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Classroom management problems faced by trainees
while doing teaching practices: a case study

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ABSTRACT

This thesis reports on a qualitative study concerning classroom management problems. The study was carried out at a public university in a faculty of modern languages which has an English language teaching program. The research also took place in a public secondary school in Puebla. This study had two principal aims: The first one was to analyze the most common problems that trainees faced in their classroom management while doing teaching practices and the second one was to analyze the strategies that the trainees used to solve their classroom management problems.

The research data were collected through observations, interviews and reflective journals. The participants of this research were four trainees of the modern language faculty who were doing their teaching practices in a public secondary school.

The research findings revealed that the most common classroom management problems were: misbehavior of students, multi-level classrooms, problems using second language, inability to follow the instructions, failure of the lesson plan and external disruptions which were presented in the four trainees. Inappropriate material and large groups were presented in two of the four trainees.

Finally the results also showed that the strategies that trainees used to solve classroom management problems depended on the criteria of each trainee according to their students' learning needs. More results and implications are described within this thesis.

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First of all I dedicated this theses project to the most important person in my life even though she is not with me. My mother who is in heaven. I think that she is really proud of me and she wanted me to finish my major. I love you my eternal love.

Also I want to dedicate this theses to the love of my life: Guss who during all my major he supported me in all the aspects. He is my biggest inspiration I love you my love.

Also I want to dedicate this to my family and my new family my mother in-law Rosita and my father in law Gustavo, my sister in law Liz and my nephew Oscarito and Fati.

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CHAPTER ONE: INTRODUCTION

1.0 Chapter Introduction

Nowadays the role of the importance of having an effective classroom management as a teacher is well known, especially for teachers who are just starting their career and teachers who are in training. Classroom management is related to some skills that teachers have in order to get control of the group. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students (*Classroom Management – Wikipedia*, para, 1.n.d.). Having an effective classroom management is one of the most important keys for having good learning. Classroom management involves a lot of things such as: knowing the student's needs, having an encouraging class atmosphere, planning the class, designing an interesting class. Classroom management may also involve creating interesting authentic materials. But mainly when we talk about classroom management, we mean something that refers to ways of maintaining order and discipline in the classroom.

In an effort to maintain order in the classroom sometimes teachers can actually make the problems worse and classroom management problems are presented. Therefore, it is important to consider some of the most common classroom management problems and the correct strategies used to solve those problems.

There are many classroom management problems such as: students' behavior, multi-level classroom, large groups, inappropriate material and classroom contexts. These problems can change depending on the students' age. It is well known that working with children is exhausting because they want active and fun classes. Meanwhile working with adults can be kind of relaxing because they are more bearable but at the same time they are

more demanding. Finally working with adolescents is a mixture of both because adolescents are in the most complicated stage in their lives. It often seems like they do not care about anything. Therefore, effective classroom management for adolescents to have a better learning is very important.

This study attempts to understand the classroom management problems English language teachers in training have in their teaching practicum. This study is focused specifically on teaching adolescents.

1.1 Study Justification

There were several reasons for this study. The most important is based on my personal experience. I thought that I was prepared to deal with any problems because I had learnt many things before in my school and I had experience teaching but when I took the class of teaching practice, I worked with adolescents in a public secondary school. I had many problems with classroom management. It was challenging for me because I had never worked with adolescents and I had no idea how to control them. It was a complicated situation because it was a large group from 52 to 55 students in a small classroom. I did not know how to deal with their behavior.

My mentor gave me advice on how to control them and I used different strategies to solve class management problems. At the end I could control them and my students improved their English level.

After that experience I was interested in knowing about some other problems that happened with different practicum students if they have the same problems that I had or different ones. What were the management problems they had and how did they overcome those problems? What strategies they used to solve classroom management problems? This study set out to examine these factors.

1.2 Study Significance

The significance of this study is to know the most common classroom management problems and what are the strategies used to solve them.

This study could also be useful as a guide for future teachers in training and for teacher who are just starting their career because they will know more about how they can deal with different classroom management problems to have a better control of the class and environment class.

1.3 Research Context

This study fits into the wider context of teaching in several areas. The first theoretical area is teaching methods and strategies for teaching. There are many types of methods and strategies for teaching but it is important to mention that there is no best method to teach. It is going to depend on your students' needs and what methods and strategies fits better with each student's learning style.

The study is focused on classroom management so that is another theoretical area involved. And finally the study is about novice teachers and teachers in training. There are many differences between novice teachers and experienced teachers. The characteristics of both form part of the framework for understanding this group better.

1.4 Background of the Researcher

At the time of this study I was a student in an English language teacher preparation program. My interest in the topic started because of my experiences as a new teacher in my teaching practice class. I faced many classroom management problems. It was challenging for me because I had never worked with adolescents and I had no idea how to control them. It was a complicated situation because it was a large group from 52 to 55 students in a small classroom. I did not know how to deal with their behavior.

