



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

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**FACULTAD DE LENGUAS**

**“CLASSROOM MANAGEMENT STRATEGIES USED BY  
EXPERIENCED TEACHERS FROM PUBLIC JUNIOR HIGH  
SCHOOLS”**

A

Thesis Submitted To The Faculty Of Languages

For The Degree Of Licenciatura En La Enseñanza Del Inglés

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**Puebla, Pue.**

**February, 2019**

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## **Abstract**

This study has three main purposes. The first one is to explore the strategies experienced teachers use to deal with the most common classroom management problems in public Junior High Schools. The second one is to analyze the impact of each strategy at the moment of managing and controlling the class. Finally, the third one is to know the frequency of each strategy. There were four important points this study addressed: the first one was related to the strategies used to deal with students' misbehavior; the second one was about the strategies used to solve multilevel classroom problem; the third one was related to the strategies used to help students to understand much better at the moment the teachers explain the class in English; and the last one was about the strategies used to help the students to follow instructions.

This case study was carried out through a qualitative method with a semi-structured interview and a structured questionnaire as the main sources of data collection. Tables with the participants' extracts taken from the interviews and figures from the questionnaires depict the information that was useful to answer each research question of this study. In a word, the main objectives of this study were achieved in a satisfying manner.

## **Dedications**

I have always known that I have never been alone. I have always had the support of all my loved ones. For this reason, I want to start thanking God to give me the opportunity to be here, to be alive and to have finished this project successfully.

Subsequently, I want to thank my parents because they never let me alone, they always supported me and encouraged me to keep going and never give up. I will always be grateful to my parents for all their effort to sustain me especially to my father even though he is not here with us but I know that he loves us so much if he is not here is because he wants to give us the best as possible.

Finally, I would like to thank my grandparents for each of their pieces of advice and their support, as well as my brother and sister because they were always there when I needed them the most.

In a word, thank so much to my family, to each person that has been with me in every moment of my life.

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## **CHAPTER I: INTRODUCTION**

### **1.1. Introduction to the Problem**

Al-Zu'bi (2013) mentioned that teaching is considered one of the most difficult jobs because the teacher has to think over many aspects before giving a class, for example; students' backgrounds, needs, interests and learning style. Besides, the teacher has to consider how to provide a good teaching-learning process by applying the most fitting teaching methods and techniques for students as well as the most proper materials and activities to achieve the goal of classes. When any teacher takes into account all these significant elements, it is probable that the teacher achieves to handle a comfortable teaching-learning environment. However, it may be difficult for a teacher to create a comfortable teaching-learning environment because sometimes the teacher does not take into account the previous issues; that is one of the reasons why teacher starts to face classroom management problems, and the planned objective of lessons are unsuccessful.

It is reasonable to think that classroom management is one of the most common problems that maybe any institution presents; that means that any teacher faces this problem. In consequence of this, any teacher has to find out how to manage adequately classroom management problems with the help of some fitting strategies. Thus, classroom management strategies are very useful for teachers to control the class. As Korpershoek, Harms, de Boer, van Kuijk, & Doolaard (2014) emphasize, "classroom management strategies are tools that the teachers can use to help create such an environment, ranging from activities to improve teacher-student relationships to rules to regulate student behaviour" (pp.11-12). For this reason, every teacher should explore and apply the most appropriate strategies to solve classroom management problems. Thus, this is a follow-up study aims to investigate and know what strategies experienced teachers use to deal with

classroom management problems in junior high school and at the same time to know and analyze what the impact of each strategy is at the moment of being used.

## **1.2. Rationale for Topic Selection**

In the beginning, I was interested in classroom management problems that trainee teachers faced during their teaching experience, especially in a Junior High School. I heard some trainee teachers commented that they had certain difficulties in their teaching practicum. The main problem they faced was about classroom management; sometimes they could solve them by themselves but sometimes they could not, due to those opinions, firstly, I wanted to know their most common classroom management problems, secondly, how they dealt with those difficulties but specially to know what strategies they used to solve them. However, this topic was already researched, that is why I decided to take into account the results obtained from previous research to explore much further the issue of classroom management, focusing on specific problems such as students' behavior, multi-level classroom problems, students' problems understanding English in the classroom, and students' problems following instructions. In this particular study, the classroom management strategies used by experienced teachers from Junior High schools will be explored. I am concerned with this topic because experienced teachers could mention what strategies they use to handle successfully some common classroom management problems and those strategies could be helpful for future trainee teachers in their teaching practicums. In this way, the trainee teachers will have an idea of what strategy they could employ if they faced any of the problems about classroom management mentioned previously in the future.

### **1.3. Purpose of the Study**

The present study has three main purposes. The first one is to explore the strategies experienced teachers use to deal with the most common classroom management problems in public Junior High Schools. The second one is to analyze the impact of each strategy at the moment of managing and controlling the class. Finally, the third one is to know the frequency of each strategy.

### **1.4. Research Questions**

The research questions for this study are the following:

What strategies do experienced teachers use to manage students' misbehavior?

What strategies do experienced teachers use to manage multi-level classroom problem?

What strategies do experienced teachers use to manage students' problems to understand English in class?

What strategies do experienced teachers use to manage students' problems following instructions?

What do they think is the impact of each strategy at the moment of managing and controlling the class?

How often do the participants use each strategy to solve all the previous problems?

### **1.5. Research Setting**

As it was mentioned before, the objective of this research is to know what classroom management strategies experienced teachers use to keep control during their lessons as well as the frequency of each strategy is applied and to analyze what the impact of each strategy is at the moment of managing and controlling the class. In order to achieve this purpose,

some teachers of English from different Junior High Schools from Puebla were selected to be the participants of the present research. These participants have more than five years of experience as teachers of English. Furthermore, in these public schools, students take the English language course during the three years of their schooling. Furthermore, students take three hours of English language class per week. It is important to mention that two schools are smaller than the other three; in the small schools, there are two groups for each grade while in the big schools, there are six groups for each grade, alike, the rank of students was from 45 to 50 students. That is why some teachers have more English groups than others. In accordance with the objective of the present thesis study, a semi-structured interview was applied to gather the needful data to answer the research questions. Furthermore, a structured questionnaire was applied in order to triangulate the results.

### **1.6. Significance of the Topic**

This study could be useful not only to future trainee teachers but also to novice teachers because they will know and apply appropriate strategies to handle successfully some common classroom management problems that they could face during their future teaching practicum. As a result, they could create and maintain a supportive and orderly atmosphere in the course of the Teaching-Learning process.

### **1.7. Context of the Research**

In this study, the context where this study fits is the teaching area in general. From this general area, other theoretical areas are related to this topic are classroom management, classroom management strategies, novice teachers and experienced teachers. All these theoretical areas are important and help to understand much better the present research.

## **1.8. Chapter Conclusion**

As a conclusion, this chapter first presented the problem of the study, secondly it explained the rationale for topic selection, then it accounted for the purpose of this research, and subsequently, it mentioned the six research questions. Finally, the research settings, the significance of the study and the context of the research were specified. The following chapter will present the theoretical framework of the problem, with topics that are relevant to understand the development of the present study.

## **CHAPTER II: LITERATURE REVIEW**

### **2.1. Introduction**

Keeping successfully good classroom management may be a complicated task for teachers and probably, it is more complicated when teachers work with teenagers due to the fact that during this stage teenagers start to face different psychological and physical transformation. For this reason, teenagers seem like the most difficult learners. As consequence, teachers need to become familiar with those changes in order to work effectively with these learners. Furthermore, the teacher needs to take into consideration many other elements as well as search and apply the most appropriate strategies to maintain suitable classroom management. As has been noted, this study focuses on how experienced teachers solve certain classroom problems especially dealing with teenagers. That is why this chapter will discuss a number of theoretical issues related to this study.

### **2.2. Classroom Management**

Some factors are essential for the achievement of quality education for any educational level. These basic factors are curriculum, instructional materials, equipment, supervision, teacher training, competencies of teachers and classroom management. When the institution achieves a quality education, the students can develop suitably their cognitive, affective, and psychomotor abilities and skills (Osakwe, 2014). However, not all the institution levels can obtain this quality education, for example, secondary schools face some challenges and one of the most common is classroom management. This is because it is a complicated task to develop and achieve.

Classroom management implies to take into account many aspects before giving a class, for example; effective lesson plans, establishing only the necessary and reasonable

rules, arranging the classroom also, certain skills are necessary like; group alerting, wittiness, and using interventions just when it is necessary (Khan, Mohammad, Shah, Irfanullah & Farid, 2016). Similarly, Egbule (2005, cited in Osakwe, 2014) describes that the teacher makes a lot of effort to maintain good classroom management. These efforts are the following; organizing and co-coordinating students' activities, monitoring students' behavior, ensuring effective learning process, providing instruction through a good interactive communication, preparing and utilizing instructional materials according to students' needs and level, maintaining discipline, and evaluating learning outcomes, providing an acceptable behavior, which students could follow and imitate, and reinforcing students' performance using some motivational techniques.

With all this information, it is clear that a good manager refers to teachers who take into consideration many important elements that help them to accomplish the classroom management task easily. As a result, teachers avoid many classroom problems and they are able to develop an effective teaching-learning process.

### **2.3. Most Common Classroom Management Problems**

There are two main and fundamental factors in the educational process that any teacher has to consider for an effective teaching-learning process, these factors are classroom management and mastering order inside the classroom. However, these factors are difficult to be developed, that is why these elements are considered the main problems that any teacher presents during the teaching process. As a result, teachers start to encounter some complicated situations in the classroom, and students' behavioral problems are one of the most common trouble. This problem is presented in different ways such as: forgetting tools for the class, lack of attention and participation, hyperactivity, disobedience, denying

to do tasks during the class, aggressiveness and disrespectful with the teacher and classmates (Al-amarat, 2011).

