



***BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA***

**Facultad de Lenguas**

**CLASSROOM MANAGEMENT TECHNIQUES TO FACE STUDENTS' DISTRACTIONS:  
TEACHERS' PERCEPTIONS**

A thesis submitted to the Faculty of Languages for the Degree of Licenciatura en la  
Enseñanza del Inglés

By:

Ana Karen González Ponce

**Thesis Director:**

Ph. D. Norma Flores González

**January, 2020**



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## DEDICATIONS

I wish to dedicate this thesis to my mother; I know that she feels so happy to see my progress in this difficult long period that I experienced join with my brothers and grandma. I put all my effort into presenting a good work and also for being a good teacher.

También dedico este trabajo a la maestra María Soledad Rodríguez Hernández porque sin ella no hubiera logrado encontrar mi verdadero camino. Desde el momento en que me orientó hasta en el proceso de preparación para iniciar esta licenciatura, sin duda usted es una parte fundamental para este logro tan importante.

Mis más sinceros agradecimientos.

***Dedicate to my most important motivation***

***Super Junior ♥***

***BTS ♥***

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## **CHAPTER I: INTRODUCTION**

### **1.1 Introduction to the problem**

Teaching English in junior high school level could be a good experience, but at the same time, it implies several challenges such as managing a class, controlling around 25 to 40 students, deficit of didactic material, and so on.

Besides, the different changes that a young teenager learner has during the junior high school period and among others, they are situation a teacher must know how to deal with in order to get a successful teaching performance. Indeed, these examples are part of classroom management, and also those reasons have a significant impact on the good performance of the uses of classroom management techniques and the process of learning a language.

Because of the previous facts, this research project will investigate the most important factor that could determine a suitable performance of the uses of classroom management techniques in English classes.

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

When pre-service teachers face an English class for the first time, it is a difficult experience to deal with, especially because they lack of experience as well as suitable classroom management techniques that are an important factor in the teaching learning process.

In addition, pre-service teachers are not completely prepared to take the big role as teacher since they have limited experience, which may be due to lack of mentorship, practice in classrooms with real students, disorganization, and so on.

Taking into account the points above, the study will provide information about the most common distracters and the most effective classroom management techniques based on the junior high school teachers' experiences and how they can



deal problems with junior high school students' behavior by applying classroom management techniques to help pre-service teachers to have perspectives about the general situation in this level.

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

The purpose of this research project is to identify what classroom management techniques are suitable to deal with influential factors of distraction in the young adolescent learner based on the English teachers' experiences so that pre-service teachers and teachers can overcome the difficulties in an English class at junior high school.

The idea is to provide pre-service teachers with a perspective about the real situation in the junior high school level to be prepared to deal with these difficulties.

To accomplish the purpose above, it is necessary to determine the research questions that will guide this study.

### **1.4 Research Questions**

1. What are the most common factors of distraction in a junior high school?
2. Which classroom management techniques do teachers use in a junior high school?
3. Which are the most effective classroom management techniques in *Escuela Secundaria Técnica #25*?

### **1.5 Research settings**

This study took place in Escuela Secundaria Técnica #25 “Guillermo González Camarena”. It is located in Gral. Miguel Negrete between Tamaulipas and Sonora streets in the Popular Coatepec colony in Puebla, Pue.

This junior high school is public and the sample for this research project was in the English subject.

The junior high school has two levels of English. It has thirty-two groups, eighteen groups in the morning and eighteen groups in the afternoon with twenty-five to thirty-five students in each one.

Nowadays, the school only has four English teachers: two in the morning and two in the afternoon. Thus, one of them gives the English subject in the majority of the groups.

Furthermore, in this institution, the English subject follows the grammar-translation method. It is described as a method that focuses on the grammar of the target language with passages being translated into the students' mother tongue (Teaching English as a Foreign Language, teachers England, n.d.).

It tends to be very much text-based. Most of the time, the teacher gives instructions and grammatical explanations in the mother tongue, and the pronunciation is not completely important here.

Other important aspects when describing the research setting are the mission and vision of this institution.

Talking about its mission, it is based on developing activities about observation, analysis, and reflection of students, for being critical, democratic, supportive, and participatory while living with their family, and society in their best quality of life.

Regarding its vision, it can be said that it is to provide students with life skills that enable them to develop and actively participate in building a democratic society as well as reformulating the academic structure, adapting the technologies to the social context, and strengthening those that have demonstrated their quality.

## **1.6 Significance of the Topic**

First of all, it is worth mentioning that there are not similar studies about a classroom management technique in junior high school level. Then, this research could be useful for both teachers and students to overcome those difficulties and have a desirable classroom environment.

Moreover, it could also help pre-service teachers to identify the different factors that could affect a class and to solve them as part of classroom management. As teachers, it is essential to identify what factors affect students' attention in class as well as how teachers could deal with those problems that arise in every class and affect the learning process of a language.

## **1.7 Conclusion of the chapter**

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

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

## **CHAPTER II: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter will explain several concepts that are relevant for this thesis project. Topics like classroom management and its main areas, authority and rules, instructions and monitoring, and critical moments will be fully explained to understand the development of this investigation.

### **2.2 Classroom management**

Classroom management is an essential part of the teaching and learning process. It refers to the methods, strategies, and skills teachers use to maintain a classroom environment that results in the student's learning success.

Classroom management is connected to a process of organizing and conducting a class that includes time management, students' involvement, engagement, and classroom communication. According to Lemlech (1999, p. xiv). "Classroom management is also defined as the process of creating a democratic community and managing a successful class".

Moreover, Scrivener (2012) described classroom management as the way a teacher manages students' learning by organizing, and controlling what happens in his classroom, and creating a relationship between teacher and student that involves the class.

Furthermore, the Glossary of Education Reform (2014, p. 67) defined classroom management as the "wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class". Also, it mentioned that when classroom management executed effectively, students can have a good process of learning as individuals and as a group, and it is possible to have a good environment in the rest of the classes because students do not feel stressed.

Blair, DeRoos, and Kratochwill (n.d.) concluded that classroom management is the process by which teachers and schools create and maintain the appropriate behavior of students in the classroom.

In general, as Marzano (2003) claimed, the teacher cannot teach if students are disorderly and disrespectful, and even if there are not apparent rules and procedures to guide their behavior because chaos becomes the norm and teachers struggle to teach. In summary, day by day the effective teaching and learning cannot take place in a poorly managed classroom. This means classroom management is more than a tool; it is a skill that the teacher has to develop step by step for having a comfortable environment of learning.

### **2.3 The teacher and the classroom management**

The role of the teacher in classroom management is the base and the most important key for creating a well-organized classroom in which students could have the opportunities to succeed.

Lemlech (1999) noted that the key to successful classroom management is pre-planning. "However, an effective classroom environment does not appear out of nowhere. Teachers have to invest a great deal of time and effort in creating it" (Schneiderová, 2013, p. 11).

Most of the time, the successful performance of classroom management techniques will depend on the ability of the teacher because he must know how to manage the classroom, innovate, and create some tactics for getting students' attention and participation.

In this sense, classroom management means more than rules. It means establishing a structure and boundaries based on the students' needs, and it will give them benefits at the end.

Besides, Khatri (2012) mentioned that the behavior of the teacher has a significant influence on the learning process and a good performance of classroom

management techniques. She also said that the way teacher behaves during teaching is almost guided by his/her philosophy and environment.

Moreover, Lemlech (1999) described the teacher as the leader who influences the students, who need self-confidence, self-respect, status, and controls his/her professional and personal life.

According to Scrivener (2012), teachers do not try to be a “teacher”. It is necessary to find their authenticity that will help them to create a better relationship with their student and for getting more respect. Additionally, the teacher has to be culturally sensitive and empathic to see what things look like from their students’ point of view and make sure what to say or do appropriately. Along with these facts, “it is essential that teachers find ways of developing relationships with all their students and building a sense of community in the classroom” (Schneiderová, 2013, p. 12).

Additionally, Gower, Phillips, and Walters (2008) emphasized that teachers always have to create limits on the balance between being friendly and maintaining discipline and building a sense of community in the classroom.

## **2.4 The main areas of classroom management**

This section provides a general overview of the main areas of classroom management. It defines skills and techniques and assists teachers in dealing properly with the students’ behavior. *Taking into account* Lemlech (1999, p.5) “*Classroom management skills consist of rules and procedures that help run classrooms smoothly*”

Oakley (2010) said that teachers who want to show their classroom management skills have to show authority and students give them the respect they deserve. If teachers want to be taken seriously by the students, they must be thoroughly knowledgeable in the subject and more than others as well.

