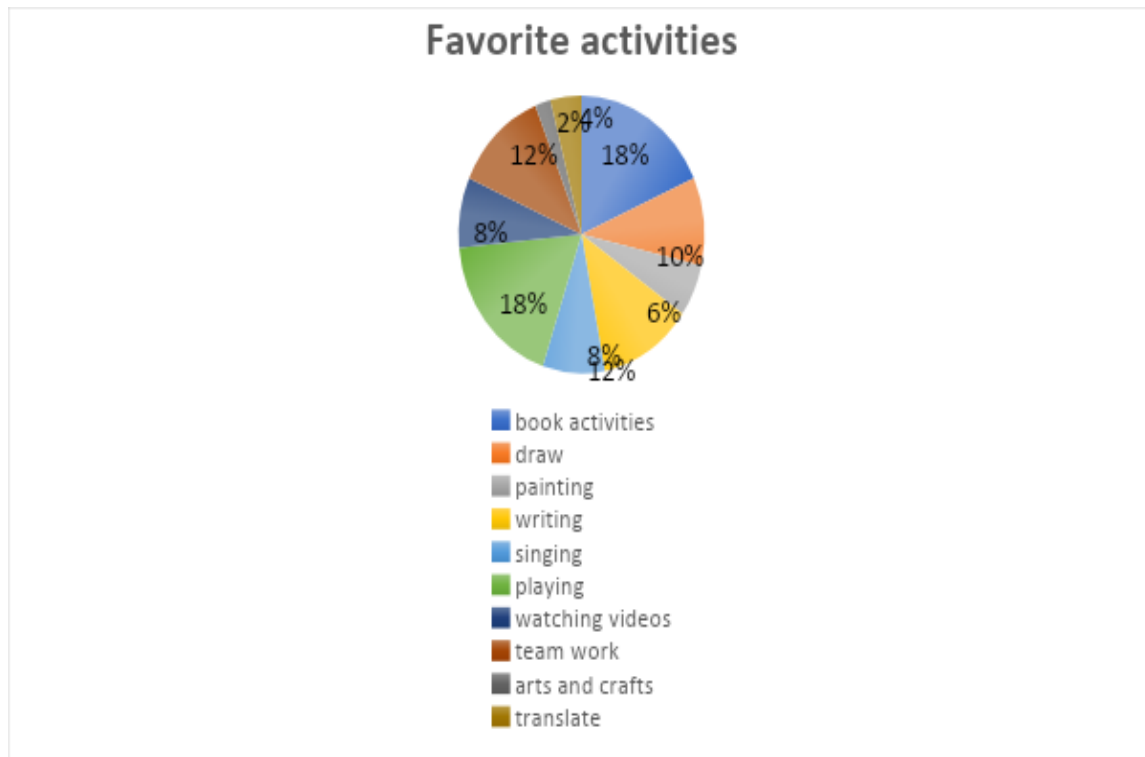


Figure 5. Students' favorite activities for the English class.

Based on this; the figure above shows that 19% of the participants like to do book activities and play; followed by the option to have writing activities and work in teams (12%). 10 % of the students agree that drawing activities; singing and watching videos (8%) are pleasant activities to carry out during the class.

On the other hand; this figure shows the least enjoyable activities for students are painting 6%; translating texts (4%) and working with arts and crafts (2%).

According to Dörnyei (2001, p. 42) it is necessary to create a comfortable, pleasant and supportive atmosphere by bringing in and encouraging humor. Also, to encourage learners to personalize the classroom environment according to their needs.

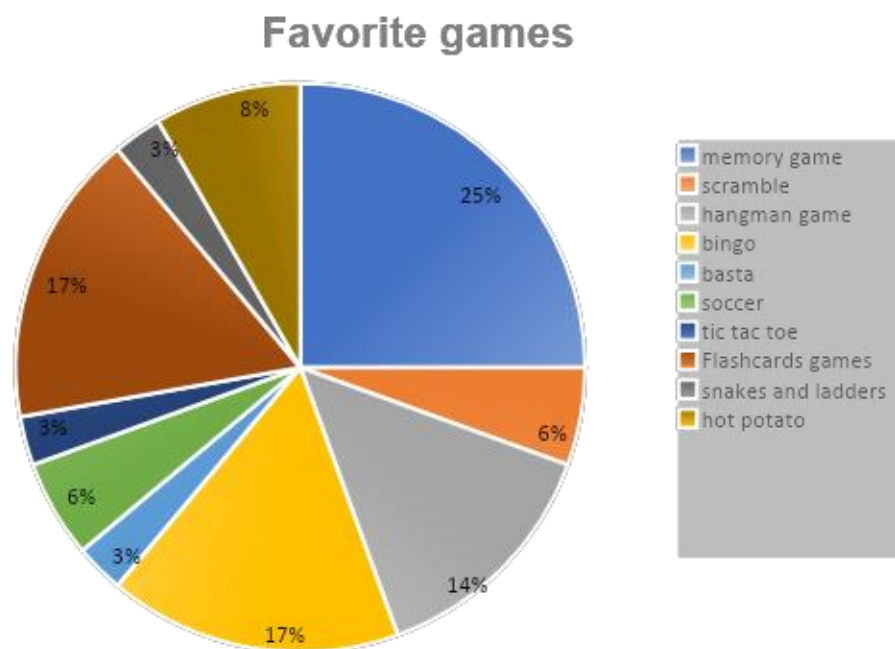


Figure 6. Students' favorite games.