In addition, Rasminsky & Kaiser (2007) name this problem in a different form as a challenging behavior and they reinforce that “challenging is any behavior that interferes with children’ learning, development and success at play” (p. 9). In other words, it is a difficult situation when students misbehave because they cannot learn what they need to know in a positive way where they could develop and succeed in their knowledge. For this reason, teachers have to try to develop the two main elements previously mentioned for having a positive teaching-learning environment; in this way, teachers could help students to learn and develop properly their knowledge about the class.

#### **2.4. Reflecting on the Causes of Classroom Management Problems**

It does not matter if the teacher is experienced or novice, they usually deal with classroom management and one of the most common challenges is students’ behavior. When teachers deal with this kind of problem, they usually think that the students are the cause of the problem, or parents, or somebody else, not them. Sometimes, they feel afraid of accepting the fact that they cannot control their group. Rasminsky & Kaiser (2007) confirm this by saying that when “...feelings of insecurity, inadequacy, and defensiveness come flooding in, your first instinct is to blame someone... When you feel this way, a wall goes up, and it’s hard to ask for help and even harder to accept it” (p. 20). They also recommend a manner to overcome these kinds of situations by understanding what the causes of these problems are.

Al-amarat (2011) mentions sometimes teacher faces these difficulties because of unsuitable teaching skills or methods, unfit materials; the teacher does not take into account



students' needs and level, inappropriate time for teaching and restricted learning opportunities offered to students. Nonetheless, not only is the teacher the reason why challenging behavior usually presents in class but also there are other factors that contribute to it. Rasminsky & Kaiser (2007) divide these factors into two categories; the first one is biological and the other one is an environmental factor. In the same way, these authors mention different causes for each category for the *biological factor*; they mention some causes like “genes, attention deficit, hyperactivity disorder, substance abuse during pregnancy, malnutrition, language and cognition disorder, and gender” (p.21). For *environmental factor*, they mention other causes such as “family factors and parenting style, poverty, and the conditions surrounding it, exposure to violence, turbulent times and violent media” (p.37).

With these points of view, it is clear that there are many reasons why students misbehave in class; it is hard work to know what the cause of students' misbehavior is. It is here when teachers have the opportunity to reflect on their teaching and the possible reasons for their students' behavior.

## **2.5. Strategies for Managing Behavior Problems**

One of the major problems that any teacher faces is students' misbehavior. This is a serious situation because at the moment students start to misbehave in the class, the lesson is disturbed, as a result, the teaching-learning process may not take place. In other words, the objective of the class is not achieved successfully as was planned (Harmer, 2007). For this reason, the teacher should try to apply certain classroom management strategies to solve this specific problem. Classroom management strategies help teachers to create and maintain an appropriate teaching-learning environment, to put it in another way, they help

to keep students engaged, connected, and maintain students on task as much as possible; furthermore, as the most important aid, they help to establish and develop a good relationship between the teacher and the students. In this way, it is feasible that students behave in an appropriate way and teachers are less likely to deal with misbehavior during the class (Prevention First, 2014). That is why every teacher should have in mind that his or her major priority should be effective classroom management.

Unfortunately, misbehavior in the class is an unavoidable problem; therefore, teachers should know that when they employ a strategy to solve this problem, the behavior could get worse than it gets better. Hence, teachers need to analyze if the strategy used is appropriate for solving that situation or they need to change it (Irish National Teachers' Organizations, 2004). These organizations mention that the most common strategies applied to manage misbehavior are; "moving closer to a child, making eye contact, or using visual clues such as pictures or hand movements... they also use firm, direct and specific statements to remind children of rules behavior" (p. 10). There are other strategies used in class, which will be described in the following section in detail.

### **2.5.1. Planning Lesson**

Maybe teachers face students' misbehavior because some of them enter the classroom without lesson preparation; they prefer to improvise than prepare when the teaching starts (Othmane, 2015). However, most teachers prepare their lesson even if they are in an informal way. Planning helps teachers to remind them how each stage is organized, what to do during the lesson and on students, the plan helps them to know if teachers really prepared and know about the topic seen (Harmer, 1998). Undoubtedly, planning lessons are very helpful for teachers and students. That is why the recommendation is that any teacher

should consider the importance of planning for each class; in this way, they could avoid certain behavior problems.

With regards to this point, Wright (2012) says that “Planning is the most important thing that a teacher does” (p. 17). In addition, he mentions that teachers are often able to solve behavior management problems with good lesson plans. Achieving successful planning implies to take into account the main stages of a lesson, which are; teacher’s knowledge acquired, student’s information, clear objectives for the lesson, the use of appropriate materials, as well as the suitable use of teaching methods (Othmane, 2015).

As noted above, it is clear that lesson plans play an important role in classroom management; a good lesson plan may be an important element that helps the teacher to handle his or her classroom; this may, in turn, result in a successful lesson.

### **2.5.2. Keeping Students’ Attention**

To create a good teaching-learning environment, teachers first need to catch students’ attention before starting any class. Teachers know attention is an elemental part of a good teaching-learning process and it helps students to accomplish a task in an easier way. For this reason, teachers need to keep students on tasks and attentive during the entire lesson. Sha’alan (1994, cited in Zahran Abdullab, 2004) suggests some ideas how teachers could hold students’ attention like “varying teaching methods, using multiple procedures, using quizzes and competitions, using praise and encouraging students by conversations, making students sing and tell stories, not to exaggerate in order, and asking students many things to do ” (p. 18). Identically, Hodgson (2010) mentions that attention plays an important role in students’ success in the classroom; that is why he proposes six points to catch attention:

- Structure the class effectively. In this point, he proposes to arrange desks in a way all the students could focus on teacher and teacher could move around the room in order to maintain classroom control.
- Keep directions/ lessons clear and concise. It is necessary to start the lessons with some helpful examples, attractive and active materials. Furthermore, it is required to use both written and verbal instructions during the class because for some students it is easier to understand in a written way that in verbal or vice versa.
- Monitor your talking. Decrease lecture time and incorporate more questions in order to involve all students in the class. Questions provide to students focus on learning. For this reason, it is important to ask questions at the beginning of the lesson and also at the end.
- Develop signals. Teachers need to employ some actions or gestures to catch students' attention. In addition, teachers can use other tools, for example, bells, instrument music, or videos students like.
- Engage through movement. Teachers should provide active activities where students participate all the time, for example, students pass in front to say the answer of a question or write it down to the whiteboard, they can help to pass out papers /worksheets, erase the whiteboard or collect the materials. Students need active activities in order to be concentrated during the class.
- Vary teaching style. It is clear that students have different learning style but teachers have the opportunity to manage this problem adequately using different attractive materials like showing visual information through charts, maps, posters or with the help of software. Even teachers can incorporate dance, songs, drama, music, or other

active learning activities. Employing these materials or tools that students really like, teachers have more opportunity to create and increase good classroom attention and participation.

Catching students' attention sometimes is hard work for teachers because they need to take into account many aspects, like what students really like to do, what kind of materials are appropriate for them, how students learn better. All these points are important because in this way, teachers can employ their abilities and skills to get students' attention therewith, teachers can avoid the common problem that is students' misbehavior.

### **2.5.3. Giving Clear Activities Instructions**

Providing clear and understandable instructions has a significant impact on students learning, that is why instruction is an important element of a successful lesson plan and as a result, it is a fundamental part of teachers' job. Thus, if a teacher issues ambiguous instructions, the lesson or activity comes chaotic and fails because students do not know what to do and how to accomplish the task. For this reason, teachers should be careful at the moment of giving instructions to students (Sowell, 2017).

At the beginning of each lesson, teachers need to think about what language to employ whether mother tongue, the English language, or maybe both. Using the mother tongue while providing instructions ensures that students understand much better what they have to do; however, when teachers use the target language in this case English, students sometimes need more time to assimilate what the teacher is saying (Vancurová, 2010). In the same way, Sowell (2017) mentions that there are specific moments where the instructions are given through the first language and it is helpful for low-level students.

Nevertheless, the overuse of LI can become a handicap rather than a help for both teachers and students.

Equally important, Rosenshine (2012, p.19) lists the following main and important points that any teacher might know in order to supply effective instructions at the beginning of a lesson:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with students practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Ask students to explain what they have learned.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Monitor students when they begin independent practice

On the whole, it is clear that the instruction takes an essential part of classroom management too; hence before providing instructions, teachers need to prepare themselves as well as create silence, make eye contact with the students, and make sure that everyone is paying attention to the class (Vancurová, 2010). In this way, the explanation and the instruction could be understood by everyone and some classroom management problems specially misbehavior could be overcome in an easy way.

#### **2.5.4. Using Body Language to Stop Disruptive Behavior**

The establishment of good communication between teacher and student is very important for creating an effective rapport, both personal and professional. In addition, good communication helps teachers to have an effective teaching-learning environment. It does not matter if the communication is verbal or nonverbal but teachers need to apply it correctly in the class. At the present time, it is considered that the majority of human communication is through nonverbal communication (Mohammad, 2011).

Nonverbal communication can be classified into different subcategories such as; proxemics, kinesics, and haptics. One of the most relevant subcategories in teaching is kinesics. It refers to bodily movements for example eye contact, facial expressions, postures, and gestures. All those movements compose the body language (Pan, 2014).

Body language can be very useful for teachers if they apply them properly; for example, teachers can use this strategy to change an unacceptable to acceptable behavior in the classroom. Moreover, at the moment teachers apply this strategy, they have the opportunity to maintain authority during the class and the lessons could continue with fewer problems (Zondi, 1997).

As a conclusion, body language is an important strategy that teachers should use in order to maintain good classroom management. However, sometimes applying only this strategy is not enough to be a good manager; sometimes teachers need to use different kinds of strategies. With the help of other strategies, the teaching-learning process could be achieved successfully.