Scrivener (2005, pp. 79-80) gives a general description of the common classroom management areas:

- Authority: Gathering and holding attention. Deciding who does what. Establishing or relinquishing authority as appropriate. Getting someone to do something.
- Activities: Giving instructions. Monitoring activities. Timing activities.
- Critical moments: Dealing with unexpected problems. Maintaining appropriate discipline.
- Grouping and setting: Forming groups. Arranging and rearranging seating.
- Tools and techniques: Using the board and other classroom equipment or aids. Using gestures to help clarity of instructions and explanations. Speaking clearly at an appropriate volume and speed. Use of silence. Grading complexity of language. Grading quantity of language.

In the following lines, the classroom management areas are described in detail.

### **2.5 Authority and setting rules**

Every classroom needs rules and clearly, a classroom without respect, authority, and rules is going to be troublesome. Teachers have to find natural authority in them and believe in themselves. They have to look for ways that allow students discussion and agreement without always relying on hierarchical power.

Cohen, Manion & Morrison (2005) point out that teachers who want to establish authority should behave as if they were already in authority.

Walker (2010) agreed that the best day to establish the authority as a teacher is the first day of the course because students pay attention to all the details of the teachers' impression.

In general, the authority is gained by respect. Gaining respect and maintaining control in class is an ongoing process that is connected with setting rules.

Paraphrasing Laslett and Smith (1993), rules are defined as the boundaries for behavior within a classroom, and they are the formal statement of teacher's expectations about what students may do or not. When teachers start designing the classroom rules, they need to consider that rules must be easy to understand and manage. Those rules have to show students what is acceptable or not.

Besides, Cohen, Manion, and Morrison (2005, p. 295) claims that "most rules should be based on moral, personal, legal, safety and educational considerations".

In this point, Huitt (1997) shares general recommendations for creating and selecting classroom rules:

- The teacher creates or selects four or five rules that will use to set guidelines and limits behavior in the classroom.
- The teacher states the rules in terms of positive expectations of behavior that he or she wants to see. He must be careful with stating rules in the form of don't.
- The teacher thinks about the specific examples of behavior that would demonstrate each rule.
- The teacher posts the rules in his or her classroom.
- The teacher establishes the consequences that can be rewards or punishments.

On the other hand, Manwaring (2017) highlights that rules should be as follow:

- Be positive. Make the rules positive and make them push students to behave in a certain way.



- Be inclusive. Make rules work for all ages and year groups.
- Be clear. Rules do not need to belong paragraphs with full details; they can be simple words.
- Involve students. If something is going wrong in your classroom or things are not being respected; then, work out some rules with your students.
- Link to learning. Link rules back to learning so that students can see the benefits of following them.
- Focus on Respect. Respect is the base of the rules creation. Respecting yourself means working hard to give yourself new opportunities, and respecting others is allowing them to do the same. However, respect can often be misused and misunderstood.
- Adapt. The teacher makes sure to change and adapt the rules as her o his classes or school change.

## **2.6 Activities**

From an organizational perspective, the base of a class is the activity, and it is defined “as a segment of time which is arranged in a specific fashion and communication follows an identifiable pattern” (Clinton, 1990, p.114).

Additionally, activity is a temporal boundary or duration in which occurs with a specific number and types of participants in an available space with available objects following specific format and content (Academic Development Institute, n.d.).

### **2.6.1 Giving instructions and monitoring**

Giving instructions may seem easy; however, sometimes instructions could be clear for the teacher, but not necessarily for students, who might not understand them, and therefore, some tasks may not be accomplished.

According to Lemlech (1999), students want and need to know what, how, and why about the class. It means that students need to know what they have to do to perform the activities. For getting the students' attention, teachers can use different signals such as raising their voice, raising their hand, etc. This may help the teacher to give effective instructions, facilitating the students' understanding of each activity that teachers want them to do.

Another important point is to make eye contact with all students as possible and establish a gesture that indicates the intention of the teacher to speak to them (Scrivener, 2005).

To see if the instructions have been understood, teachers can turn to different techniques. For example, it is suggested to use short sentences and a demonstration of the instructions (ebid, 2005). Furthermore, he states that students should not be asked "Do you understand?" as most students will not admit it. Then, this is not a suitable classroom management technique.

Swift (n.d.) recommends that teachers always have to ask students to repeat the instructions, and they do not have to choose the strongest student in the group to do this. Teachers need to check directly with students who probably do not understand. She also suggests asking two students to demonstrate each instruction about the activity in front of the class or for a written exercise by giving the first two examples. Apart from these techniques, Harmer points out that instructions should be as simple as possible and logical (1998, p.4).

Teachers need to make sure that students are engaged and are doing the activity which they were asked to do. Giving clear instructions, students may have different difficulties in following them. Teachers should walk around the classroom and monitor if the activities are staying on-play (Scrivener, 2005). Monitoring is just as important skill as teaching (Gower, Phillips & Walters, 2008). The British Council (n.d., p. 2) states some purposes of monitoring.

- Being aware of the whole class. The teacher should always be aware of how the class is getting on, whether the pace is too fast or too slow, and which students may need individual attention. There is often a tendency to teach to the lesson plan and materials at the expense of teaching the learners themselves.
- Listening to ensure that learners are on task. Some re-instruction, modelling of the activity or prompting may be required.
- Assessing both individuals and the whole class. Monitoring provides clues to individual and group difficulties and progress. In this respect, monitoring is a kind of ongoing needs analysis. All students should receive some attention, even if it is only a few words of encouragement.
- Assessing the development of fluency. This involves monitoring from a distance, and the teacher's role is often to take notes about common errors to be dealt with in a delayed correction slot, as well as mentally noting the use of target language in a freer context.
- Planning. Monitoring facilitates decision-making in terms of what to do next, whether to modify the original lesson plan, planning future lessons and giving feedback to students on their performance.
- Maintaining discipline. Large groups may become restless and bored if some learners have finished a task before others. The teacher should have some short back-up activities for these learners, or could use the quicker learners as assistants to help slower groups.

### **2.6.2 Time Management**

Another crucial tool and skill for teachers might be time management. According to Thornbury (2010) an essential characteristic of good teaching is the teachers' capacity to ensure that the use of time in the classroom is optimized and learners are engaged in the activity. That means the students know what is required from them –and it is important to remember the suggestions about how to create effective instructions.

It is necessary that teachers should be able to control over the activities that they do, organize the classroom and plan their lessons carefully and set realistic times to complete all the tasks.

Verner (n.d) comments that many classes have a limited period of time; it is common 40 or 60 minutes. Although this seems to be a short class, teachers should not limit the activities they choose to do with their students.

McKenzie (2006) said that when planning the lesson, it is wise to consider using time-controlled activities such as group work, role-plays, individual

presentations, and so on. Another important point that he mentioned is the transitions from one activity to another; it needs to be smooth enough for students to follow them easily.

Thornbury (2010) suggests that teachers create routines students could remember easily. He said that although it may take some time to establish routines, if teachers give clear and understandable instructions, they may save a lot of time by eliminating explanations and minimizing confusion.

Furthermore, Coaching Positive Performance (n.d.) emphasized that one of the biggest mistakes is to think that time management is all the time behavioral. For example, you set a goal and you work on it. Nevertheless, time management most of the time is entirely cognitive. Indeed, it is a thinking process.

Thornbury (2010) gives some suggestions for exploiting time effectively:

- Develop a set of reliable classroom routines that students will immediately recognize and which therefore require minimal explanation.
- Resist the temptation to front-end the lesson with lots of warmers and ice-breakers. Get to the point as quickly as possible.
- Use only those technological aids that you are already comfortable with and which are already installed and easily accessible in the classroom.
- Set for homework those activities (such as reading, listening, and doing grammar practice exercises) that might otherwise cut into classroom time that could more usefully be spent speaking.
- Be punctual yourself – set a good example and impress on students the importance of starting (and finishing) on time. Likewise, do not wait until the last student has arrived before you start the lesson.

Also Verner (n.d.) and McKenzie (2006) highlight that teachers should do the following:

- Communicate the goals to their students at the beginning of a class and give a general idea to students of where the teachers intend to go. It will also help motivate them to concentrate and focus on each activity.
- Tell the students to save their questions until the end of class. By keeping the questions until the end of it, teachers make sure their time is focused and their students are concentrating on the activity at hand.
- Encourage competition. Competition can be useful for motivating students in the classroom. Whether teachers award points for an activity or name the winner the first to finish, sometimes a little healthy competition can be just what their students need to do their best. Nonetheless, teachers should be careful to overuse this strategy. Besides, teachers need to use their best judgment when deciding how much competition to include in class.