As mentioned before; 19% percent of participants enjoy when teachers implement games for foreign language teaching and learning; among these games, excel memory games (25%); flashcards games, bingo (17%) and hangman games (14%).

Hot potato (8%) is an interesting game which students like to play but not as the formers, followed by other games as scramble (5%); soccer (5%); snakes and ladders, tic tac toe and "basta" with only 3% percent which lack of students' interest.

Games are enjoyable. Games can motivate children greatly and being familiar to children as regards structure, rules, etc. Also, games can be more pleasant, informal and could create a relaxing atmosphere which may let students interact and cooperate with each other in order to favor the foreign language learning. (Lee, 1979)

The following chart is closely related with students' response about the activities they prefer to do in the English class. As mentioned above, 19% of the participants enjoy doing

activities from books (student's book and workbook). However, the reasons why they like to do them are revealed in the following graph:

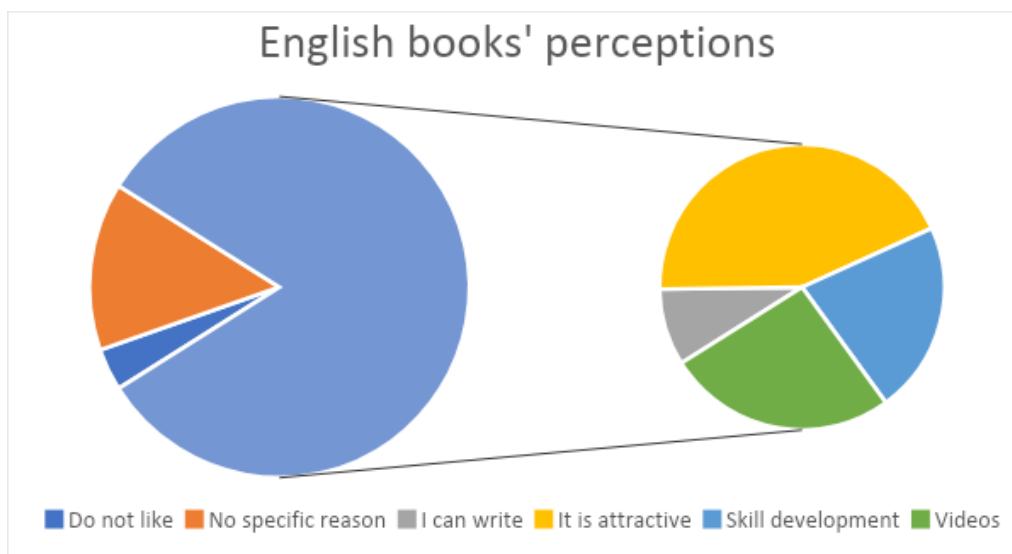


Figure 7. Students' perceptions about the English books.

On section 4; item "c" (see Appendix B); four students claimed they like their textbook without a specific reason; on the contrary, one student expressed disgust for it. The remaining 23 opinions (this amount is higher than participants due to some pupils stated more than a reason) reflect that student's perceptions about the book are:

- The format is attractive, easy and understandable.
- Videos, songs and games included in their English books and resources are interesting and pleasant.
- The variety of activities from books are attractive; because they can practice the four skills through them; specially, writing skill.

Last figures (8 & 9) depict the sort of activities students like and would like to have in their English lessons. The first graph shows the reasons why students liked previous classes. Five

participants could not remember them.



Figure 8. Students' positive reasons about English activities in class.

The reasons they like English classes are the following:

- ... the teacher uses games as an opportunity to learn and enjoy the class.
- ... the use of media (videos) is an attractive resource for students.
- ... students seem to be competitive. Therefore, they love when their teacher proposes competitions inside the classroom.
- ... they do not like to be static, so it is pleasant when they can move in class or make experiments.

It is assumed that children learn differently from adults; so they can learn through play, through activity; it means, by movements and exploration of the world by means of their own self-generated discovery in every single aspect of their context. (Chazan, Laing & Harper, 1987).