#### **2.5.5. Eye Contact**

During the teaching-learning process, many situations can happen, they can be positive or negative. Some of the negative situations that may take in the classroom are that students are not paying attention; they are talking, playing and even falling asleep. Fortunately, teachers can solve them with the help of some strategies. In this case, teachers can solve these classroom problems by using eye contact. Eye contact plays an important role as non-verbal communication in the teaching-learning process. Thus, this strategy sometimes helps teachers to keep control of the group as well as the discipline. In addition, this strategy helps teachers improve not only their own performance but also students' performance for any level (Atta & Ayaz, 2014). Similarly Pollitt (2006, cited in Zeki, 2009) mentions that eye contact is an important element during a lesson, however when teachers do not look directly to students during the class that means a lack of confidence in oneself hence, it is likely that the teacher could have problems with discipline or other kinds of problems. A way to avoid the problems is that "the teacher may look around the whole class, which can let students feel the teacher's pertinence. Furthermore, if a teacher has expressive eyes he can control the class better" (Tai, 2014, p. 1207).

As it is noticed above, eye contact is another powerful strategy that novice and experienced teachers can apply anytime to solve some classroom problems; thus, teachers could keep adequate discipline during the lessons.

#### **2.5.6. Gesture**

A gesture is another fundamental component of nonverbal communication, specifically of body language. There are different manners to make gestures for example with the head, shoulders, or even with the legs and feet. However, most of the time they are made with the hands and arms.



When speakers use gestures, they can suggest a very precise meaning to an audience. In other words, the gesture is a helpful tool in communication because it helps speakers to reinforce a particular verbal message or convey a specific thought or emotion to somebody (Toastmaster International, 2011). Additionally, the gesture helps teachers to reduce unnecessary talking time during the class, helps students to understand much better what the teacher is trying to say and encourage students to participate more during the lessons (Schneiderová, 2013). All these results can be achieved if teachers employ this strategy. In the same way, Mohammand (2011) supports that employing correctly gestures teachers can perform some aspects of classroom management quickly, quietly, and efficiently.

On the whole, the correct employment of gestures in the classroom is a meaningful tool for teachers and students. By using this technique, teachers and students have more opportunities to maintain an efficient environment of the teaching-learning process.

## **2.6. Novice Teachers**

Novice teachers seem to share certain characteristics. For example, Freeman (2001, cited in Altun, 2010) considers novice teachers as the ones who have worked less than three years and experienced teachers who have worked five or more than five years. In addition, novice teachers are considered as the ones who have more troubles at the moment of teaching during their three first years because they start hardly to learn how to teach correctly and how to handle the teaching process adequately Cui (n.d.). In this way, Veenman (1984) comments that the first years for teaching could be dramatic and traumatic for teachers; in other words, it could be a “reality shock” because novice teachers have to deal with different challenges. More specifically, he/she names eight common problems that novice teachers face in the classroom: “classroom discipline, motivation students,

dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students" (p. 1). These are the most common difficulties that elementary and junior high beginning teachers present. Other authors that support that the novice teachers face many problems are Mahmoudi & Özkan (2015) and they mention other troubles such as "various kinds of learner groups, institutions, programs, curricula, materials, policies, and the socio-cultural environment from the beginning of their careers" (p. 58). All these problems together make novice teachers' practice difficult at the beginning of their professional lives.

The first years of teaching experience may seem difficult and chaotic; however, it is also an opportunity for teachers to "construct and reconstruct "new knowledge and theory through participating in specific social contexts" (Richard, 1998 cited in Akcan, 2016, p.57). This will help novice teachers develop their skills and their confidence in their specific teaching contexts.

As noted above, novice teachers present many troubles at the beginning of their career and sometimes their practice may not be what they had expected. For this reason, the initial experience is considered as the most critical moment for novice teachers.

## **2.7. Experienced Teachers**

The main characteristics of professional teachers is that they are able to work with different ages and levels, applying the best strategies to control a group, anticipating and solving some troubles as best as possible; moreover, their lesson plans are considered efficient because they are well-developed and organized, also because they present accessible schemata for teaching. They become professional teachers because at the

beginning of each course and class they establish certain procedures, rules, and routines in order to achieve the objectives of the course. Additionally, they are able to handle appropriately some personal character traits during the teaching process such as cheerfulness, friendliness, sincerity, and an ability to control their emotions (Okas, 2016).

Alike, Melnick & Meister (2008) mention that as teachers gain more experience in the classroom they become more confident to judge and evaluate students adequately. Including, experienced teachers feel more confident to communicate with students' parents using different methods of communications to talk over students' progress. As a whole, experienced teachers feel more prepared to deal with different problems including with students' parents. However, Melnick & Meister comment that experienced teachers feel less prepared to deal with special students' needs as well as the use of multiple assessment methods. These are the most common problems experienced teachers present in their teaching process.

As a conclusion, becoming a professional teacher is a great effort that teachers develop through the years of experience. They develop some teaching skills that really help them to manage a classroom. Teachers are able to manage a classroom because they take into consideration many important elements that students are interested in; for example, students like interesting and exciting lessons, patient and friendly teachers, presenting clear instructions, and solving students' behavior problems adequately and patiently without getting furious and angry to the whole class (Yilmaz, 2004). In this way, teachers become good teachers and they develop and maintain much better a good teaching-learning environment.

## **2.8. Multilevel Classroom Problem**

A multilevel classroom is another frequent problem teachers confront during their professional development, sometimes this situation is difficult to overcome. The multilevel problem can be presented not only in English language class but also in other subjects, it is presented when there is a varying level of competence like in listening, reading, writing and speaking. In detail, students are placed in the same group having different competence level, some of them are advanced, others intermediate or basic level in English language learning. For this reason, for many teachers, this trouble is a challenge and a complicated task to achieve easily. However, the multilevel classroom can provide certain advantages for students, for example, students with beginning level have the opportunity to interact with the advanced and advanced can help the lowest level; thus, it is developed a good learning community where students help and learn from one another (Mathew & Van, 2006). Equally important, UNESCO (2015) recommends some tips in order to manage easier the multilevel classroom problem. Firstly, the teacher needs to develop various instructional strategies based on the curriculum content as well as on students' needs. Thereafter, the teacher needs to balance the teaching time effectively; use the classroom space, especially the seating arrangement adequately; planning and carrying out numerous lessons at the same time, additionally, creating, designing and using multiples activities and materials to engage and keep students involved in the lesson. Nevertheless, this task is not always achieved because it requires training, experience, extra time for preparing the lessons, activities, and materials, teacher collaboration likewise program support (Mathew & Van, 2006).

## **2.9. Conclusion**

This chapter presented and discussed different topics related to classroom management in order to understand the development of this thesis project. In the following chapter, the methodology followed in this study will be described in detail, namely, research design, the subjects, the instrument, the data collection procedure, and finally the data analysis procedure.

## **CHAPTER III: METHODOLOGY**

### **3.1. Introduction**

As it has been mentioned in the previous chapters, this study intends to explore what classroom management strategies are used by experienced teachers from junior high schools during their classes, and at the same time, this research intends to know what the impact of each strategy is at the moment of managing and controlling the class. By the same token, it is important to mention how this following chapter is organized so, firstly the research design will be described, immediately the subjects are detailed, then the instrument that was used to obtain information for this study will be described, consequently the procedures will be explained and finally a brief conclusion of this chapter will be presented.

### **3.2. Research Design**

This research was carried out through a qualitative research method because as Yin (2011) comments, the main objective of this method is to study the meaning of people's lives, under real-life conditions. Thus, this research takes into account the contextual conditions like social, institutional, and environmental conditions that influence people's life. Likewise, qualitative research is concerned with investigating the social phenomenon from the participant's points of view (Williams, 2007). In other words, qualitative research helps researchers to understand social aspects of the world through answering some questions like: "why people behave the way they do, how opinions and attitudes are formed, and how people are affected by the events that go on around them" (Hancock, Ockleford, & Windridge, 2009, p. 7). Given these points, it is clear that this method was adequate to gather the required data because the research was focused on investigating and knowing the strategies that experienced teachers use to deal with the most common

classroom management problems and at the same time to know the impact of these strategies at the moment of being applied.

This study follows the case study method. According to Zainal (2007), the case study method focuses especially on the examination of the data within a specific context and in a small geographical area. In the same way, Biba (2013) mentions that the case study method helps the researcher to analyze and describe the subjects, it can be individually, in a small group of people, or individual institutions. Accordingly, with these points of view, this method is appropriate for this study because as it focused on a small group of participants in order to explore the classroom management strategies they use and the impact these strategies have on their students.

### **3.3. Subjects**

The participants for this research were five experienced teachers of English from three different public junior high schools located in Puebla. Three of the participants were females and two of them were males; their ages ranged from 38 to 48 years old. All of the participants have had more than eleven years of experience as teachers of English. The majority of the participants only teach English class; for this reason, they had more than seven groups with the exception of one of them that had only one group. The range of the number of students that each participant had per group was from 45 to 53.

### **3.4. Instrument**

Two main fitting instruments were used to collect the necessary data for this present research, the first one was an interview (see Appendix A). It is important to mention that there are many types of interviews such as; structure interview, unstructured interview, and

the semi-structured interview Hancock, Ockleford, & Windridge, (2009). To carry out this research, it was considered more appropriate the use of semi-structured interview because this method enables the researcher to design a topic guide, which means a list of topics or questions that the interviewer considers important to discuss. Moreover, the interviewer has the opportunity to ask the same questions to all the participants but not necessarily in the same order or structure questions (Dörnyei, 2007). As can be seen, this method is flexible for both the interviewer and the interviewee.