## **2.7 Critical Moments**

Critical moments are spontaneous events that provoke students and teachers lose the equilibrium between class and classroom management. It means that teachers ignore students' behavior and do not take the time to encourage their students during the class and engage them with interest in it (Johnson, Labercane, Last & Nichols, 1998).

### **2.7.1 Getting and Improving Students' Attention**

Teachers should not start a class or an activity without getting the attention of the whole class. Getting students' attention is a big challenge for many teachers, mainly for pre-service teachers, especially in groups that students are children or teenagers since students have difficulties for being quiet and focused when surrounded by friends and peers (Shark, 2018).

In the cases presented above, teachers can use special signals to begin the class or a new task such as dropping their voice, clapping hands, ringing a bell, etc. (Shelby, 2009).

Gower, Phillips and Walters (2008, p. 40) emphasize that teachers should be consistent and they could use a set of words for the same instructions such as “Everybody, listen, look, repeat, stand up, look at the board...”

Jibrin (2017) gives simple tips or steps for improving students' attention:

1. Motivation. Give them a reason to be attentive in class.
2. Keep different learning styles in mind. Remember that not all the students comprehend in the same way.
3. Make the class atmosphere light. Students like teachers can make a joke at any moment. It helps reduce tension and is a good way to get those sleepy heads back on track. It can also serve as time for short breaks.
4. Include practical activity. To switch up the teaching methods, teachers can incorporate physical activities to engage the senses of the students. Exploration and fascination with real life material helps them understand concepts better and keeps them more focused.
5. Break up tasks: Tasks can be hard to focus on, especially when students have different components. Instead of giving students tasks that involve different sub-tasks, teachers can give them one at a time so that they are not distracted by the complexity and the fear of failing.

Another point is when students lose their interest and do not pay attention to the class or tasks because they are bored. Then, an important aspect is students' motivation. The center for Teaching of Vanderbilt University (n.d.) suggests the points above to motivate them:

First, become a role model for student interest. Deliver your presentations with energy and enthusiasm. Thus, as a display of your motivation, your passion motivates your students.

Second, get to know your students. You will be able to better tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Therefore, display a strong interest in students' learning and a faith in their abilities.

Third, give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these assignments are weighted.

Fourth, use a variety of student-active teaching activities. These activities directly engage students in the material and give them opportunities to achieve a level of mastery. As an example, teach by discovering.

In general, getting and improving students' attention is the biggest responsibility of the teacher and it is a demanding task, particularly with teenager learners, because their attention spans are short and their ability to concentrate in class is limited.

### **2.7.2 Giving difficult messages**

Occasionally, teachers need to communicate bad news as poor exam results or give a specific student special feedback that he or she does not want to hear, and it could be a difficult interaction between the student and the teacher.

In addition, teachers need to find a way of covering the negative messages with a clear foundation of support: telling the truth with love. Telling the truth with love is a three-step approach (SSS), and it could help to structure what teachers want to say:

1. Start: Introduce the message clearly. For instance, there is something I need to tell you.
2. State: Give the difficult message clearly and concisely -avoiding any unnecessary wrapping- in one or two short sentences if possible.

When stating the core message itself, one approach is to first offer a factual description of behavior, followed by your own personal impression and how you honestly feel about this.

3. Stop: Allow silence and reaction time. Help the listener deal with what you have just said. Do not get into negotiation or argument. If the listener has not accepted the message, simply repeat calmly (Scrivener, 2012, p.168).

Furthermore, Davis (2018) points out three important aspects about giving difficult messages or feedback.

First, being sensitive to the individual needs of the student. Classrooms are filled with diverse learning styles and emotional needs.

Second, inspire greatness. It means that teachers need to be genuine and specific about the new behavior that they would like to see. In fact, one of the most motivating and inspirational communication tactics is praise, but teachers do not meanless praise just to win the approval of their students. Instead, praise should be focused, honest, and based on what teachers observed.

Finally, schedule regular check-ins. That means teachers make the feedback process part of the weekly routine with students because if teachers wait too long to give feedback, especially constructive, students might not connect the feedback with the action.

## **2.8 Grouping and seating**

Grouping and seating are a reference to the physical setup of chairs, tables, and the general presentation of the classroom as well as those elements that could have a significant influence on learning.

Based on the Instructional Communication theory, McCroskey and McVetta (1978) suggested that seating arrangement could impact on how the teacher communicates with students and how the students interact with one another. Also, for a desirable result of classroom management techniques, an adequate organization of the classroom is necessary.



The teacher could establish a classroom structure from the very first session and adapt it to facilitate lectures, promote discussions, encourage group activities, or solve any behavioral problems (Today's classroom, 2014).

Besides Fisher, Hoover and Mcleod (2003) recommended to the teacher some ideas that he/she has to take into account for a good grouping and seating arrangement. They are:

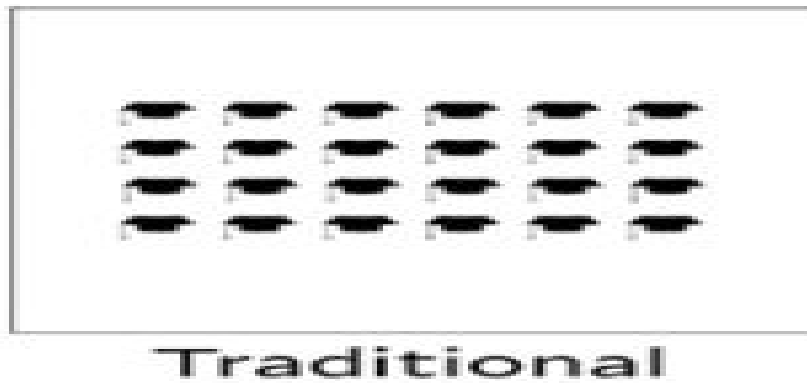
- Accommodate the type of instruction and activities that are most common.
- Be flexible with students. They could easily and quickly rearrange furniture to accommodate it for a special activity.
- Allow space for the students' movement, storage, and equipment setups.
- Encourage movement and flexibility.
- Provide a maximum amount of personal space of each.

### **2.8.1 Types of grouping and seating for a large number of students**

There are various alternatives for grouping and seating arrangement, and for this research project, it will mention two types of grouping and seating for a large number of students and the most common in junior high school which are the following two: traditional arrangement and circle or horseshoe.

#### **a) Traditional arrangement**

The traditional arrangement typically consists of rows of fixed seating. Students face the teacher with their backs to one another. This is the most common in every school at different levels. "The highest communication interactions between professors and students typically occur with students in the first row or along the middle of the classroom. Students in the back rows are more likely to be less engaged" (Yale Poorvu Center for Teaching and Learning, n.d.).



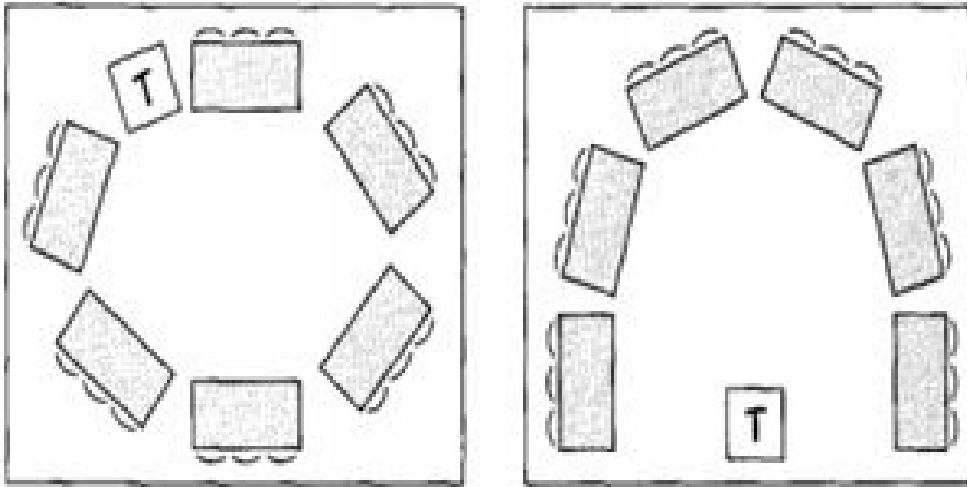
**Figure 1.** Classroom seating arrangement. (Yale Poorvu Center for Teaching and learning, n.d.)

**b) Circle or horseshoe**

Hammer suggested (1998) the circle or horseshoe because the teacher will probably be at the open end of arrangement since that could well be where the board and overhead projector are situated.