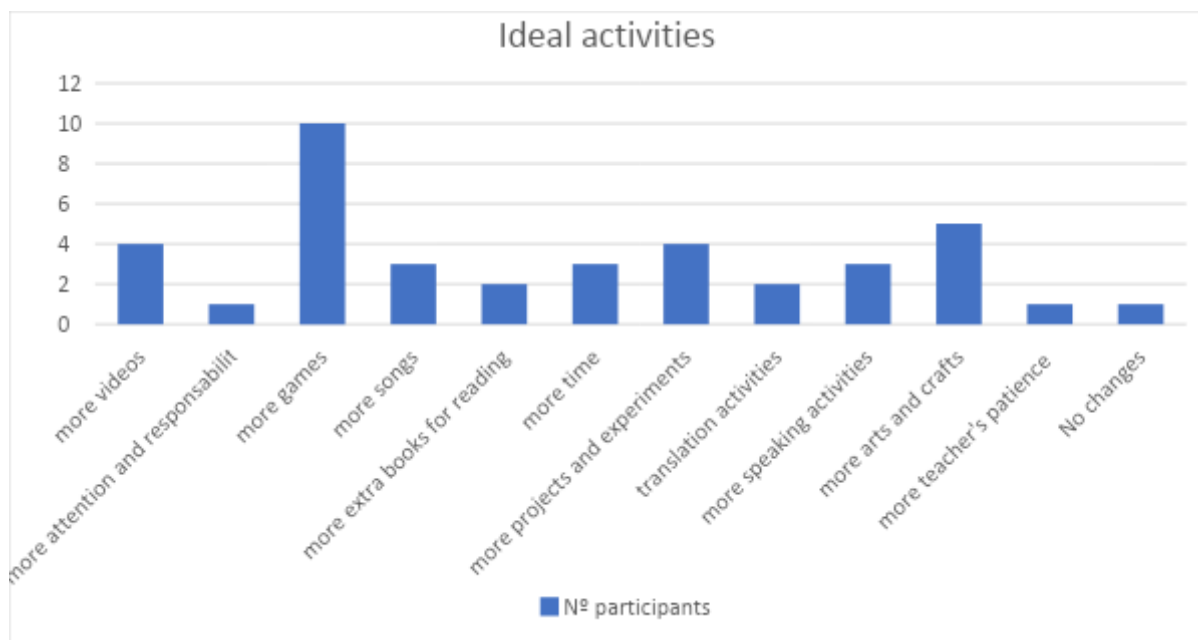


Figure 9. Students' perceptions about ideal activities for future lessons.

According to this graph, ten participants agreed that they would like to watch more videos for future classes; five of them would like to put into practice creativity with arts and craft activities. Three different students exposed the English class time should be longer, with more speaking activities and songs.

Additionally, this figure shows the activities pupils would like to do in class; such as projects and experiments (4 Ss), translation and speaking activities (2, 3 Ss).

“Tell me and I forget, teach me and I remember, involve me and I learn.” Benjamín Franklin.

4.4 Results from class observation formats

In this section, the observations carried out to collect data and information are described in detail.

Ten class observations were held considering the categories: class performance and management by teacher; as well as students' performance in class. The results will be presented

according to these categories; teacher by teacher and item by

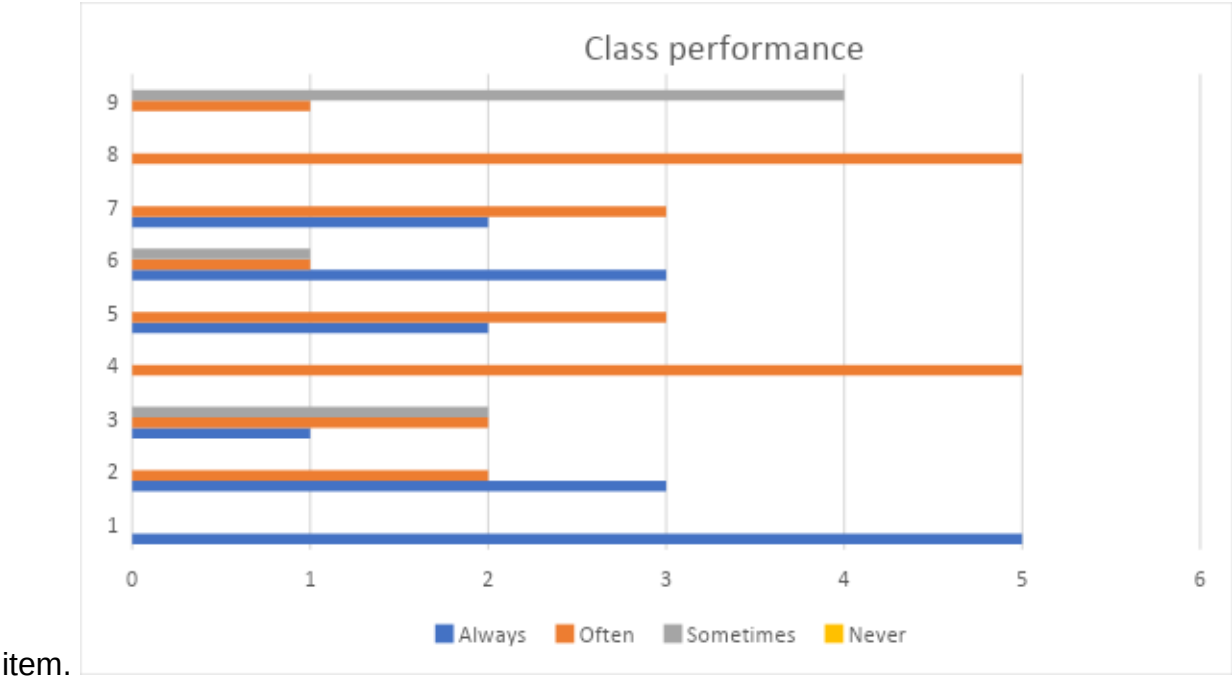


Figure 10. Class performance and management by Teacher A.