The second instrument was a structured questionnaire (see Appendix B). In this case, the numerical rating scale was the format of the closed-ended items of the questionnaire. It is important to clarify that, this questionnaire had the same four main questions of the interview. Thus, the first question was about students' misbehavior, the second one referred to multilevel classroom problem, the third one was concerned with students' difficulties to understand English language in class, and the last one was about students' problems to follow the instructions in class.

### **3.5. Data Collection Procedure**

This section describes how the corresponding data was collected. Once the instruments were designed, modified and authorized to be applied, they were ready for their administration. Consequently, the present project was explained to the principal from each school and at the same time, the authorization was requested to apply the instrument to the participants from each school. When the principals accepted, the permission was requested to teachers of English too, they were requested if they wanted to be one of the present research's participants. When they agreed, it was necessary to schedule a specific time to be interviewed. Consequently, the instrument was applied according to the participants' free



time. Finally, two weeks later, a questionnaire was applied to the same participants to confirm the information gathered. Again, this instrument was applied according to the participants' free time.

### **3.6. Data Analysis Procedure**

As it was mentioned before, the first instrument applied to gather the necessary data was a semi-structured interview that was applied to five experienced teachers from different junior high institutions. The interviews were recorded and later transcribed (see Appendix C). The interviews were analyzed through qualitative content analysis because this approach enables the researcher to read and reread the transcriptions in order to find similarities and differences and at the end developing categories and themes to present results adequately (Kawulich, 2015).

The second instrument applied to the same participants was a questionnaire in order to triangulate the information obtained in the interview (see Appendix D). With the information obtained from the questionnaire, it was possible to generate different graphs that helped to confirm the frequency of strategies that the participants used.

### **3.7. Conclusion**

This chapter provided important information about the methodology of this project. Firstly, the research design was detailed, followed by the subjects, then the instrument to collect the necessary data was described; later, the data collection procedure was explained in detail and the last one was data analysis procedure. In the next chapter, the results of the data collected will be presented.

## **CHAPTER IV: RESULTS**

### **4.1 Introduction**

This chapter focuses on the results obtained from the interview and the questionnaire. For this reason, in this section, the answer to each research question will be provided in detail. In order to show the results, the qualitative method will be used to describe the results obtained by the two instruments mentioned before.

### **4.2 Research Questions**

These are the six main research questions for this study:

**RQ1.** What strategies do experienced teachers use to manage students' misbehavior?

**RQ2.** What strategies do experienced teachers use to manage multi-level classroom problems?

**RQ3.** What strategies do experienced teachers use to manage students' problems to understand English in class?

**RQ4.** What strategies do experienced teachers use to manage students' problems following instructions?

**RQ5.** What do they think is the impact of each strategy at the moment of managing and controlling the class?

**RQ6.** How often do the participants use each strategy to solve all the previous problems?

### **4.3 Results**

In the previous section, the research questions were mentioned which expressed the aim of this study. Two instruments were used in order to answer these questions, which were the semi-structured interview and the structured questionnaire. Before answering the

following research questions, it is necessary to mention that P.1, P.2, P.3, P.4, and P.5 will be used to refer to each participant.

### 4.3.1. Results from the Interview

As it was mentioned before, one of the instruments used for this research was a semi-structured interview. This instrument was useful to answer each research question. In addition, direct quotations were taken from the transcriptions of the interview to show the necessary information.

Through this instrument, it could be noticed that some of the participants used the same strategies to solve certain classroom management problems also some of them had the same perception of what the impact of each strategy was at the moment of being applied. To appreciate much better the data results, tables will be used to present the strategies used by each participant and at the same time the impact of these strategies.

#### 4.3.1.1. Strategies to Solve Students' Misbehavior Problems

One of the most common classroom management problems that any teacher faces is the students' misbehavior. Nevertheless, any teacher has his own way to solve appropriately this trouble, as it is shown in the following table.

Table 4.1 Participants' strategies to solve misbehavior

Participant	Strategy used	Impact of the strategy
P.1	<p>“First of all, I talk with them, with the students that not pay attention or he or she is talking ...then we talk with his tutor his mother or father”</p> <p>“Sometimes I give another material to work for example a sheet of paper or a tale, some materials”.</p>	<p>“Most of the students start to work”.</p>

P.2	“Principally it’s ahh talk to them and make an agree and if this doesn’t work you have to call to call the parents these are the most important”. “Sometimes you have to make a report”.	“The students aah change their mind, they reflect and they pay attention”.
P.3	“You have to change sometimes your plan activities...we change the order of the planned activity”.	“Most of the time it helps because it relaxes the reader became calm and then for some minutes we continue the class”.
P.4	“Sometimes I put to the front to the guys, aah and they need talk to the lection”.	“They start to pay attention”.
P.5	“I scream them when they don’t pay attention “be quiet”, “pay attention”.	“The impact they are quiet, for some minutes almost”.

Table 4.1 above shows that some participants used the same strategies to solve students’ misbehavior, for example, P.1 and P.2 firstly used to talk with the students and come to an agreement; if the teachers noticed that this strategy did not work they changed it. Finally, they had to talk with the students’ tutor, in this case with the father or mother of the students. Another strategy that the P.2 used was to make a behavior report.

Another common strategy is the altered lessons; in this case, the participants had to change their lesson plans. Sometimes they had to change the materials, use extra materials or merely to change the order of the lesson plan like P.1 and P.3 used to do.

In the case of P.4, he asked their students to pass to the front of the class and they had to explain the subject. Finally, P.5 mentioned that she could not solve this problem but the only strategy she used was to scream at them, using some typical phrases like “be quiet” “pay attention”. This was the only strategy she used during her classes.

According to the participants, the impact of these strategies was most of the time positive because the students thought over their attitude and they worked or paid attention to the class.

As a conclusion, the most common strategies that the participants used were to talk with the students, to talk with the students' parents, to alter the lesson plans, to pass the students to the front and finally to scream at them.

#### 4.3.1.2. Strategies to Solve Multilevel Classroom Problem

Multilevel is another problem that both experienced and novice teachers face. Sometimes, teachers need help from the advanced students to support their classmates or simply apply other strategies to solve this problem as it is described in the following table.

Table 4.2 Participants' strategies to deal with multilevel problems

Participant	Strategy used	Impact of the strategy
P.1	<p>"I use the students that speak English like a monitor"</p> <p>"I have to adapt my lesson plan and I have to start with the basic English".</p>	<p>"Students ehh pay attention because as they don't speak English they try to understand or they try to get all that they can".</p>
P.3	<p>"I have to prepare a lot of activities for the people who can't achieve anything. You have to bring copies, special works, for the advance of the students"</p> <p>"You have to ask them to help you to check works to answer another activity extra activity"</p>	<p>"The impact it's poor, but positive for some of them who want to learn"</p>
P.4	<p>"Start with all the students like to the the beginners, When one guy is a high student he can help me to another guys... who is low level"</p>	<p>"I think it's so good because they when they do a test, they do a good job"</p>
P.5	<p>"Well sometimes ehh I ask the students if you eeh "you do you know this?" this ehh for example "can or could" no?" ok</p> <p>"please help me with your partner, your partner don't understand me maybe when you explain it ... he or she could understand"</p>	<p>"They think, ahh you're intelligent! Ahh you're the nerd! Sometimes I need to be very careful with this situation".</p>

This Table 4.2 demonstrates that the most common strategy that the majority of the participants used to solve the multilevel classroom problem was the help of the students that had a higher level of the language. In other words, the teachers asked the students with advanced level to help their partners explaining, checking their works or simply helping the teacher to supervise their classmates; in this way, the teacher could keep good classroom management. This strategy was used by P.1, P.3., P.4, and P.5. These participants applied a suitable strategy because as Mathew & Van (2006) explain, students with beginning level have the opportunity to interact with advanced level and vice versa. As a result, a good learning community is developed; thus, students help and at the same time learn from one another. However, teachers should be very careful of how and when to apply this strategy because it could cause some other classroom management problems as the P.5 mentioned that some beginner students started to make bullying to their partner for being more intelligent than them.

The P.1 and P.4 applied another strategy, which was starting the class from basic level because most of the students were beginners; that is why it was complicated to teach complex or advanced course content. Another strategy that the P.1 used was to adapt her lesson plan; in this way, she could achieve her class objectives.

Preparing and employing extra material was another strategy that P.3 and P. 4 used to solve this problem. For example, they used copies, music, and videos. These materials helped the teacher to manage classroom control because the students worked with those materials and they were focused on finishing their exercises, especially the advanced students.

According to the participants P.1 and P.4, the impact of their strategies was positive because the students paid attention to the class and they try to learn and understand the

class; furthermore, when students did an exam they obtained good results. However, P.3 and P.5 mentioned that sometimes the impact of their strategies was negative because students started to mistreat their partners or simply because they did not care about the class. Their strategies only worked with the students that really were interested to learn more about the subject.

#### 4.3.1.3. Strategies to Solve Students' Problems to Understand English in Class

Sometimes the use of mother tongue is necessary to clarify students' doubts; however, teachers should not overuse this strategy during the class. There are other suitable strategies to explain the English class in an easier and understandable manner. As a result, students could improve their listening skill. Some strategies to solve this problem are described in the following table.