In a circle, the teacher's position – where the board is situated – is less dominating. Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in. With all the people sitting in a circle, there is a far greater feeling of equality. The teacher has a much greater opportunity to get close to the students.

Additionally, Yale Poorvu Center for Teaching and Learning (n.d.) and Scrivener (2005) agreed with this type of grouping and seating arrangement because it helps to cooperate and have the equality that increases the interaction among students. Moreover, in these seating arrangements, weaker students have less chance of hiding themselves, and therefore, the stronger students dominate less.



**Figure 2.** Alternative seating plans (Scrivener, 2005, p. 88)

In general, grouping and seating arrangement is important because teacher and specifically the young teenager learner is allowed to move around the classroom for doing more active activities and also to enable cooperation with others.

### **2.9 Tools and techniques**

Tools and techniques based on classroom management are those elements that help to maintain control in class, facilitate and improve students learning and create an organization to support specific learning activities and the teachers' expectations at the end of every class (The Glossary of Education Reform, 2014). It is important to mention that tools and techniques are referring to the teachers' gestures and voice, the uses of the board, praise, and so on.

In the following section, both of them are explained in detail.

### **2.9.1 Voice and Gestures**

In the classroom, the process of communication between teachers and students is composed by elements such as gestures (either facial or corporal), and the modulation of the voice that make students feel safe, supported and comfortable.

The ways teachers use their tone, pace and volume of their voice have an important impact on the students. It means that the quality of voice is important as the actual words spoken. Therefore, choosing inappropriate quality of voice may irritate students and may cause disruptive behavior (Harmer, 1998).

Gossard (2006) said that teachers must be sure that all students are engaged in the class; mainly those students who sit in the back of the classroom because they exhibit the lowest performance followed by those who sit in the middle (ebid, 1998).

When giving instructions for new activities or to continue the activity, it is advisable to drop the voice, slower pace and adapt the tone for creating an appropriate situation, to attract students' attention. Besides, the intonation and pace of teachers' voice could help to generate enthusiasm and excitement in the class (Cohen, Manion & Morrison, 2005).

### **2.9.2 Teaching aids**

Most of the time, teachers spend many hours preparing and planning a good class. It could be a little chore for teachers who have a long time of experience in teaching, but in the case of the pre-service teachers, it is difficult, and it could be more difficult if the pre-service teachers do not know perfectly the classroom, or do not have the necessary material. The latter could not make possible those classes that every teacher expects.

Moreover, Pachina (2019) suggests that before planning, teachers must analyze the course book, assess to the classroom equipment such as computers, projector that should promote the motivation, interest, and attention of each student.

### **2.9.3 Types of teaching aids**

There are some teaching aids that are part of the structure of the classroom such as windows, walls, also the technological devices such as projectors, computers, and interactive whiteboard (ebid, 2019).

The traditional material such as the typical whiteboard or chalkboard, markers, and different variety of material are important components of the teaching process and classroom management.

In addition India Study Channel (2010) classified the teaching aids as visual (actual objects, models, pictures, charts, maps, flashcards, flannel board, bulletin board, chalkboard, etc), audio (radio, tape recorder, etc) and audio-visual (television, film projector, etc).

At this point, it is essential to mention that most of the public schools do not have technological devices as part of the teaching aids for each classroom, which is a disadvantage since it impacts on the teaching learning process.

Mayer (2003) stated that students learn better by having information presented through multiple modalities, especially through visual means. The whiteboard or chalkboard includes a large writing area, and it is possible to use a variety of colors easily.

The Journal for PETL (2013) gives different ways to use the whiteboard or chalkboard which are the following:

- Chalkboard or whiteboard is the most available instructional material to be used in presenting a new lesson.
- The chalkboard or whiteboard helps the teacher to present more prepared lessons or informal sessions that students can understand.

- The chalkboard or whiteboard can improve students' thinking ability by direct attention on the chalkboard/whiteboard or visualize their ideas.
- The chalkboard or whiteboard can be used to list the ideas or topics suggested in the discussion. Teachers can add, delete or put them in the final form.
- The chalkboard or whiteboard can be used to help students' practice their work at one time and get feedback immediately by the teacher and other students.
- The students can use mini-chalkboard or mini-whiteboard combined with looking at the teacher and their answers.

Nowadays, technology is a crucial part of human life and talking about teaching, it is important too. The technological devices have significant importance for developing the learning process in each student.

With the use of the internet, teachers could use mobile applications, design a game or quizz online, etc. at anytime and anywhere (Ramdass, 2014). Additionally, Crescente and Lee (2011) commented that there are several challenges with the use of technological devices; for example, the connectivity and battery life, screen size and key size, limited memory, content security or copyright issue from authoring group, and so on.

Regarding social and educational challenges, teachers could include personal and private information and content, disruption of students' personal and academic lives, risk of distraction, etc. Some examples of technological teaching aids are:

- Interactive whiteboard
- Computers and digital tools
- E-Books
- Mobile phone

### **2.9.4 Importance of teaching aids**

Teaching aids have an important role in teaching a language, and also in different subjects. India Study Channel (2010) gives some points that support the uses of teaching aids:

- 1) Motivation. Teaching aids motivate the students so help them learn in a suitable way.
- 2) Clarification. Through teaching aids, the teacher clarifies the subject matter more easily.
- 3) Discouragement of Cramming. Teaching aids can facilitate the proper understanding of the students that discourages the act of cramming.
- 4) Increase the Vocabulary. Teaching aids helps to increase the vocabulary of the students more effectively.
- 5) Saves Time and Money by recycling.
- 6) Classroom Live and active. Teaching aids make the classroom live and active.
- 7) Avoids Dullness.
- 8) Direct Experience. Teaching aids provide direct experience to the students.

In general, teaching aids are the teachers' support and those aids will help the students to develop specific abilities and also increases their motivation to continue discovering new information.

### **2.9.5 Praise as motivation**

Praise is often used as a form of a positive reinforcement for appropriate behavior or as a motivational tool (Lemlech, 1999). Some experts agree that praise is the best tool for injecting motivation to the students. Hammer (2007, p. 157), claimed that “praise is better than blame”. It means that praise is more effective

than punishment because it activates the students' natural curiosity of knowing what kind of praise could get if they follow the instructions properly or if they do the activity well.

Moreover, Davies (2003) considered that effective praise needs to be given sincerely and enthusiastically, and it should focus on the students' effort rather than what the teacher wants to see as he/she planned previously.

As it was mentioned, praise is the common tool for motivating the students, and it is necessary to clarify that there are two basic types of motivation: intrinsic and extrinsic.

Schneiderová (2013, p. 22) explained that “intrinsic motivation arises from inside of the individual and refers to an internal desire to learn which is typical of young teenager learners, and extrinsic motivation refers to engagement motivated by external rewards, such as grades”.

Davies (2003) stated that when teachers give genuine praise that is specific, spontaneous and well-deserved, it encourages continuous learning and decreases competition among students. In addition, he gives important points for using praise effectively that are the following:

- Demonstrate interest and acceptance in the young teenager learner because they have an innate value that is not contingent on their work. For example, say the student's name.
- Communicate constructive observations.
- Promote initiative and attempting new skills. For example, You listened well and followed directions without any help or last week you could not kick the ball, but you practiced, and now you can!
- Reinforce problem-solving skills by saying things like, as a group, you decided who would be responsible for each part of the project.
- Sometimes privately compliment to provide an opportunity for an open, honest exchange is acceptable. This will also decrease student competition



that can occur when a young teenager learner feels that you favor some more than others.

- Reserve exuberant praise for an outstanding effort.

Besides, the experts mentioned that teachers have to be careful with the use of praise because as Lile (2002) said the extreme use of praises could destroy the students' interest or enjoyment in learning.

It means that every teacher has to find equilibrium among the use of praise, the combination of this tool including other ones, and finding the best way to maintain students' attention and motivation for studying and working in the correct way. Besides, talking about young teenager learners, teachers should not feel bad if they do not find the specific way to maintaining the motivation in each student because as Harmer said "teachers are not ultimately responsible for students' motivation" since real motivation occurs within each individual (1998, p. 8).

## **2.10 Young teenager learner**

The young teenager learner usually is considered between 13 to 17 years of age. On one hand, McKee and Salyers (n.d.) defined this learner between 10 to 15 years old and the British Council (n.d.) classified as teens those students who are 13 to 17 years old. There is a discussion for classifying properly the ages for young learners and young adolescent learner, but it will depend on the context of a specific place (Nunan, 2011). This study will focus on those students whose ages range from 11 to 15 years old.