Because of these problems I was interested in investigating more about this topic. I wanted to know what problems in classroom management other new teachers had. I also wanted to know how those new teachers managed the problems and what strategies they used to solve them.

1.5 Research Location

The research location was in a faculty of modern languages in Puebla. At the time of the study the faculty had an English teacher training program in which I was a trainee. The research also took place in a public secondary school in Puebla.

The methodological approach for the study was based on three data collection approaches. Some observations were made in the public secondary school. The observations involved some of the teachers in training in the faculty as they taught the classes. A semi-structured interview was used to know about the classroom management problems that trainees faced. I have to mention that I worked with a teacher who was in charge of a group of trainees. Their teacher reflective journals were also used as an additional data source.

1.6 Study Aims

This study had two principal aims: The first one was to analyze the most common problems that trainees faced in their classroom management while doing teaching practices and the second one was to analyze the strategies that trainees use to solve classroom management problems.

1.7 Objectives

This study has several objectives the first one, was to select a teacher from the faculty who was in charge of a group of trainees who were doing their teaching practices in a public secondary school to work with them in this project as participants. The next one was to observe the classes and identify the most common classroom management problems which

trainees face while giving classes and the strategies that they used to solve them. The next one was to conduct semi-structured interviews to know about class management problems and strategies used to solve them with a sample of four students who were doing their teaching practices. The final objective was to collect and analyze some of the teacher reflective journals to triangulate the data from the other data sources.

1.8 Research questions

The study had two research questions which guided the data collection and analysis.

RQ1. What are the most common classroom management problems that trainees deal with while doing teaching practices?

RQ2. What are the strategies that trainees use to solve classroom management problems?

1.9 Chapter summary and overview of thesis document

This chapter introduced the thesis study. The justification and the significance for the study were described. Then the participants, the location and the context provided some information about me as the researcher. The overall topic of the thesis was to discuss the importance of knowing the most common classroom management problems and the strategies used to solve them while doing teaching practices.

The next chapter presents the review of the literature and the theoretical framework of the about classroom management problems that exist while doing teaching practices. This chapter is followed by the study methodology chapter, Chapter Three. Next the results are presented which is followed by the conclusions of the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Chapter Introduction

As mentioned in chapter one, nowadays the importance of having an effective classroom management is well known, especially for teachers who are just starting their careers and teachers who are in training. Most of the time teachers face a lot of problems about classroom management. For that reason I carried out this study to know what the most common classroom management problems were with the participants and the strategies that the teachers in training used to solve these problems.

Therefore, in this chapter the theoretical construction of this research is presented to better understand this study. First of all, I explain the importance of having effective classroom management and the role of teacher. Second, I focus on classroom management problems and the importance of context of learning and teaching. Third, I explain the methods that exist for teaching ESL. Fourth, I describe strategies used to solve classroom management problems. Finally, I present the characteristics of experienced and novice teachers. It was very important for this study because there are many differences between an experienced teacher and a novice teacher or a teacher in training.

2.1 Effective classroom management

Classroom management refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parson, Hinson & Sardo-Brown, 2003).

The importance of having effective classroom management is the key for having successful learning in the classroom. It involves what teachers must do to carry out their teaching objectives such as: structuring of activities into time blocks, knowing the student's

needs, having an encouraging class atmosphere, planning the class and designing an interesting class. Classroom management may also involve creating interesting authentic materials.

Another definition is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience (Krause, Bouchner & Duchesne, 2003).

The goal of classroom management is to create and maintain a positive, productive learning environment, to support and foster a safe classroom community, to assist students to keep task focused, to reduce distraction from learning, and to organize and facilitate the flow of learning activities. Classroom management also implies the prevention of disruptive behavior. Also classroom management is closely linked to issues of motivation, discipline and respect. Establishing rules at the beginning of the course is very important because according to Gootman (2008, p.36), rules give students concrete direction to ensure that the teacher's expectations become a reality. For that reason the role of teachers is very important for having an effective classroom management.

2.1.1 Role of teachers

Scrivener (1994) says that depending on the kind of teacher you are the objectives and techniques used in the classroom can be adapted or changed because every kind of teacher has different characteristics, techniques and ways of teaching.

The role that the teacher plays in the classroom is very important because the teacher provides the example of the language that students are acquiring. Also, the teacher is responsible for the students' learning, so the teacher has to do a lot of things for enhancing that learning. The teacher is the person who is in charge of the classroom management and

other responsibilities such as the concerns of the content of education or subject matter to be learned, concerns with the process of instruction or how students learn, their attitudes towards learning, the resources and technology needed to support such learning and the context in which it occurs.