Figure 10 shows the performance in class for teacher A. According to this, item 1 demonstrates that all the lessons have a beginning activity in order to engage pupils into the English language class. At this point, teacher A tried to get students' attention for the new topic and practiced previous learning.

Item 2 refers to the explanations that the teacher gives to the learners; if they are comprehensible or not. This figure depicts that for the majority of the classes, the teacher explains clearly, therefore it is understandable.

Subsequent item, number 3 demonstrates that teacher A often closed the class with an activity that helps her to emphasize the new students' input; such as an opened- ended questions, games or brainstorming activities.

For items 4 and 5; the figure depicts the teacher's control and distribution of the class are properly managed based on the lesson objective and the class is continuously monitored.

On the other hand, the study shows (item 9) that didactic material is sometimes used in class for involving students into an exciting and interesting class; also, to generate a better and clearer understanding of the topic.

Finally; items 6, 7 and 8, illustrate that teacher A always proposes different types of working: individually, pair and group working, depending on the lesson purposes; an example of this is a game or dynamic activity performed in class. At this point, figure 10 shows the use of these types of activities often occurs with a specific reason; it could be as a stimulus or for a learning purpose.

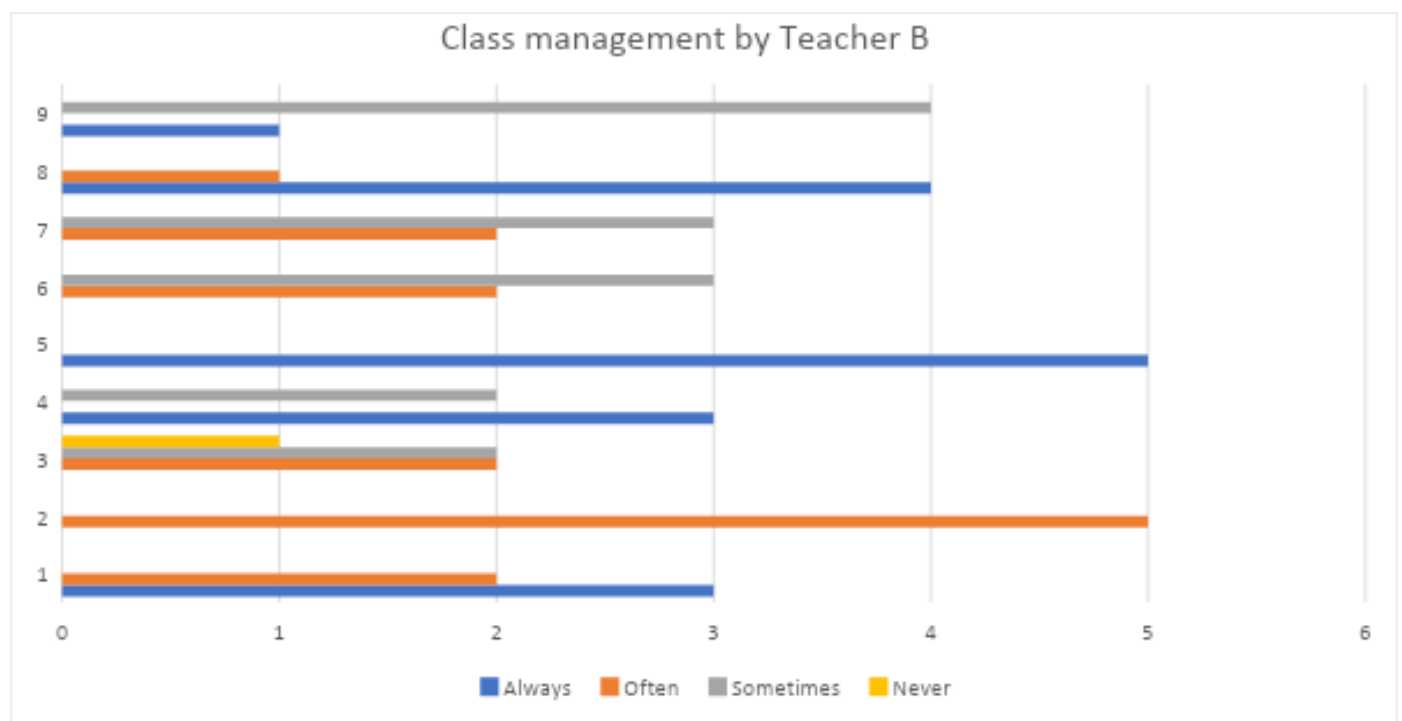


Figure 11 Class performance and management by Teacher B.

The previous figure shows that from observed classes; teacher B often starts the class with an initial activity: it could be a game, brainstorming, songs, videos or any other type of opening activity to contextualize her students into the new lesson.

Item 2 reflects that the teacher's explanations are often clear and comprehensible; she even uses flashcards to give a clearer explanation of the topic.

Subsequent items: 3, 4 and 5 makes reference to the class plan. Based on the observation; teacher B often prepares an activity to close the class, by reminding the knowledge acquired in the present lesson. Also, the class time usually is used and managed based on lesson activities and objectives and the class is always monitored continuously.