### **2.10.1 Characteristics of Young teenager learner**

The young adolescent stage is an important period of human growth and development. Anfara and Caskey (2014) emphasized that the experience on this period is fast and significant, and it is necessary to understand and know how to respond in the process of changes in the learner. Lounsbury as cited in McKee and

Salyers (2018, p. 3) gave a list of the general characteristics that appears in the young teenager learner:

- Early adolescence is a distinctive developmental stage of life.
- The accelerated physical and personal development that occurs during this period is the greatest in the human life cycle and is marked by great variance in both the timing and rate of growth.
- These are the years where each individual forms his/her adult personality, basic values, and attitudes.
- They seek autonomy and independence.
- They are by nature explorers, curious and adventuresome.
- They have intellectual capacities seldom tapped by traditional schooling.
- They learn best through interaction and activity rather than by listening.
- They seek interaction with adults and opportunities to engage in activities that have inherent value.
- Their physical and social development become priorities.
- They are sensitive, vulnerable, and emotional.
- They are open to influence by others in their lives.

Moreover, other important intellectual characteristics of young teenagers learners are:

- Enjoy both intellectual and manipulative activities
- Prefer active involvement in learning
- Motivated to learn when lessons are related to immediate goals and interests
- Argue to clarify own thinking and convince others
- Posses a vivid imagination
- Exhibit independent, critical thinking
- Forget easily because his/her mind is so preoccupied with other issues
- See relationships among similar concepts, ideas, experiences and makes inferences
- Seek to find causal and correlative relationships
- Begin to understand abstract ideas (but research indicates that many remain in concrete operations stage)

- Make personal-social concerns a priority over academic matters
- Form long-lasting attitudes about learning
- Begin thinking about own thinking; that is metacognition. (McKee and Salyers (2018, p.4)

## **2.11 Problems of Classroom Management and Control in Junior High School**

Teachers do not want to have poor discipline in their classes. Thus, classroom management and control are the most important elements for teaching. According to Harmer, the standards of behavior and penalties for bad behavior have to be explained to students on the first day of the course. In many situations is crucial to recognize the warning signs of disruption and act properly since “unchecked behavior may grow to be a larger problem” (ebid, 2007, p.158).

Haslam as cited in Scharicles (2016) explained that the problem of classroom control and management is the disciplinary trouble inside the classroom that arises because the students are not interested in academic life.

Battaglia (2006) highlighted that teachers must remember to dislike the behavior, and not the student. Cohen, Manion and Morrison (2005) supported this statement and added that teachers should not criticize the students; they should criticize only the students’ behavior.

### **2.11.1 Technology**

Currently, not only teachers struggle with the new changes around the world, families are fighting too. All the society is bombarded by multiple external and internal distractions every day. Specifically, technology is the most common distraction and it is influenced in classes. It is usually easy to find guys who have smartphones, laptops, iPad, and so on; and they catch faster the attention of the students, but at the same time, they may distract their classmates because they

want to know what they are doing. Their classmates start thinking on their new messages, what is happening on Facebook or Twitter.

According to the study published by the Journal of Media Education as cited in EAB Daily Briefing (2016), around 97% of students use the phone during class for non-educational purposes, and also the study pointed out that the main distraction is texting.

In the same way, teachers are preferring working with laptops. The reason is that students may work faster and properly, but teachers do not reflect on if their students are working on the correct activity. If they are using the programs for doing their assignments or certain tasks, it is necessary to mark the limits, check student by student for having control in class and do not give to other students reasons to lose the concentration by the distractions that were created in the same class (Kobra, 2015).

### **2.11.2 Lack of motivation**

Motivation is supposedly the base of the class. When students are motivated, teachers have opportunities to perform properly his/her class well. Nevertheless, behavioral problems always appear, and they are often connected with the lack of motivation and most of the cases take lots of time and energy to the teacher for motivating his/her students. Curwin (2010, n.p.) refers the word motivation as

“to wanting to learn as opposed to having to learn. I pay my bills not because I want to but because I have to in order to avoid the consequences of not paying them. Thus, by my definition, I am not motivated to pay them. Similarly, when students do their work under the threat of unpleasant consequences, they are not motivated.”

Hamer (2007, p.101) states “nothing motives like success”. In addition, Battaglia (2006) adds that a teacher should let know their students that they believe in their success. Moreover, it is necessary to prepare inviting and challenging lessons so that students are interested in finding out what comes next (Claus,

2008). At this respect, Howse, Lange, Farran, & Boyle (2003) mentioned that the home environment also plays into the motivation that students need to bring in the class. Young teenager learners' ability to maintain control and focus in a classroom setting depends on consistent parenting.

Students are demotivated by the structure and allocation of awards that means they could lose motivation to work on particular task if they do not feel that there will be a payoff for their time and effort or they may lose motivation to work on specific elements of the assignment, especially if their efforts in those elements are not rewarded as they want (Carnegie Mellon University, n.d).

Anderson (2018) explains that the motivation will depend on the age and the specific school year. As a matter of fact, it is unbelievable that too many kids and teenagers in school lose interest and a real motivation for completing their activities that is why it is important how teachers use their words for motivating them and the action that they perform in class.

For young teenager learners, Battaglia (2006) suggests spending some time getting to know each student to gain insight into their strengths and interests since the extent of motivation may differ for each student.

Finally, different authors agree and support that a teacher's positive energy and enthusiasm for teaching could lead to a successful learning atmosphere. In general, teachers are the key of motivation in the class (Claus, 2008).

### **2.11.3 Rudeness and Lack of Respect**

For having a good relationship between teacher and student, the respect is extremely important, but nowadays many teachers probably agree that classroom is changing over the years as well as students. Even young learners seem to no longer respect their teachers as in the past.

On one hand, Sharma (2017, 3), "respect is earned and cannot be demanded" and every teacher needs to understand clearly the relevance of the

statement not just for the heck of saying but thoroughly applying and incorporating in the classroom.

On the other hand, Kelly (2010) states that teachers must act fairly for all students if they expect to be respected. That means, teacher can get students' respect if he/she remains the treat and fair each student alike. In addition, Kelly (2010) says that teacher must be respectful and demonstrate in all the interactions that he/she has control in the classroom.

Moreover, teachers should be consistent with the rules, and they must do exactly what they say since students, especially with young teenager learner, do not respect a teacher who is inconsistent (Vernon, 2009).

Sharma (2017) highlights that teacher must understand the students' ages, because the maturity level of the teacher sometimes could provoke problems with students, especially young adolescent learner and they stop respecting to the teacher because they want to act in the same way as the teacher does.

Lack of respect and rudeness usually go hand in hand. If rudeness appears in the classroom, Lemlech (1999, p.25) suggests dealing "with the student causing the problem without expressing personal anger". Moreover, Sharma (2017) says teachers who have a sort of deception about themselves and about their classes, but students have a different opinion about them lose respect easily, and Vernon (2009) highlights that when teachers react out of anger and lose their temper, they only are gaining disrespect.

Besides, Lo (2015) mentions that if teachers are prepared for teaching and creating good material, they do not deserve to deal with rude students and try to make lives difficult. This means that in most of the cases, the student is inconsiderate, and they do not follow the limitations between teacher and them. Another important aspect for this kind of behavior, young teenagers are half adults and half kids, usually students think that they know everything and act arrogantly.

Students start to think that every adult is against them, and then, they are just rude not only with the teacher, but also with their classmates (Mayer, 2017).

Daily (2015) mentions that the students' behavior is always depending on the parents' behavior and how students' parents should motivate and help the teachers to understand better the changes in the young teenagers.

At this point, Linsin (2009) gives steps that could help teachers to deal with confrontational students in class:

- First, do not take disrespect personally
- Second, stay calm. Do not raise your voice and do not lose your temper.
- Third, maintain eye contact with the student and wait.
- Fourth, end the misbehavior as quickly as possible before the situation could aggravate.
- Fifth, move on and just continue the class.

It is important to talk with the student privately and not in front of the complete class in the classroom. It is necessary to avoid gossip, criticism, and “try to explore what led to the confrontation and avoid repeating these circumstances” (Cohen, Manion and Morrison, 2005, p. 304).

Teachers should be prepared about the disrespect and rudeness that could appear in their classes, and they might have plans for dealing with these situations in whatever moment.

## **2.12 Conclusion**

In this chapter, different concepts were presented that are relevant for the research. Indeed, every topic is a guide to understand the study since the theoretical point of view.

## CHAPTER III: METHODOLOGY

### 3.1 Introduction

In the following chapter, the research design method is described to know how the information was obtained. It is worth to mention that the research is a case study due to the characteristics of this context like its population and groups.