Table 4.3 Participants' strategies to help students understand English in class

Participant	Strategy used	Impact of the strategy
P.1	<p>“Most of the time I have to explain again in Spanish the class”</p> <p>“I try to bring materials and I try to show the class with some visual aids”</p>	<p>“They understand better the class, they start to work”</p>
P.3	<p>“I try to move my body to make I don't know any example wherever”</p> <p>“I ask them to listen to music, to learn some specific songs, to watch videos or to bring audios my audios of the book... if they don't understand I say it I explain it in Spanish”</p>	<p>“They work, as I told you before most of them doesn't [sic] care if they learn but they work”</p>
P.4	<p>“I need tell in Spanish...the most high students they can help me but frequently I use Spanish too”</p>	<p>“I think it's a high impact because it's ehh we have a results yeah”</p>

As it is shown in table 4.3, the most common strategy that the participants applied to clarify the doubts of the students was to explain one more time the class in Spanish; in this way, students could understand much better what the teacher had said about the class. This strategy was used by the P.1, P.3, and P.4. In the same way, these participants mentioned other strategies to explain much better their class for example; the P.1 indicated she used to apply extra materials, specifically some visual aids. The P.3 said she had to move her body to give specific examples; that is to say, she made mimic in order to solve students' doubts. Furthermore, she used to suggest to students to listen to music, watch videos or even listen to their book's audio in order to improve their listening skill. P.4 mentioned that he asked advanced students for help to explain the class to their classmates. Those were the strategies that P.1, P.3, and P.4 applied to clarify the class.

Finally, the impact of the strategies mentioned before was the following. In the case of the P.1 and P.4, they mentioned that the impact of their strategies was positive because students understood and they worked. However, the P.3 said her strategies worked well even though students did not care about the language but they worked.

#### **4.3.1.4. Strategies Used to Follow Instructions**

Another weakness that any teacher deals with each day in front of the class is to make students follow the instructions without any trouble. Teachers could employ some strategies to overcome this situation in a successful manner.

Some of the strategies that the participants mentioned are shown in the following table.

Table 4.4 Participants' strategies to help students follow the instructions

<b>Participant</b>	<b>Strategy used</b>	<b>Impact of the strategy</b>
P.1	"I try to explain the class eeh slow or I	"They make the activities and



	use Spanish, I try to walk into the group and I see if they understand or not and I solve their doubts”	they ask me more about the instructions”
P.2	“You make an example and that’s the way they start to understand what we have to do. Give examples, giving clues”	“Well it works, students at the end understand what they have to do and they solve the exercise they solve the problems and I think they learn the minimum but they learn”
P.3	“I aah sometimes circle the correct option so not all the time, I write or write an example. , most of the time I give examples”	“Most of them follow the instructions to the work but they have to ask some others”
P.4	“You need ahh go to one to one ...and ask, “do you have a question?” you write the instructions in the front and they go to understand better Sometimes I use the Spanish because ahh it’s an element ehh as they understand better”	“it’s the high impact yeah because they go to do the job and then they go to work”
P.5	“sometimes I need to write in the board, I write examples”	“They pay attention, they do the activity, they can do it and they sometimes are quiet and they get in silence”

As can be seen in table 4.4 above, a strategy that P.2, P.3, and P.5 applied when students did not follow the instructions was to give examples, specifically, they had to write them or just giving them in a spoken way as well as giving clues. While these participants wrote examples, P.4 wrote the instructions because he said that sometimes students understand much better when they read them as Hodgson (2010) confirms that it is required to use as written as verbal instructions during the class because sometimes students understand easier through the written than verbal or vice versa the instructions.

Other strategies that P.1 and P.4 used were to explain the instructions in Spanish again or they had to ask directly to their students if they had understood the instructions; if not the teacher explained them one more time.

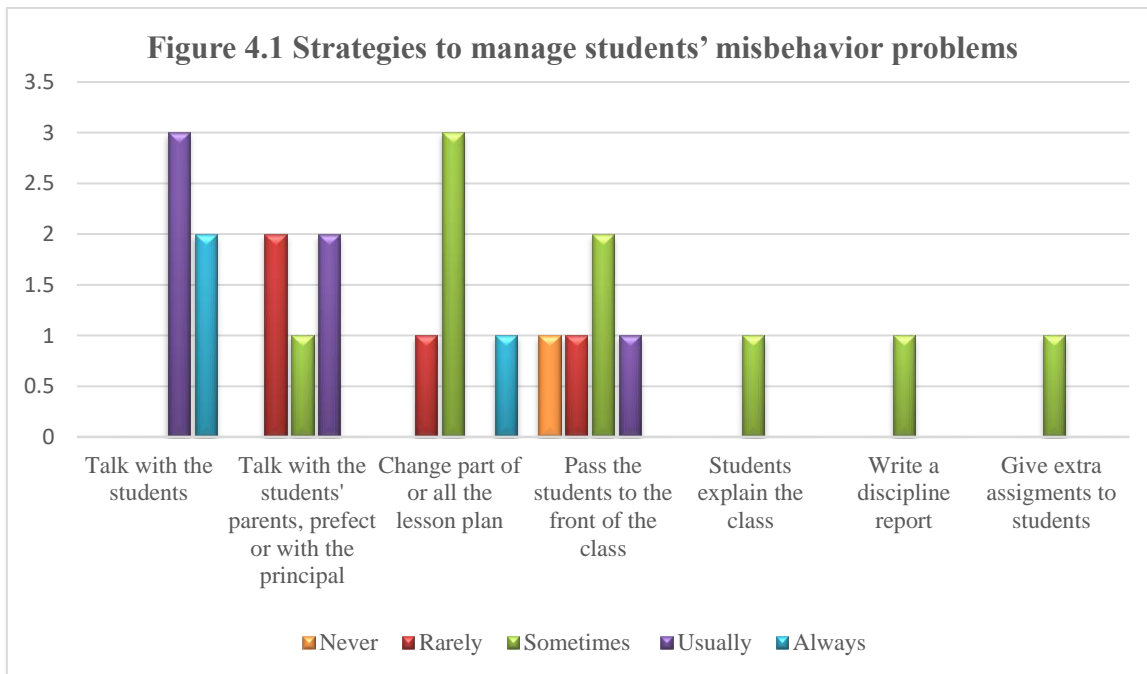
All of the participants confirmed that the impact of their strategies was positive because at the end the students understood what they had to do and how to do the work. Finally, they accomplished the task successfully.

#### **4.3.2. Results from the Questionnaire**

As it was mentioned before, it was necessary to apply a questionnaire in order to confirm the strategies each participant used to solve each classroom management problem; besides, it was also necessary to answer the last research question which was concerned with the frequency that participants used those strategies to solve each trouble. To present the results from the questionnaire, different graphs will be used to show them. The following illustrations demonstrate that the results gathered from the interview and the questionnaire coincide.

##### **4.3.2.1. Strategies to Solve Students' Misbehavior Problems**

The next figure illustrates that the participants reaffirmed their answers about what strategies they used to apply to get students to change their behavior problem. Furthermore, they mentioned other strategies they used to solve this problem.



This figure 4.1 depicts the most common strategies teachers used to solve students behavior problems. The first strategy shown is that all of the participants agreed that they used to talk firstly with the students in order to reach an agreement. For example, two of the participants always applied this strategy to solve this problem while the other three participants usually used this strategy. The second strategy is to talk with students' parents, prefect or with the principal; teachers applied this strategy when they thought it was necessary because students did not change their behavior; two of the participants used this strategy usually, one of them sometimes and the other two participants used it rarely. The third strategy is that participants had to change part of or all their lesson plan, for example, one of the participants always had to change her lesson plan but three of them just sometimes and the other one just barely. The fourth strategy is to pass the students to the front of the class; one of the participants usually applied this strategy, two of them sometimes, one participant just applied it rarely and the other one never applied this strategy. Finally, one participant mentioned that she sometimes asked students to explain

the class when they misbehaved; another strategy mentioned by another participant is that he sometimes had to write a discipline report and the last strategy mentioned by another participant is that she sometimes had to give extra assignments to students.

With figure 4.1, the frequency of strategies to deal with students' behavior was shown. Now, the frequency of strategies to deal with multilevel problems will be presented.

#### 4.3.2.2. Strategies to Solve Multilevel Classroom Problem

The following figure points out the confirmation each participant did about the strategies they used to apply in order to deal with multilevel classroom problem. Additionally, a participant mentioned another strategy she applied to handle this situation successfully. Their strategies are shown in the following figure.

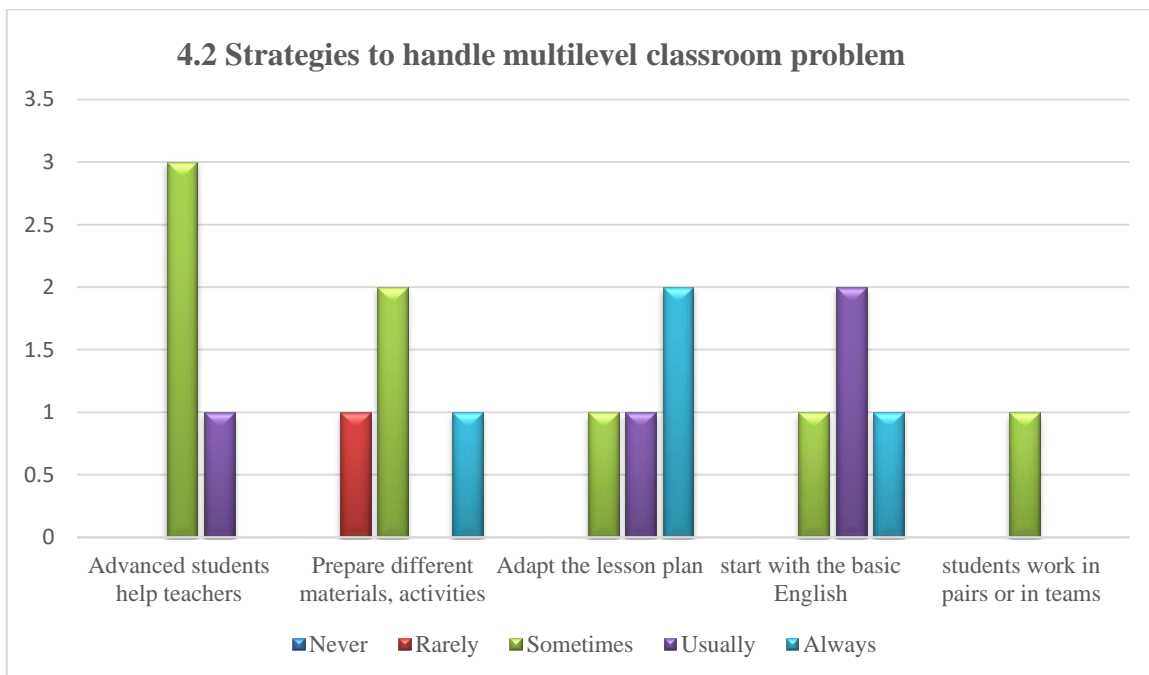


Figure 4.2 presents the strategies teachers used to apply in order to deal with multilevel classroom problem. The most common strategy used to manage this problem is the help from advanced students, those students helped the teacher to check their