Following items: 6,7, 8 and 9 are related to class activities and material. For item 6, Teacher B usually elicits students to be able to work individually, in pairs or teams. However, when students work in teams, the class seems to be hard to manage because not all of the students are able to get on with others.

Items 7 and 8 depict games that sometimes are performed in class but always have a specific purpose; for example as reinforcement of the topic; a stimulus for working or getting concentrated in class, or even as a leisure activity to relax students after a hard class journey. Finally, Item 9 refers to the use of didactic and attractive materials; which are sometimes proposed and used by the teacher.

The subsequent charts depict how students get involved in-class activities and their performance in class. The charts are presented and described in detail. The students are divided into two groups: Students A, who belong to Teacher A (It does not matter if they are from different grades). And the second group; Students B whose teacher is Teacher B.

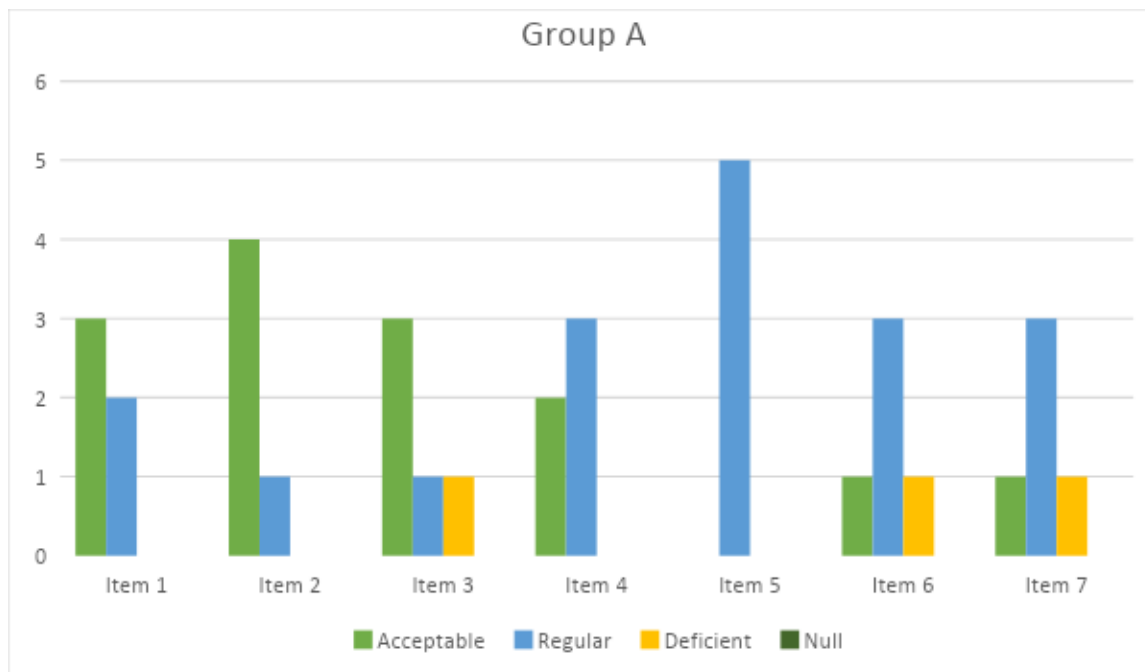


Figure 12. Teacher A's students' performance in class.

Based on the observation instrument used for this research; the results about how students behave and develop in class show the following:

- Students' participation is acceptable; they ask for doubts, express ideas clearly and give opinions without pressure. It also occurred that in two of the classes; students' participation was not as active as the other lessons; however, the possible reasons could not be detected.
- Students' attitudes toward games and attractive materials seemed to be very acceptable due to when the teacher took out materials to perform the activity, the excitement on students' faces raised immediately.
- For item 4; two classes were motivating for students and the rest of them were a little interesting, especially when they put into practice output skills: reading and speaking or when pupils faced critical thinking activities.

- Items number 5 and number 7 are closely related because these try to show how students participate in class; it could be to make comments or contribute with new ideas or doubts raised, On the other hand students seemed to have short attention span. Added to this; students acted restless and naughty during class.

Finally, item 6 demonstrates how much students are able to work during the various activities that teacher B proposes. The previous chart shows that at the beginning, students work in teams in an acceptable way.