Besides, it describes the participants that were part of this research project, as well as the instrument and the procedure to collect and analyze the data too.

### 3.2 Research design

This research project was a case study because it was focus on the perspectives and experiences of the sample in relation to the general phenomenon about classroom management and the common factors that could affect the students in *Escuela Secundaria Técnica #25*.

The research project focused on those teachers who give classes in that junior high school and how this sample face to the young adolescent learners with some classroom management techniques and what kind of factors could affect their performance of those techniques.

It is necessary to mention that the sample was limited and the following point will explain the reason. This research will give a general reflection about the situation, and it will make some suggestions to work in the junior high school.

According to Isaac and Michael (1995), the purpose of the case study is “to study intensively the background, current status, and environmental interactions of a given social unit: an individual, group, institution, or community” (p.52). Besides, Yin (2005) says that a case study is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena, and also adds that the case study method allows investigators to retain the holistic and meaningful characteristics of real-life-events such as individual life cycles, small groups behavior, organizational and managerial processes, school performances, and so on. Moreover, Yin (2003) highlights that it



may be problematic to define the phenomenon and the period for studying it, that is why it is important to create suitable research questions and also investigate the proper information that will support it. Then, the researcher needs to be disciplined and must know how to compare the information and determine the priorities for the data collection.

A case study is a recommendable learning tool because the researchers are teaching themselves for being more disciplinary, how to move their investigation in the proper way to find the necessary data and how to evaluate the problem to make decisions to give a point of view about the problem that was found at the beginning of the investigation (Tunghai University, 2008).

Besides, the Center for Innovation in Research and Teaching (n.d.) says that a case study is illustrative because it shows the reality in a specific situation or problem that the researcher found interesting.

It is simply exploratory in nature; it has the advantage of saving time and money by not creating new and repetitive studies, and it also mentions some important advantages like the following:

- Case studies are more flexible than many other types of research and allow the researcher to discover and explore as the research is developed.
- Case studies emphasize in-depth content. The researcher can develop and use a variety of data sources to get a complete picture.
- The data is collected in a natural setting and context.
- Researchers can study and analyze situations, events, and behaviors that could be created in a laboratory setting (Yin, 2003).

In general, this research was focused on the use of classroom management techniques in *Escuela Secundaria Técnica #25*.

To get a better perspective about this phenomenon, the sample had to be all those teachers who give classes in that junior high school and how they faced in front a class with young adolescent learners and those possible factors of

distraction that provoke alteration of the performance in classroom management techniques.

### **3.3 Participants**

For this research, the complete population (4 teachers) was taken as a sample because the number of participants was limited. Furthermore, for this research project, the teachers' profile was only focused on those who give English as a subject due to the objectives of this thesis. Additionally, the information provided by the sample was completely confidential and anonymous. In general, the sample was composed of three women and one man. All of them have a bachelor's degree in English Teaching Language with around 8 to 25 years of experience in teaching in those levels.

### **3.4 Instrument**

The instrument of this research project was composed of twelve questions that answer the three main research questions of this thesis. For each research question there are four questions (see Appendix A).

Before applied it, the instrument was piloted with the ATLAS.ti software for giving reliability and validity. It was also checked by three different experts who have experience with the methodology used in this research.

The objective of this instrument is to get information based on the experiences and perspectives of the sample that are giving classes in *Escuela Secundaria Técnica #25*.

It is essential to state that the instrument was completely anonymous because the population requested to protect their personal information.

### **3.5 Data Collection Procedures**

For this research project, the first step was to request permission to the principal of the junior high school, who accepted without any hesitation.

After, the principal provided the schedule of each English teacher, and immediately, an appointment was accomplished for interviewing each participant.

The second step was to interview each participant, explain the research project in general, and establish the conditions related to the period of the study.

Then, the instrument was given to each participant, and also, the instructions were given to answer it.

It is necessary to mention that due to the participants' necessities, the period to answer the instrument was from January 7th to January 15th.

Finally, the questionnaires were collected, analyzed and interpreted.

### **3.6 Data Analysis Procedures**

For analyzing the data collected from the sample that work in *Escuela Secundaria Técnica #25*, a questionnaire was applied.

To analyze it, the questions were classified according to each research question. Then, the data were interpreted to get answers to each research question, and after, conclusions were drawn.

The following chart shows how the questions from the instrument were classified to answer each research question, and finally, this thesis could have a general conclusion about classroom management in *Escuela Secundaria Técnica #25*.

<i>Model of analysis</i>		
1. What are the most common factors of distraction in a junior high school?	2. Which classroom management techniques do teachers use in a junior high school?	3. Which are the most effective classroom management techniques in “ <i>Escuela Secundaria Técnica #25</i> ”?
1. How long have you been working as a teacher?	4. Based on your experience, what are the most difficult distraction factors to solve in junior high school?	7. Based on your experience, what are the difficulties in controlling and managing effective classroom management techniques in junior high school student behavior?
2. What are the most important characteristics of a junior high school student?	6. Based on your experience, which techniques for classroom management do you think are the most effective in junior high school?	9. Do you think that it is currently more difficult to control and manage a junior high school group if effective classroom management techniques are not applied? Why?
3. About the class, what are the most common factor of	5. Which techniques do you use for classroom	10. Have you ever experienced a serious problem with a student or

distraction in junior high school?	management in junior high school?	student's parents for wanting to correct his/her behavior?  Two more questions based on the answer to the previous question about classroom management techniques.
8. What kind of factors influence the behavior of a junior high school student?	12. Could classroom management techniques help limit disruptions and prevent discipline problems? How? Why?	11. In <i>Secundaria Técnica</i> #25, which effective techniques for classroom management are the most common in English class?

### 3.7 Conclusion

This chapter presented the reasons for the chosen research design, method, and how the data was collected, analyzed, and interpreted.

Moreover, it explained the characteristics of the sample and the processes to get and analyze the findings.

The following chapter will explain the results that were found, and the interpretation of the results to get a better understanding of classroom management of this context.

## CHAPTER IV: RESULTS

### 4.1 Introduction

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

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

### 4.2 Research questions

<i>Model of analysis</i>		
<b>RQ 1.</b> What are the most common factors of distraction in a junior high school?	<b>RQ 2.</b> Which classroom management techniques do teachers use in a junior high school?	<b>RQ 3.</b> Which are the most effective classroom management techniques in “ <i>Escuela Secundaria Técnica #25</i> ”?
<b>Q1.</b> How long have you been working as a teacher?	<b>Q4.</b> Based on your experience, what are the most difficult distraction factors to solve in junior high school?	<b>Q7.</b> Based on your experience, what are the difficulties in controlling and managing effective classroom management techniques in junior high school student behavior?

<p><b>Q2.</b> What are the most important characteristics of a junior high school student?</p>	<p><b>Q5.</b> Which techniques do you use for classroom management in junior high school?</p>	<p><b>Q9.</b> Do you think that it is currently more difficult to control and manage a junior high school group if effective classroom management techniques are not applied? Why?</p>
<p><b>Q3.</b> About the class, what are the most common factor of distraction in junior high school?</p>	<p><b>Q6.</b> Based on your experience, which techniques for classroom management do you think are the most effective in junior high school?</p>	<p><b>Q10.</b> Have you ever experienced a serious problem with a student or student's parents for wanting to correct his/her behavior?</p> <p>Two more questions based on the answer to the previous question about classroom management techniques</p>
<p><b>Q8.</b> What kind of factors influence the behavior of a junior high school student?</p>	<p><b>Q12.</b> Could classroom management techniques help limit disruptions and prevent discipline problems? How? and Why?</p>	<p><b>Q11.</b> In Secundaria Técnica #25, which effective techniques for classroom management are the most common in English class?</p>

### 4.3 Answering the research questions

<b>RQ 1.</b>		
<b>Q1.</b>	<b>P1</b>	The sample has a lot of experience in teaching English. Moreover, they possess the necessary knowledge to explain properly and classroom management techniques. Furthermore, they have been teaching English for around 8 to 25 years.
	<b>P2</b>	
	<b>P3</b>	
	<b>P4</b>	
<b>Q2.</b>	<b>P1</b>	<p>For the sample, the most important characteristics of a junior high school student are the following:</p> <p>-Emotional changes: Nowadays the TV, social networks and video games influence in the young adolescent learner thinking, and it could provoke some problems about what they want in their lives and what kind of emotions they feel with whatever good or bad situation change that they could face.</p> <p>-Behavioral changes: A junior high school student does not like to follow rules.</p> <p>It is common to see many cases about bullying, problems related to be accepted in a specific social group, and so on.</p> <p>-Besides, the sample commented that the physical changes could be part of the characteristics of a junior high school student because the student does not like his/her appearance and it could affect her/his concentration.</p>
	<b>P2</b>	
	<b>P3</b>	
	<b>P4</b>	
<b>Q3.</b>	<b>P1</b>	The most common factors of distractions are economic problems, technological devices such as cell phones or video games.