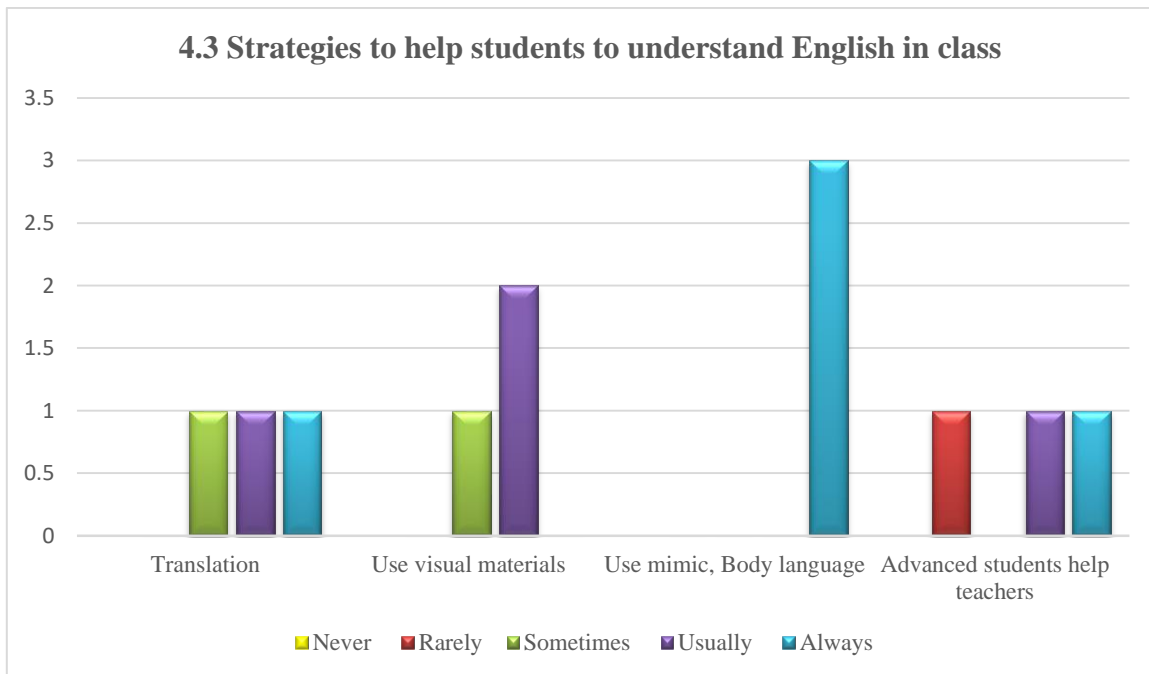
classmates' works, to explain a difficult topic to their classmates and at the same time, they solved their classmates' doubts about the class; one participant used this strategy usually and three of them sometimes. Another strategy applied is to prepare different materials and/or activities, for example; one participant had to prepare always distinct materials and activities, but two of them sometimes and the other one just barely. The third strategy considered appropriate is to adapt the lesson plan; two participants always had to adapt their lesson plan while one of them usually and the last one just sometimes. The next strategy is to start with basic topics to teach; one participant always applied this strategy, two of them sometimes and the other one applied it sometimes. The last strategy that was mentioned by a participant is that she sometimes made pairs or teams; thus students could work and understand better a topic because they helped one another.

In this section, the strategies the participants used to overcome multilevel classroom problem were described and the frequency they applied each strategy.

The next figure 4.3 will display the participants' strategies to help students to understand much better English in class and at the same time the frequency each strategy was used.

#### **4.3.2.3. Strategies to Solve Students' Problems to Understand English in Class**

The next figure corroborates that the interview's answers are coherent with the questionnaire's answers. In other words, every participant reaffirmed in the questionnaire the strategies they applied to help students to understand better English during the class. This is illustrated in the next figure.



This figure 4.3 displays the strategies teachers ordinarily used to help students to understand English easily during the class. The first strategy applied by the participants was the use of translation; these participants first had to explain the class in English and then translate everything into Spanish. As a result, students understood better the class. This strategy was always applied by a participant, the other participant applied it usually and the last one just sometimes. The second strategy is the use of visual materials; two participants usually used this strategy while the other participant just sometimes. The next strategy is the employment of mimic and/or body language; all of the participants always applied this strategy. The last strategy employed to solve this trouble is the help from advanced students. These students helped the teacher to explain the class and solve doubts of their partners.

These were the most common strategies employed by the participants to solve this difficulty and how often each strategy was applied.

The following figure 4.4 will portray the participants' strategies to provide an easy way students could follow the instructions' activities in class.

#### 4.3.2.4. Strategies Used to Follow Instructions

The following figure evidences that every participant accepted the use of the strategies previously mentioned in the interview to help students to follow the instructions adequately and at the same time, it shows the frequency each strategy was used. This is displayed in the following figure.

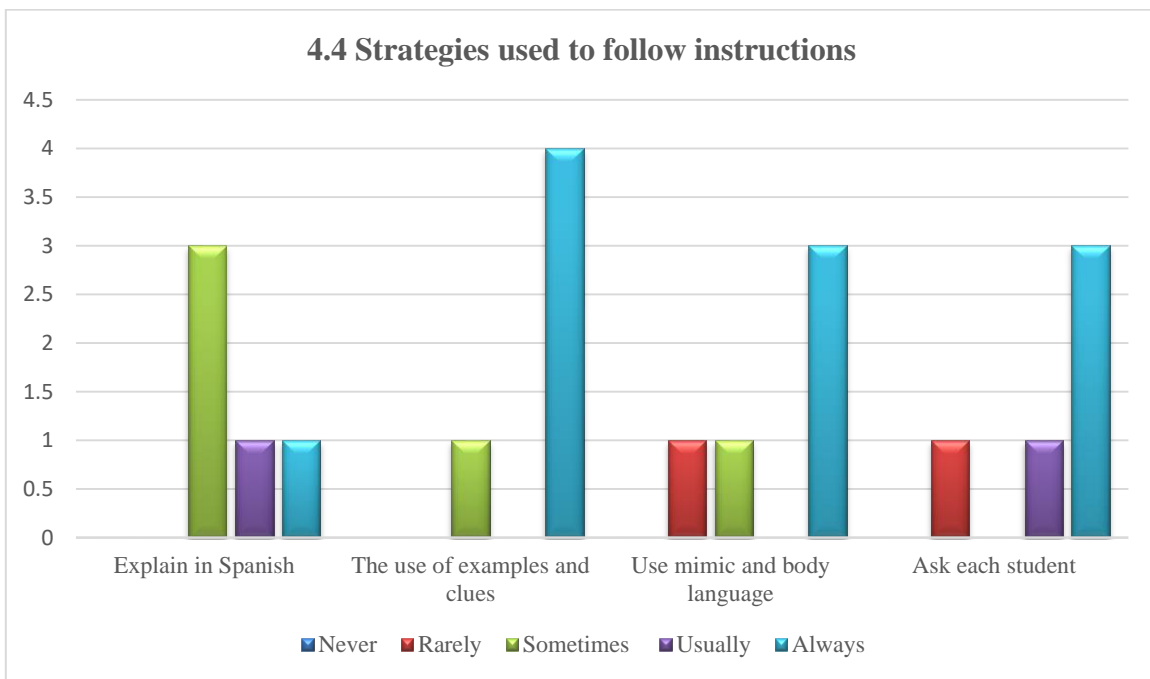


Figure 4.4 shows what strategies were used in order to help students to follow the instructions easily. The first strategy mentioned is to explain the instructions in Spanish; by applying this strategy, students could understand what to do. One participant always employed this strategy; another one applied it sometimes and the other three participants used it sometimes. The next strategy used is the use of examples and/or clues. The majority of the participants always applied this strategy; for example, four of them always applied it

and only one participant just sometimes. The third strategy named is the use of mimic and body language. This strategy was always used by the majority of the participants; three of the participants always employed it, one of them just sometimes and the other one just barely. The fourth and last strategy mentioned is to ask each student if they had doubts about what to do or how to do the activity if they had doubts; teachers explain one more time the instructions of the activities.

This section described the frequency of each strategy used to handle successfully this trouble during the class. Finally, the conclusion of this chapter will be presented.

#### **4.4 Conclusion**

In chapter four, the results gathered from the interview and the questionnaire were illustrated and described in detail. To depict and explain the interview results, tables were used whereas the questionnaire results were shown and portrayed by graphs. For the next chapter, a general conclusion of this research will be presented in detail; thus, the significance, the limitations and the directions for further research will be discussed.