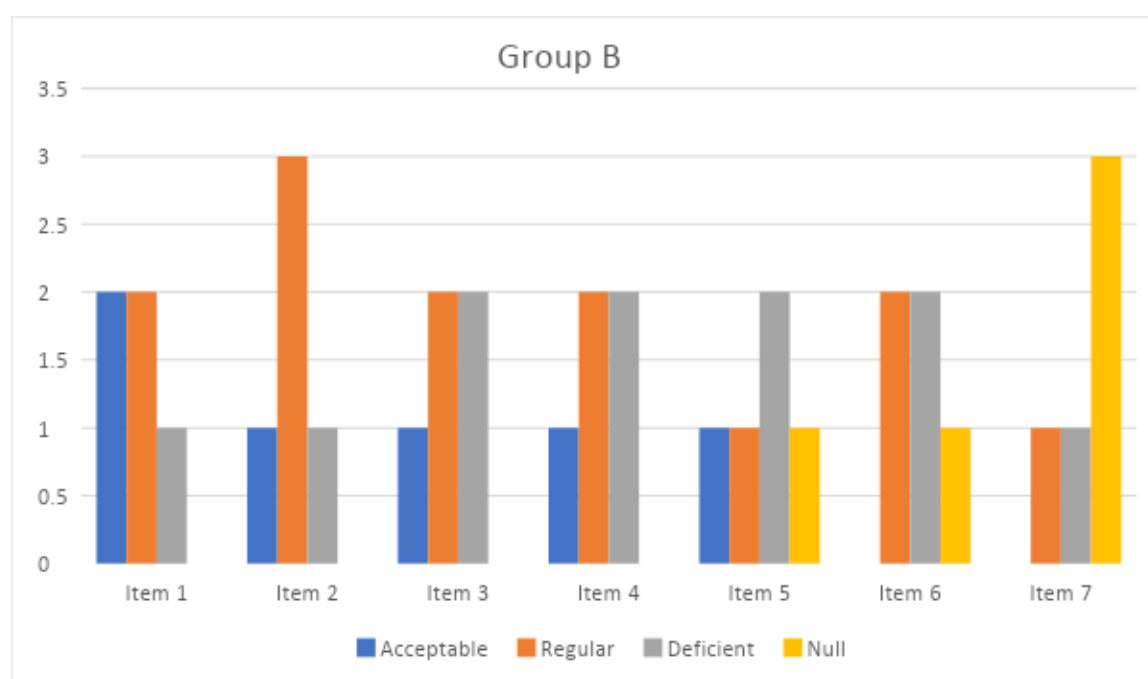


Figure 13 Teacher B student's performance in class.

Last figure represents how students act during teacher B classes. Showing the following:

- Students participated regularly and acceptably; only on one occasion they seemed to be “tedious” or “boring” during the class. Some possible reasons for this behavior are class time or the amount of students and their behavior.
- The majority of students' attitudes toward games are perceived as good and acceptable; that positive attitude can be closely related to the class environment because sometimes

students show boredom and sleep; thus, games become an excellent opportunity to get active.

- Generally, students seem to have a regular attitude toward the use of attractive materials and resources. However, for some students, these materials and resources seem to be deficient or unimportant in the English class.
- Interest and motivation play an important role for students. Nevertheless, according to class observations these elements seem to be deficient; so it might be one of the reasons for students' bad behavior.
- Items 5 and 7 make reference to students' development in the English class, showing that most of the time, pupils have a short attention span and do not ask about their doubts.
- Finally; item 6 depicts that students have a regular willingness to collaborate with classmates to do certain activities; however, disposition is not always presented in class, sometimes is deficient.

4.5 Conclusion

To interpret and analyze the data, this chapter has presented the answers to the three research questions of this thesis. Besides, the interpretation of the findings was supported by some authors who were part of the literature review to have a complete understanding of the sample's experiences and perceptions by corroborating them.

The following and last chapter provide the conclusions of this research as well as some suggestions to future researchers.

CHAPTER V

5.1 Introduction

Children by nature enjoy playing; especially the little ones. Through this study, the role of games as a strategy to manage disruptive behavior in primary school learners was determined.

This chapter involves the answers to the research questions and a discussion about the major findings regarding the strategies that teachers implement to work with bad behavior in primary school learners. Also, an analysis about contributions, limitations and suggestions for further research will be presented.

5.2 Answers to the research questions

Below are the answers to the research questions:

RQ1. “What are the most common students’ disruptive behavior in the English class of a primary school?”

Implications for disruptive behavior varied due to students from different ages and personalities being studied; however, children are alike pointing to conduct, likes and interests. Based on students’ questionnaires it can be argued that the majority of the learners enjoy moving around the classroom and do not be immobile during the class; something that may be annoying for teachers and peers, especially if the class activity does not require it. Therefore, the frequent existence of this situation can be considered as disruptive behavior signal.

Other remarkable evidence of disturbing behavior is that pupils get distracted easily due to countless reasons; even when attractive materials (such as realia, flashcards, play or games) are used for the lesson; but this is a constant disruptive behavior struggle inside the classroom;

unfortunately, this lack of concentration on students is not always caused by teachers' management and performance of the class. In addition to this, some children show a severe apathy toward activities, mainly if they do not involve movement and enjoyment. These two last features: lack of concentration and indifference to the class activities may have deeper reasons than merely a disapproval about the subject or teachers' performance that might be studied.

On the other hand, teachers' opinions about pupils' attitudes and behavior were very similar. It can thus be indicated what teachers consider the most common disruptive behavior in the English class are

- Students' lack of concentration and responsibility.
- Disobedience and negative attitude toward classroom activities.
- Signs of rudeness
- Indifference to school affairs

At last, aspects above are closely related to the misbehaviors observed and registered in the observation formats (See Appendix B) which state the most frequent bad behavior aspects perceived from learners; the former is the indifference from pupils toward school topics and tasks; as a result, there is a low participation in class as well as lack of concentration from learners.