	<b>P2</b>	<p>Learning problems because some students learn quicker than others, and in some cases, they help another classmate, but others prefer to do another kind of activity, and it causes distraction to the class. Besides, problems among classmates such as relationships or drugs are the most common. Finally, the main distraction that the complete sample agreed with is the familiar problems.</p> <p>Some students could not solve them at home, and they mixed them with their classes and during their stay at school, causing a low performance in their studies and achievements.</p>
	<b>P3</b>	
	<b>P4</b>	
<b>Q8.</b>	<b>P1</b>	<p>The factors that influence the behavior of a junior high school student are the following:</p> <ul style="list-style-type: none"> <li>-Economic problems</li> <li>-Social influences such as relationships with friends or boy/girlfriend.</li> <li>-Additions like drugs or alcoholism.</li> <li>-Contextual factors such as class environment, motivation, and interest for the class.</li> </ul> <p>-The most important and most common answer was the family influence (100% of the sample). The junior high school student catches all the actions and the examples that his/her parents show at home. Then, the student will show his/her education and values in the same way as he does at home.</p>
	<b>P2</b>	
	<b>P3</b>	
	<b>P4</b>	

The answer to research question 1: What are the most common factors of distraction in a junior high school? in general terms is the family. The results showed that the junior high school student will be influenced by the family, more specifically by parents. At this point, Howse, Lange, Farran, & Boyle (2003) said

that the home environment plays an important part in the motivation that the student needs to bring in the class.

His/her ability to maintain control and focus in a classroom setting depends on consistent parenting. If parents do not give the motivation and do not help in the difficult process of growing in the young adolescent learner or junior high school student, it could provoke several problems as the sample mentioned previously like alcoholism, addictions with drugs, being influenced by undesirable influences and so on.

<b>RQ2</b>		
<b>Q4.</b>	<b>P1</b>	The most difficult distraction factors to solve of a junior high school are in the following order based on the sample's answers:
	<b>P2</b>	-Family problems -Demotivation -Inappropriate use of technology (Cellphones) -Economic problems
	<b>P3</b>	-Bullying and drugs -Improper feeding -Cognitive development problems
	<b>P4</b>	
<b>Q5.</b>	<b>P1</b>	The techniques that use teachers for classroom management in junior high school are the following:

	<b>P2</b>	<ul style="list-style-type: none"> <li>-Establishing rules</li> <li>-Clear instructions</li> <li>-Brainstorming</li> <li>-Questions/answers</li> </ul>
	<b>P3</b>	<ul style="list-style-type: none"> <li>-Total physical response</li> <li>-Collaborative problem solving</li> <li>-Monitoring</li> </ul>
	<b>P4</b>	<ul style="list-style-type: none"> <li>-Competitive activities</li> </ul>
<b>Q6.</b>	<b>P1</b>	<p>For the sample, the classroom management techniques are the following:</p> <ul style="list-style-type: none"> <li>-Brainstorming</li> </ul>
	<b>P2</b>	<ul style="list-style-type: none"> <li>-Establishing rules into and outside the classroom.</li> <li>-Analyzing and solving problems</li> </ul> <p>-Activities related to the junior high school students' interests and according to their context.</p>
	<b>P3</b>	
	<b>P4</b>	
<b>Q12.</b>	<b>P1</b>	<p>For the sample, classroom management techniques could help limit disruptions and prevent discipline problems because it allows knowing what the junior high school students are</p>

<b>P2</b>	thinking and help to know their personal opinion. In this way, the student can work better and he/she does not think about making tricks or inappropriate behavior.
<b>P3</b>	Also, the teacher must accomplish well-planned classes, use technology as a complement for teaching goals and interesting
<b>P4</b>	classes, establish suitable rules in the classroom at the beginning of the academic year, give clear instructions, and solve problems to develop the creativity and consciousness of the student for being able not only to learn but also to developed as a student.

The answer to research question 2: Which classroom management techniques do teachers use in a junior high school? is to establish rules first. The sample agreed on the use of this technique because most of the time, students need control in their actions. This is supported by Laslett and Smith (1993) who stated that establishing rules is a necessary action as part of classroom management to know the limits as students and get the expected students' behavior.

In this way, students could remember the consequences of their inappropriate actions by following the rules. Moreover, it is necessary to highlight that to elaborate the rules for the class, a teacher might create short and understandable sentences (Huiltt,1997), and those rules should be linked with the learning purposes so that students could see the benefits of following them.

Furthermore, teachers should focus their rules on respect since respecting yourself means working hard to give yourself new opportunities and respecting others is allowing them to do the same (Manwaring, 2017).

Second, clear instructions and monitoring. The sample commented that the use of these techniques could help limit disruptions and prevent discipline problems.

This corroborates what the British Council mentioned about monitoring that could help to maintain control, listen to the students while they are on task and identify which student may demand individual attention, distinguish the real needs of the whole class and create adequate classes (Swift, n.d.).

Besides, it was proven what Scrivener (2005) mentioned about instructions since the sample pointed them as an important fact to engage them in the class.

The last technique found was collaborative problem-solving. The results showed that this technique could develop interesting activities as questions/answers, competitive activities or finding activities based on their interest to keep their motivation to learn.

These findings are supported by Jibrin (2017) who explained that teachers could give their students different breakup activities, and they are related to motivation because they help to catch students' attention and enroll them in context. Another one is collaborative problem-solving that forces students to think first individually about the problem and later, to share their ideas in a group and find the best solution to the problem based on experiences and knowledge that were collecting year by year.

<b>RQ3.</b>		
<b>Q7.</b>	<b>P1</b>	The main difficulties for controlling the junior high school student's behavior are the following:
	<b>P2</b>	<ul style="list-style-type: none"> <li>-Lose the concentration</li> <li>-Boy/girlfriend problems</li> <li>-Friends' negative influence</li> <li>-Students' attitude</li> <li>-Students' personality</li> </ul>

	<b>P3</b>	-Students' interest -Cellphones -Inappropriate plan and program for the subject.
	<b>P4</b>	Regarding the effective classroom management techniques applied by the sample gotten from the data are: - Interesting activities -Collaborative work
<b>Q9.</b>	<b>P1</b>	The sample commented that it is more difficult to control and manage a junior high school group because of the following:
	<b>P2</b>	- Students lose concentration easily -Students do not respect rules -Students are tired of or have difficulties to follow the class properly.
	<b>P3</b>	-Social network influence has a big impact on their behavior; they like to imitate someone who is popular.
	<b>P4</b>	-Students do not show important values such as respect, responsibility, honesty, and so on).
<b>Q10.</b>	<b>P1</b>	P1, P2, and P4 answered that they have never experienced a serious problem with a student or student's parents. They recommended to establish limits and always have adequate rules for the class as effective classroom management technique, have communication and confidence with the students because they sometimes need someone to talk and could share their problems, and finally always remain to the students that "Trabajo Social" is the
	<b>P2</b>	
	<b>P3</b>	

	<b>P4</b>	<p>response to solve their problems either educational or personal.</p> <p>P3 shared one experience. It happened 7 years ago. P3 realized that student “X” was consuming drugs and P3 tried to talk with the student, but the student was not happy with the teacher’s opinion. Also, P3 talked with student’s parents, but they did not believe in him.</p>
<b>Q11.</b>	<b>P1</b>	In <i>Secundaria Técnica #25</i> , which effective techniques for classroom management are the most common in English class?
	<b>P2</b>	
	<b>P3</b>	For the sample, the most effective techniques for classroom management in English class are the following:
	<b>P4</b>	<ul style="list-style-type: none"> <li>-Establishing rules</li> <li>-Monitoring</li> <li>- Depending on the group, it is necessary to make students’ behavior conditional.</li> </ul>

The answer to research question 3: Which are the most effective classroom management techniques in “*Escuela Secundaria Técnica #25*”? is establishing rules and monitoring because the sample explained that students need to be controlled. In fact, they lose concentration easily, and it could provoke some new factors that could catch the rest of students’ attention.

As Johnson, Labercane, Last & Nichols(1998) pointed out, it is important to have an equilibrium between the class and classroom management since the teacher must be prepared for those critical moments that could appear by using classroom management techniques.