## **CHAPTER V: CONCLUSIONS**

### **5.1. Introduction**

As it has been mentioned, the objectives of this study were to explore the strategies that experienced teachers use to deal with the most common classroom management problems in public Junior High Schools and at the same time, the frequency of these strategies. In addition, another objective was to analyze the impact of each strategy at the moment of managing and controlling the class. Now, this final chapter is focused on describing in detail a summary of the results and the main highlights of this present research. Then, the implications, the limitations of the study and some suggestions for further research will be provided.

### **5.2. Findings from the Interview**

The first instrument applied to gather the necessary data was the interview. The interview was focused on four main parts; the first one was about students' misbehavior, the second one was about multilevel classroom problem, then the problems to understand English in class and the last one was about problems to follow the instructions. According to the five participants, the strategies they used to deal with their students' misbehavior were the following; a) talk with the students, b) talk with the students' parents, c) apply extra materials, d) make changes to the lesson plans. e) make behaviors' reports, f) pass the students to the front. When teachers applied these strategies, most of the time the impact was positive because the students reflected and then they started to work, to pay attention and to be quiet. As it was seen, all the participants mentioned their strategies to overcome misbehavior problem.

The multilevel was the second problem, the majority of the participants could solve this trouble and the strategies they used were the following: a) ask for help from the advanced students, b) adapt the lesson plans, c) prepare a lot of activities or exercises, d) start with the basic English class. Most of the time when teachers applied these strategies the impact was positive because the students paid attention and started to work. Most of the participants could solve this problem; however, one of them could not, because for him it was very complicated. He had more than 40 students and the time was too short to teach; that is why he could not handle this trouble.

The next problem was about students' problems to understand English during the class. The participants mentioned that when students did not understand the English class they had to apply some specific strategies: a) explain the class in Spanish again, b) use some visual materials, c) apply mimic or body language, d) ask for help from the advanced students. Finally, a participant mentioned that she gave some pieces of advice to her students. The impact of these strategies was positive because the students understood much better the class and they worked.

As it was mentioned before, the majority of the participants could solve this situation with the exception of two of them. They mentioned that they did not explain the class in English; they explained it in Spanish because for students it was easier to understand the class. Thus, teachers avoid having problems like explaining again or searching for a specific strategy to solve students' doubts.

The last point was about the students' problems to follow the instructions. All of the participants could deal with this trouble; they mentioned some strategies: a) explain the instruction in Spanish again, b) ask each student if they had doubts, c) give written or spoken example and clues. When the participants applied these strategies, the impact was

positive because the students paid attention, were quiet and the most important, they worked and finished their tasks successfully. As can be seen, these were all the different strategies mentioned by the participants to solve each problem and the impact was positive for both teacher and students most of the time.

### **5.2.1. Findings from the Questionnaire**

As it was mentioned before, the second instrument applied in order to triangulate the interviews' result was a questionnaire. This questionnaire was focused on the strategies' frequency in order to solve the four main classroom problems such as misbehavior problem, multilevel problem, problems to understand English in class and problems to follow the instructions. According to the participants' answers, these were the following strategies' frequency to deal with each previous trouble.

To deal with misbehavior problem, the participants applied the following strategies: a) talk with the students; this strategy was used through a frequency of usually to always, b) talk with the students' parents, prefect or with the principal; this was used from rarely to usually, c) change part of or all the lesson plan was used through rarely to always, d) pass the students to the front was used through never to usually, e) students explain the class was used sometimes, f) write a discipline report was used just sometimes and g) give extra assignments to students was used just sometimes, too. These were strategies' frequency to solve students' misbehavior problems.

The following strategies were used to handle multilevel problem: a) advanced students helped the teacher; this strategy was used through a frequency of sometimes to usually, b) prepare different materials and activities was used from rarely to always, c) adapt the lesson plan was used through sometimes to always, d) start with basic English

was used from sometimes to always and e) students work in pairs or in teams was used just sometimes. These were the five main strategies and the frequency of each one that the participants used to solve the multilevel problem.

Some strategies that the participants used to help the students to understand much better English were the following: a) translation was used through a range of sometimes to always, b) use visual materials; this was used from sometimes to usually, c) use mimic and body language was used always, and d) advanced students helped the teacher was used through rarely to always. Here, the strategies' frequency to help students to understand English in the class were mentioned.

Finally, the strategies' frequency to follow instructions are named: a) explain in Spanish the instruction; this strategy was used in a range of sometimes to always, b) give examples and/or clues; this was used from sometimes to always, c) use mimic and body language; this was used rarely to always and the last strategy was, d) ask each student if they had any doubt; this strategy was used rarely to always.

This section was focused on showing the results obtained from the interview and the questionnaire. For the next point, the accomplishment of the research will be described.

### **5.3. Accomplishment of the Research Aims**

The most important aim of this research was to interview some experienced teachers of English from junior high schools in order to explore the strategies they use to solve certain classroom management problems. In other words, this study was focused on investigating the classroom management strategies used in order to deal with students' misbehavior, multilevel classroom problem, problems to understand English during the class and students' problems to follow instructions successfully as well as to analyze the

impact of these strategies. The data gathered from the interview was very useful to accomplish the aims mentioned previously.

The second instrument (the questionnaire) was very helpful to accomplish the last aim of this research, which was to identify the frequency of the classroom management strategies used by the participants in order to deal with each previous problem.

As it has been noticed, this section explained that the data gathered from the interview and questionnaire were very meaningful and helpful to accomplish each one of this present research aim. For the next section, the pedagogical implications of this study will be detailed.

#### **5.4. Pedagogical Implications**

As it was mentioned before, classroom management is one of the most common problems that any teacher faces. For this reason, it is necessary that the teacher search for specific strategies to handle successfully this problem. Sometimes, it is required to ask for help to solve these kinds of problems, especially to experienced teachers because they could have a better idea of how to solve the problem. For this reason, this research was focused on experienced teachers; thus, the result of this present research could help trainees, novice teachers, including experienced teachers to solve the most common classroom management problems like students' misbehavior, multilevel problem, students' problems to understand English and students' problems to follow the instructions. By implementing these strategies, both novice and experienced teachers could use the strategies found in this study in order to facilitate the teaching-learning process; however, if the result is not adequate, teachers may need to implement other strategies or combine the

strategies for a better result. These new strategies may vary depending on their specific teaching contexts.

### **5.5. Limitations**

There were some limitations for this study; the first one was about the time. The time was very limited; under these circumstances, it was not possible to search for more schools and participants. That is to say, the numbers of schools and participants for this study was not enough to explore the issue more profoundly. Another consequence of the limited time is that it was not possible to implement another instrument in order to obtain more data and triangulate the results. Another limitation was the small number of participants due to different academic activities that they were involved in at the time of the study. It can be said that this was the main problem presented during the searching process of the participants. These were the main limitations presented in this study.

### **5.6. Suggestions for Further Research**

One of the main objectives of this research was to investigate the experience teachers' strategies to manage successfully classroom management problems focusing on students' misbehavior, multilevel classroom problem, problems to understand English in class and problems to follow instructions. As it was mentioned in the previous section, this study was carried out in a small number of schools and participants; thus, the participants for this study were only five from three different public junior high schools. Under those circumstances, it is recommendable to follow up this study for deeper research by implementing a second instrument, searching for more schools and participants. In addition, the study could be carried out both in private and public junior high schools in order to

know the similitudes and differences about the strategies the participants have to solve some common classroom management problems. Additionally, further research could be focused on a different educational level such as kindergarten schools, elementary schools and even in high schools.

### **5.7. Reflective Account**

In this section, a personal reflection related to the process of this research is described. This reflection is divided into four different parts: the first one is about the beginning of the research project, the second one is about the project development period, the next one is related with the ending of the project, and finally the researcher's personal changes that have been experienced during the research process.

Firstly, it is important to mention that it was complicated to find an interesting topic to study. Fortunately, when some students commented that they faced many problems during their teaching experiences especially classroom management, I noticed that it could be a good study topic. Then, I realized that this topic was already researched but focusing on trainee teachers of English. In the end, I decided to follow up this study but focusing on experienced teachers of English.

During the process of the research, I learned that it is a complicated process because the researcher has to be very patient and the most important committing oneself to carry on the research. In the beginning, I was very nervous because I did not have any idea how to start writing the first chapter. That is why I decided to go to the library and search for some theses examples or asking directly to my thesis director. In the end, I had a better idea of how to write the chapters.

At the end of this research, I could conclude that it does not matter if the teachers are trainees, novice or experienced teachers; they always face classroom management problems. Fortunately, there are many classroom management strategies that any teacher could apply in order to handle successful classroom management.

This project was very useful for me to acquire information about how to maintain good classroom management, what strategies to apply and when. However, the most important is that I could realize how the process of a research project is. I could realize how to design an instrument, what kind of instrument could be more appropriate and how to apply it, and how to convince someone to be the participant of the research. Likewise, how to analyze the results and the most important how to show the results in an understandable manner. Generally speaking, this project had a great positive impact on my professional life as a novice researcher.

## **5.8. Conclusion**

This thesis project was successfully accomplished thanks to the design and application of the instrument that helped to answer the research question. With this project, more information has been explored with regards to the classroom management area in the teaching and learning process. I hope that this study can be useful for future teachers and at the same time, make a small contribution to the faculty of languages.



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## APPENDIX A: INTERVIEW

1. During your experience teaching, have you ever faced problems with your student's behavior?
  - 1.1. What strategies do you use to solve these problems?
  - 1.2. Do you think these strategies are appropriate for your students?
  - 1.3. What is the impact of these strategies at the moment of being applied?
  - 1.4. Do you recommend to trainee and novice teachers to use these strategies to solve these problems?
2. Have you ever faced multilevel classroom problem?
  - 2.1. What strategies do you use to solve this problem?
  - 2.2. Do you think these strategies are appropriate for your students?
  - 2.3. What is the impact of these strategies at the moment of being applied?
  - 2.4. Do you recommend to trainee and novice teachers to use these strategies to solve these problems?
3. During your English teaching, do you speak most of the time in English to your students?
  - 3.1. When you talk in English what do you do when your students do not understand you?
  - 3.2. Do you think these strategies are appropriate for your students?
  - 3.3. What is the impact of these strategies at the moment of being applied?
  - 3.4. Do you recommend to trainee and novice teachers to use these strategies to solve these problems?
4. Have your students had problems to follow your instructions?
  - 4.1. What strategies do you use to solve this problem?