Pupils in general are restless and naughty. However, the second evidence of this disruptive behavior is when this restlessness is not well managed in the classroom; either by the will of the child or teacher's lack of knowledge to work on these situations. Hence, particular children show rudeness and apathy to collaborate with their peers; in addition, some students seem to be impolite and disrespectful with classmates and teachers.

RQ2. “What are student’s attitudes and behavior before and after the implementation of games in the English classes?”

The attitudes that students present before the implementation of games during the lessons are boredom, restless and distraction. Nevertheless, little differences were perceived from male students versus female pupils facing games. For boys, spending a lot of time sitting on their chairs can result in discomfort and annoyance; on the contrary, for girls it is not relevant or tedious. This same attitude is perceived toward games in class; for boys, the implementation of dynamic activities makes them feel happy, excited and amused; on the contrary, for girls it does not take relevance because games may be noticed as another simple activity.

During the implementation of games; both, girls and boys have a spirit of competence; that is, they try to excel in the activity, particularly if the game requires some competition against others, mainly the opposite genre. For female students, this situation becomes a real struggle because when they face trouble playing the game, they are likely to feel more upset and ruder than schoolboys. On the other hand, boys may get upset and rude to other peers; whether they are males or females at any time of the class; not necessarily into a competition or game.

At the end of the activity students show a positive attitude toward the English class; this attitude is even better than before to play in the classroom. Schoolboys get relaxed and they seem to be calmer without the anxiety to stand, talk or play with their peers. In addition, girls get more concentrated and relaxed as well. Thus, it can be seen that games may be a great stimulus to focus students’ attention in class topics and activities, as well as a leisure activity to calm students down after a hard class journey or signs of apathy and disinterest in the classroom.

RQ3. “How game’s material and classroom conditions impacted classroom management in primary school learners?”

Teachers’ opinions about the impact of materials into the classroom varies depending on classroom context and teaching experience. However, the common answer for this issue claims that materials are outstanding resources for children’s teaching and learning. Some advantages of this claim are that students get interested in the learning process, because they might get immersed and contextualized into the language from the beginning of the class.

Additionally, pupils show a greater interest in playful and tangible materials that allow them to have a closer and more real experience of their contexts and interests; such as videos, experiments, projects, artistic activities, etc. Everything that allows them to be involved in the language.

In consequence, games materials provide other benefits for educators; such as a support when teaching different learning styles or as a resource for motivating and involving students into the class activities. On the other hand; for some teachers, this kind of material could have a negative consequence for certain students which might be over motivated and cause a noisy and distracting environment; as well as the teacher's trouble to handle the class in order to lead pupils into the right purpose of the activity.

Teachers’ resolutions about the importance of materials and resources agree that these should enrich the teaching practice and the learning of the students. In addition, materials are perceived by teachers as excellent tools to improve the management of the class, creating an interactive and vivid classroom environment. Therefore; it is recommended that the proposed materials and resources for the lesson should be attractive, practical and durable.

Alternatively; for students, materials and resources take an important role in the classroom, because they are able to identify the simplicity or complexity of each one of them, as well as the contribution they may produce in their own learning.

5.3 Limitations of the study

Throughout this research development, some limitations were faced. The most considerable limitation was that during the development of this study, the beginning of the COVID-19 arised. In consequence, the application of the instruments got affected. First, the purpose for the present study was to observe classes for a specific period of time (about two or three months). It was aimed to observe at least five classes per group (two groups) and per interviewed teacher; instead of that, only ten general classes were observed. Apart from the struggle to contact teachers and schedule the interview; as a result, those interviews were done through a phone call.

A second limitation was the fact that this global situation; made it extremely difficult to contact and convince parents in order to let their children answer the questionnaire previously prepared. As parental permission was needed to be able to apply this instrument to students, the support from school administration to reach more parents could have been very useful; however, it was not possible. This greatly limited the data collection.

Last limitation was noticeable in the observation format. After analyzing the data, some items related to strategies were missed to explore in more detail how teachers apply them when managing bad behavior inside the classroom. It would have been advised to include some other options in the form of a list to identify other types of techniques, strategies or activities that teachers implement during the class in order to have a positive classroom management. On the

other hand, students' perceptions regarding which strategies their teachers use in the classroom could be convenient for a wider findings result.

5.4 Contributions of the study

Many features were found in the data analysis of teachers' strategies to improve their teaching practice focused on dealing with bad behavior, demotivation and apathy situations from students. This research will let novice and experienced teachers know some activities that could interest their learners, based on the participants' experiences and strategies they have applied previously. As it was perceived in the present study, the importance of good classroom management is primordial to students' foreign language learning since the early years of the academic process; that is the reason to evaluate how the implementation of engaging activities promote a positive, dynamic, interesting and meaningful environment in the teaching-learning process.