In the case of *Escuela Secundaria Técnica #25*, it is necessary to use monitoring and establishing rules as techniques for classroom management due to the kind of context that the sample face to get the equilibrium.

Walker (2010) commented that is important to establish limits and the authority on the first day of the class too because students pay attention to the details of teachers' impressions.

On one hand, to have functional rules, it is necessary to gain authority as a teacher by respecting them and gaining respect. In that sense, to control the class, it might be vital to create a connection between the class and the teacher's expectations about what students may or may not do during it (Laslett and Smith, 1993).

On the other hand, the monitoring technique could help to maintain discipline in class and also assess either the whole class or each student individually (British Council, n.d.).

Additionally, the monitoring technique could guide a teacher to discover what kind of problems students have, and in that way, create a need analysis to innovate the class in the future.

#### **4.4 Conclusion**

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

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



## CHAPTER V: CONCLUSION

### 5.1 Introduction

The following chapter concludes this research project. This chapter presents the conclusions that were part of the analysis and interpretations that helped to discuss this research.

Also, it comments on the challenges that were part during the research and the significance of this research for future pre-service teachers and teachers that will teach in junior high schools.

Finally, the chapter gives some suggestions for further research and the final reflection.

### 5.2 Summary of the findings

Based on the previous findings, the following conclusions were drawn:

The sample affirms that family is the main factor of distraction in this context. Furthermore, even though teachers apply some classroom management techniques like brainstorming, establishing rules into and outside the classroom, analyzing and solving problems, and activities related to the junior high school students' interests and according to their context, it is suggested to apply some others like monitoring and giving clear instructions. Indeed, some participants from the sample mentioned that establishing rules and monitoring were considered the most effective classroom management techniques in *Escuela Secundaria Técnica #25*.

Another important finding is that junior high school student needs motivation from his/her family, specifically from parents because, during this research project, it was found that the derivation of new problems like addictions, impolite behavior, and so on, influence his/her performance as well as his/her parents' example.

Additionally, it is necessary to mention that most of the pre-service teachers (that help headteachers in this school) are not completely prepared to face this kind of problems, and sometimes they feel uncomfortable when they cannot control students. However, they should do an analysis that indicates the status of the group

they will teach and have an interview with the head-teacher to ask him/her what students are special because of problems like disability, and which students work properly. Then, they should ask for recommendations to control the group, and also, the head-teacher could help the pre-service teachers in case something does not go well in the class.

In general, the findings of the research project reported that most of the classroom management techniques are completely the same that every teacher uses in *Escuela Secundaria Técnica #25*. This means that teachers do not renovate or innovate their techniques for controlling and managing their classes.

Moreover, they should be careful and be prepared for finding the appropriate technique that truly helps them to control and manage an English class. To accomplish this, it could be helpful to do an analysis based on how a college teaches and how he controls and manages the class.

Based on the evidence, teachers should prepare his/herself for finding different techniques that promote the creation or renovation of classroom management techniques and also share his/her comments about those techniques that provide a suitable learning environment as well as the reasons to apply them to have a list of recommendable techniques for those students.

Finally, it is important to mention that the findings answer the three research questions and revealed crucial information to solve the problem in this research setting.

### **5.3 Accomplishments of the aims**

The purpose of this research was the following: analyze the most common distractions in the classroom and how teachers use classroom management techniques to deal with problems in a junior high school.

The data provides findings to accomplish the purpose. However, it is necessary to do more research and complement it with another methodology or approach that could provide supporting results to it.

Then, based on those findings, it could be possible to apply different classroom management techniques according to junior high school students' characteristics, either small or big groups.

#### **5.4 Limitations of the study**

This research project was a case study, and it was a limitation because even though the population was the whole sample, it is not enough to generalize the findings to other contexts.

Besides, due to the sample, it was not suitable to accomplish a quantitative study.

The second limitation was the questionnaire because most of the questions had a specific purpose and design for getting specific information, but the sample answered with information that was not the expected one or only provided short answers. Then, it was necessary to give the questionnaire back to complete it. Nonetheless, it is essential to mention that there was not any manipulation in the data collected from the researcher.

Moreover, the sample's questionnaires contained spelling and grammatical mistakes that made it a little bit difficult to interpret the data, and it took more time to decipher what the sample wanted to express.

#### **5.5 Suggestions for further research**

This research project gave suitable results as it was expected. However, this project could be enriched and provide more valuable information to find a way to create new suitable classroom environments by using appropriate classroom management techniques for specific contexts and students.

One suggestion to enrich this research is to use a mixed-method (quantitative and qualitative approach) to have a complete scope of the sample being analyzed, and of course, apply it to a more representative sample.

The second suggestion is to apply the same instrument in bigger samples.

Regarding this context, it could be possible by applying it to both English and non-English teachers, who give different subjects. Once applying it, researchers could carry out a comparison of how each teacher controls and manages his/her class.

Later, researchers can use two or three samples from two or three different junior high schools and know if the location, material, and in general, the specific characteristic of each one are factors that influence the use of specific classroom management techniques.

These are only some scopes that researchers can explore taking into account this topic, but they are not the only ones.

The future researcher has to take into account different possibilities of which junior high school could permit doing this kind of research, and that teachers truly want to participate and provide the necessary information.

Moreover, the future researcher has to create a suitable schedule and establish specific periods for developing the research, do a list with keywords for the project, and find different authors that support the topics that are related to the research because, in that way, he will manage his time adequately, and save it.

## **5.6 Personal reflection**

A research can look difficult to accomplish or sometimes boring to deal with, but in my case, it was a nice and enjoyable experience because I learned to be more responsible, investigate and look for appropriate literature, use either physical or digital material, and write academically.

Besides, I learned to cite in the APA style which is extremely important in research.

Another important satisfaction is that with this research, I may help teachers to face some problems that arise in their classrooms. Thus, my research could be

interesting or useful for future English teachers, pre-service teachers or even experienced teachers.

This research helped me to improve my professional development, and in general, my classes.

As a future English teacher, this research was useful because I could analyze the reality of education in a specific place of my city as well as what I have to do when my labor life starts formally.

This research project gave me the motivation to study another bachelor's degree to continue this research and in this way, contribute with a little change in education and society.

I hope my research could help those teachers who take the big challenge to teach students who are in their most important stages of life to see the different changes such as psychological, physical, and emotional because as I could see during the process of the research, it is more difficult to teach them each year, have their respect as well as their parents' help.

Besides, it is necessary to be patient and interested in knowing about education regarding new reforms and laws that could affect or give benefits to both teachers and students.

In general, doing a research can change the perspectives of every person, who is in the process of being a teacher, and also thanks to this research, I conclude that I could do something for the society and make a change for having a better place to live.

### **5.7 Final comments**

The content of a class is as important as to have control of it because a suitable classroom environment guarantees a place to learn.

Classroom management techniques are a fundamental part of getting desirable students.

Furthermore, it is necessary to highlight that this research was focused on young adolescent learners, and the information is useful for those teachers or pre-service teachers who teach English to them.

It is vital to mention that especially for pre-service teachers, it is difficult to control and manage a class since they are in their training process. However, if they have suitable knowledge and classroom management techniques, this first training could be an enjoyable and remarkable experience because they would know which techniques are the most useful to face those young adolescent learners.

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## APPENDIX A

**Benemérita Universidad Autónoma de Puebla**  
**Facultad de Lenguas**  
**Licenciatura en la Enseñanza del Inglés**

The following instrument was designed to get information for research purposes, and it is completely anonymous. Therefore, you are required to answer as objectively as possible.

1. How long have you been working as a teacher?

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2. What are the most important characteristics of a junior high school student?

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3. About the class, what are the most common factors of distraction in junior high school?

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4. Based on your experience, what are the most difficult distraction factors to solve in junior high school?

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5. Which techniques do you use for classroom management in junior high school?

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6. Based on your experience, which techniques for classroom management do you think are the most effective in junior high school?

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7. Based on your experience, what are the difficulties in controlling and managing effective classroom management techniques in junior high school student behavior?

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8. What kind of factors influence the behavior of a junior high school student?

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9. Do you think that it is currently more difficult to control and manage a junior high school group if effective classroom management techniques are not applied? Why?

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10. Have you ever experienced a serious problem with a student or student's parents for wanting to correct his/her behavior?

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a) If your answer is YES, please write down the classroom management technique that you use.

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b) If your answer is NO, please write down the classroom management technique that you use.

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11. In *Secundaria Técnica* #25, which effective techniques for classroom management are the most common in English class?

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12. Could classroom management techniques help limit disruptions and prevent discipline problems? How? Why?

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