- 4.2. Do you think these strategies are appropriate for your students?
- 4.3. What is the impact of these strategies at the moment of being applied?
- 4.4. Do you recommend to trainee and novice teacher to use these strategies to solve these problems?

## APPENDIX B: TRANSCRIPTION FROM THE INTERVIEW

### PARTICIPANT ONE

**R: Researcher**

**IE: Interviewee**

<b>R:</b>	<b>During your experience teaching, have you ever faced problems with your student's behavior?</b>
<b>IE:</b>	Yes, ehh most of the time we have the problem with the behavior that they talk all the time in the class or they don't pay attention to the class.
<b>R:</b>	<b>What strategies do you use to solve these problems?</b>
<b>IE:</b>	First of all, I talk with them with the students that don't pay attention or he or she is talking in the when I'm giving the class. Ehh I talk with he or with her [sic] mmm and I ask her or him what is the problem why he or she don't work [sic], or is playing and then ehh we talk with his tutor his mother or father and we talk with the problem about he or she [sic]. Sometimes I give another material to work for example a sheet of paper or a tale, some materials.
<b>R:</b>	<b>Do you think these strategies are appropriate for your students?</b>
<b>IE:</b>	Yes, I think so.
<b>R:</b>	<b>What is the impact of these strategies at the moment of being applied?</b>
<b>IE:</b>	Most of the students start to work another [sic] don't want. I ask him and I talk with him about why they don't want to work. Most of the time they, he or she says [sic] me that they don't bring the book that's the reason. Some students ehh act positive and sometimes they are negative because they don't want, you try to work just with him or with she [sic].
<b>R:</b>	<b>Do you recommend to trainee and novice teachers to use these strategies to solve these problems?</b>
<b>IE:</b>	Eeh yes, I do but mmm we can use another strategies because for example to use ahh some materials that that they like for example songs, or videos that they like and you can get their attention. Another strategy is for example eeh you can work in pairs so in teams and that is good for them.
<b>R:</b>	<b>Have you ever faced multilevel classroom problem?</b>
<b>IE:</b>	Not all the time but we have mmm two or one students that speak English the most of the students don't speak English.
<b>R:</b>	<b>What strategies do you use to solve this problem?</b>
<b>IE:</b>	I use the students that speak English like a monitor with some of the students that don't don't speak English nothing English. I have to adapt my lesson plan and I have to start with the basic English.
<b>R:</b>	<b>Do you think these strategies are appropriate for your students?</b>
<b>IE:</b>	Yes, I do.
<b>R:</b>	<b>What is the impact of these strategies at the moment of being applied?</b>
<b>IE:</b>	Students ehh pay attention because as they don't speak English they try to understand or they try to get all that they can.
<b>R:</b>	<b>Do you recommend to trainee and novice teachers to use these strategies to solve these problems?</b>

<b>IE:</b>	Yes, because when you have a group that they don't speak English and you start with the program you have many problems because they don't pay attention they don't do the homework, and when you start with the basic English they show interest and they try to make the homework, try to make the activities.
<b>R:</b>	<b>During your English teaching, do you speak most of the time in English to your students?</b>
<b>IE:</b>	I try to speak English most of the time, but as you can listen, they don't understand English.
<b>R:</b>	<b>When you talk in English what do you do when your students do not understand you?</b>
<b>IE:</b>	Most the time I have to explain again in Spanish the class. I try to bring materials and I try to show the class with some visual aids to they understand. When I explain the class in English then I go, I translate them the all the class or just parts of the class.
<b>R:</b>	<b>Do you think these strategies are appropriate for your students?</b>
<b>IE:</b>	Yes, I do.
<b>R:</b>	<b>What is the impact of these strategies at the moment of being applied?</b>
<b>IE:</b>	They understand better the class, they start to work or they start to try to speak in English.
<b>R:</b>	<b>Do you recommend to trainee and novice teachers to use these strategies to solve these problems?</b>
<b>IE:</b>	Yes, just those strategies.
<b>R:</b>	<b>Have your students had problems to follow your instructions?</b>
	Most of the time.
<b>R:</b>	<b>What strategies do you use to solve this problem?</b>
<b>IE:</b>	I ask them if they have troubles or if they understand or what is their problem and they ehh say [sic] me that they don't understand or they don't bring the material. I try to explain the class eeh slow or I use Spanish. I try to walk into the group and I see if they understand or not and I solve their doubts.
<b>R:</b>	<b>Do you think these strategies are appropriate for your students?</b>
<b>IE:</b>	Yes, yes.
<b>R:</b>	<b>What is the impact of these strategies at the moment of being applied?</b>
	They make the activities and they ask me more about the instructions.
<b>R:</b>	<b>Do you recommend to trainee and novice teacher to use these strategies to solve these problems?</b>
<b>IE:</b>	Yes, I do. You can use the monitors, the student monitors with some groups of students.

## APPENDIX C: QUESTIONNAIRE

Teacher's name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instruction:** Tick the frequent adverb in each statement that fits your teaching experienced and add another strategy that you consider appropriate in each section.

**N= Never    R=Rarely    S= Sometimes    U=Usually    A= Always**

<b>1. STUDENTS' BEHAVIOR</b>						
<b>1.1. Students' behavior during the class.</b>		<b>N</b>	<b>R</b>	<b>S</b>	<b>U</b>	<b>A</b>
a)	Students talk all the time during the class.					
b)	Students do not pay attention to the class.					
c)	Students do not care about the English class.					
d)	They play during the class.					
e)	Mention another frequent problem you have faced.					
<b>1.2. Strategies used to solve the previous problems</b>						
a)	Talk with the students.					
b)	Talk with the students' parents, prefect or with the principal about the students' misbehavior.					
c)	Change parts of or all the lesson plan.					
d)	Pass the students to the front of the class.					
e)	Mention another strategy you use to solve these problems.					
<b>2. MULTILEVEL CLASSROOM PROBLEM</b>						
<b>2.1. Strategies to solve multilevel classroom problem</b>						
a)	The advanced students help the teacher to check the works, explain and solve doubts.					
b)	Prepare different materials, activities.					
c)	Adapt the lesson plan.					
d)	Start with the basic English					
e)	Mention another strategy you use to solve multilevel classroom problem					
<b>3. ENGLISH SPEAKING DURING THE CLASS</b>						
<b>3.1. Strategies used to solve students' doubts when they do not understand English</b>						
a)	Translation					
b)	Use different visual materials.					
c)	Use mimic, body language.					
d)	High students help the teacher to explain and solve doubts.					

e)	Mention another strategy to solve this problem.					
<b>4. STUDENTS' PROBLEMS TO FOLLOW INSTRUCTIONS</b>						
	<b>4.1. Strategies used to guide the students to follow the instructions</b>					
a)	Explain the instruction in Spanish					
b)	Give, show or write examples and clues.					
c)	Use mimic or body language to explain the instructions.					
d)	Ask each student if they have doubts.					
e)	Mention another strategy that you use to solve this problem					

## APPENDIX D: RESULT FROM THE QUESTIONNAIRE

### PARTICIPANT ONE

N= Never    R=Rarely    S= Sometimes    U=Usually    A= Always

<b>1. STUDENTS' BEHAVIOR</b>						
<b>1.2. Students' behavior during the class.</b>		N	R	S	U	A
f)	Students talk all the time during the class.				✓	
g)	Students do not pay attention to the class.			✓		
h)	Students do not care about the English class.			✓		
i)	They play during the class.			✓		
j)	Mention another frequent problem you have faced. <b>Students don't bring materials.</b>			✓		
<b>1.2. Strategies used to solve the previous problems</b>						
f)	Talk with the students.					✓
g)	Talk with the students' parents, prefect or with the principal about the students' misbehavior.				✓	
h)	Change parts of or all the lesson plan.			✓		
i)	Pass the students to the front of the class.			✓		
j)	Mention another strategy you use to solve these problems. <b>Students explain the class.</b>			✓		
<b>2. MULTILEVEL CLASSROOM PROBLEM</b>						
<b>2.2. Strategies to solve multilevel classroom problem</b>						
f)	The advanced students help the teacher to check the works, explain and solve doubts.			✓		
g)	Prepare different materials, activities.			✓		
h)	Adapt the lesson plan.			✓		
i)	Start with the basic English				✓	
j)	Mention another strategy you use to solve multilevel classroom problem <b>I prepare other activities and didactic materials.</b>				✓	
<b>4. ENGLISH SPEAKING DURING THE CLASS</b>						
<b>3.2. Strategies used to solve students' doubts when they do not understand English</b>						
f)	Translation					✓
g)	Use different visual materials.				✓	
h)	Use mimic, body language.					✓
i)	High students help the teacher to explain and solve doubts.				✓	
j)	Mention another strategy to solve this problem. <b>I usually explain the class in Spanish, too.</b>					✓
<b>4. STUDENTS' PROBLEMS TO FOLLOW INSTRUCTIONS</b>						
<b>4.2. Strategies used to guide the students to follow the instructions</b>						

f)	Explain the instruction in Spanish					✓
g)	Give, show or write examples and clues.					✓
h)	Use mimic or body language to explain the instructions.					✓
i)	Ask each student if they have doubts.					✓
j)	Mention another strategy that you use to solve this problem <b>I work in individually form with students that have many doubts</b>			✓		