Besides; this study presents some activities (games) to engage students in the language class as part of the strategies to avoid negative behavior signals in the classroom. As a result, they could serve as a reference for the teacher to reflect on these activities, as well as carry them out in their own classrooms; Thus, they can assess whether or not the strategies are functional for their context. In addition, this study provides some concerns of students about the activities they prefer to do in class. Therefore, it is hoped that this study will lead teachers towards a better understanding, performance and involvement of the role they play in teaching young learners a foreign language.

5.5 Conclusions

This chapter provided a general view about the results achieved in this study. Through this research, it has been highlighted the important aspects concerning the activities and strategies that teachers may apply to handle bad situations inside the classroom when working with young learners; specifically: the games. These types of activities add some advantages to the class; depending on the type of students and their gender. As mentioned above; boys may have been more pleasant to participate in games while girls show indifference. However, language games can also bring certain disadvantages to the class; since both boys and girls indicate a competitive spirit that may have an affection into the class harmony. Likewise, materials can be considered as great strategies that, together with the use of games they might have more than a positive attitude on students; and they might get a meaningful learning of the second or foreign language. As it has been observed, teachers play a fundamental role as they should analyze which are the unruly actions that students present in class and which could be the possible reasons; this analysis might integrate a self assessment by the teacher toward the balance of games as strategies to benefit classroom management and their teaching practice on students' behavior, learning and group management.

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APPENDIX

APPENDIX A



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Este cuestionario tiene el propósito de obtener información acerca de las actividades, juegos, materiales y/o recursos que utilizan tus maestros en su clase de inglés y saber si a tí te parecen atractivos. Tu participación será de manera anónima. ¡Muchas gracias!

Gender: Boy ☐ Girl ☐

Age: _____

1. Check the option that you consider more appropriate for each one of the statements.

Statement	Yes	No
a) I enjoy standing up, move around the classroom and get physical.		
b) I can work in teams and help my classmates.		
c) I participate better when I play in class.		
d) The class time goes faster when I play.		
e) I learn more English better when I play. For example, Playing Pictionary, hangman, memory games, scramble, etc.		
f) I can play with my classmates nicely.		
g) I enjoy playing and games in the English class.		
h) I get less distracted with attractive materials and activities.		
i) I learn vocabulary when it is presented with realia.		
j) I like my English classes		

2. Choose the material that your English teacher uses in class:

- | | | |
|---|---|---|
| a) Pictures / flashcards ☐ | d) Dictionaries ☐ | g) Songs ☐ |
| b) Printed texts ☐ | e) Textbook/workbook ☐ | h) Worksheets ☐ |
| c) Realia (real objects) ☐ | f) Videos ☐ | i) Board games ☐ |

3. Check what you feel based on the declarations.

	I do not care.	I feel cheerful	I get upset / angry
I. When teacher asks me for my help or participation.			
II. When I work in a team or support my classmates.			
III. When I spend most of the time sitting.			
IV. When we do not play in class.			
V. When teacher proposes interactive games.			

VI.	When I am participating in the game or activity.			
VII.	When I am excelling in the game or activity.			
VIII.	When I am not excelling in the game or activity.			

4. Please answer honestly and extensively the following questions:

a) What do you like to do in the English class?

b) Which are your favorite games in the English class?

c) How would you like the classes would be?

Thank you so much for your participation and honesty.

Elaborated by: Eréndira Hernández Cruz

APPENDIX B



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Behavior inside the classroom: observation format

Escuela Particular "Emilia Ferreiro"	
Teacher's name:	
Date:	Time:
Topic:	Level and N° Students:

I. Class performance and management by teacher.

	Always	Often	Sometimes	Never
1. An open activity is developed.				
2. Explanations are given clearly and comprehensible.				
3. A closure activity is presented and related with previous knowledge.				
4. Class time is used properly and managed based on lesson objectives.				
5. Class is continuously monitored.				
6. Individual, pair, and group activities are proposed.				
7. Games or dynamic activities are performed in class.				
8. Games are proposed with a specific purpose.				
9. Didactic and attractive material is used.				

II. Students' performance in class.

	Acceptable	Regular	Deficient	Null
1. Students' participation.				
2. Students' attitudes toward games.				
3. Students' attitudes toward attractive materials and resources.				
4. Students' interest and motivation.				
5. Attention span				
6. Team work				
7. Raising doubts.				

Extra comments:

APPENDIX C



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Teacher Interview

Interviewer: Thank you teacher for accepting this interview. These questions intend to get information about the behaviour and attitudes that you perceive from first grade students. As well as the activities and materials that you use to get students into an attractive management classroom condition.

Please answer as most extensive as you can.

1. How often have you deal with disruptive behavior or behavioral problems in your first-grade class?
2. Which are the most common student's disruptive behavior attitudes in your class? Please list them and give examples
3. Which strategies or activities have you implemented to deal with them?
4. How often do you use games into your lessons? What are the purposes of them?
5. What are students' attitudes and behavior before and after the implementation of games in English classes?
6. Do you prepare special materials for games? Please give examples
7. How game's material and classroom condition impacted classroom management in the first-grade primary school learners?
8. How important do you consider is necessary to have a good classroom management or group control when you work with children?
9. Do you consider it is crucial to have at hand games, didactic materials, visual aids; etc, for early childhood education?

Thank you for time, willingness, and honesty.