Diaz-Rico (2008, p.22) said that “Teachers of English learners have a special role in the classroom: as language emissaries and mediators; as agents of introduction to the target culture; and as sources of professional knowledge for their colleagues. Teachers who are aware of students needs at various stages of their adjustment to the academic demands of schools and the stresses of life will help students to be more successful learners and intellectual partners”.

2.1.2 Role of learner

Students have a really important role in classroom management. They are the essential part of the class. As mentioned previously the teacher has the responsibility of knowing the students’ needs such as: what are the weaknesses and strengths in learning English, what material fits better with their students, the students’ learning style and to encourage and motivate the learning. All this information is obtained from students, and for that reason students are an essential part of the class.

Most of the time students do not want to participate in class or they do not have the disposition to acquire the second language for many reasons. Some of these reasons are: students’ attitudes to learn English because they do not have interest in learning English, students beliefs about that English is difficult to learn and maybe how do students feel learn English (Underwood, 1987).

When students do not have any interests in learning English, misbehavior is presented as a consequence of having classroom management problems.

2.2 The most common classroom management problems

As mentioned in chapter one, in an effort to maintain order in the classroom, sometimes teachers can actually make the problems worse. Therefore, it is important to consider some of the basic mistakes commonly made when implementing classroom behavior management strategies. There are many classroom management problems such as: students' behavior, multi-level classroom, large groups, inappropriate material and different classroom contexts. These problems can also change depending on the students' age. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment (Allen, 1986).

All those behaviors are not terrible acts. But to attend to the proper classroom and to maintain academic focus and attention, students have to behave in ways that are often desired, encouraged and often appropriate in the context of learning.

Is important to mention that context is an important factor that benefits or affects classroom management. It will be explained in the next section.

2.2.1 The importance of context of learning and teaching

The importance of context in classroom management is a complex, multifaceted, perspective-dependent concept which may include a range of factors in its definition, from the specific characteristics of the learning and teaching environment, to disciplinary, institutional and systemic variables, and beyond that to broad social influences and personal issues affecting students' lives. Along with learner characteristics, context is frequently one of the first variables to be considered in learning design.

Teaching takes places in many different contexts. Different contexts for teaching create different potentials for learning that the teacher must come to understand (Richards & Farrell,

2011). This means trying to understand the nature of the school and the school culture, the students' expectations and learning styles and their cultural and linguistic background.

Every teaching context is different and learning to teach involves understanding what the characteristics of the teaching context are and how they shape the nature of teaching and learning

Different teaching context present different notions of the process of learning to teach (Zeichner & Grant, 1981). The notion of context includes issues such as a school's goals and mission, its management style and school culture, its physical resources including classroom facilities, media and other technological resources the curriculum and course offerings, the role of textbooks and test, as well the characteristics of teachers and learners in the school.

2.3 Teaching Methods for teaching English

There are many methods of teaching languages. Some have had their heyday and have fallen into relative obscurity; others are widely used now; still others have a small following, but contribute insights that may be absorbed into the generally accepted mix.

According to Diaz-Rico (2008) psychology provides a second main foundation for instructional practices. She divided methods into two categories behavioral and cognitive methods. These methods are presented in the follow section.

2.3.1 Behavioral Methods

Diaz-Rico (2008, p.37) said that "the teaching of English has benefited as a discipline from psychological research on teaching and learning. The most successful paradigm in the early days of educational psychology was behaviorism".

I present below the most successful behavioral methods according to Diaz (2008).

Grammar translation: This method can be seen as a traditional form of behaviorism. As teachers explain the meaning of vocabulary words and the structure of sentences, students

learn, only what is required, in a system in which the rewards are explicitly connected to precisely defined actions.

The rise of Experimental Behaviorism: Skinner's basic principles of reinforcement using rewards and punishment we used to explain language learning behavior. Principles of behavior management are based on the law of effect: Actions followed by an immediate positive effect (reward) tend to be repeated and actions followed by an immediate negative effect (punishment) tend to be discontinued.

The audiolingual method: Based on behavioral principles, audiolingual instruction was designed to create correct pronunciation in a second language through oral practice. Students developed correct language habits by repetitious training, often using technology such as tape recordings in language laboratory. Teachers provided pattern drills based on carefully ordered grammatical structures in the target language.

Total physical response: TPR was invented by James Asher (1982) based on the association between language and body movements. This method actually follows behavioral methods of teaching such as shaping of response and rewarding correct behavior. In this method the instructor repeats the command followed by the appropriate action until students perform them without hesitation.

Direct teaching and Mastery Learning: The instructor maximizes learning time by careful classroom management, makes clear and organized presentations and moves t a steady pace to cover key topics. This type of behavioral learning emphasizes explicit instructional objectives for students and promotes the learning of facts, sequenced steps or rules.

2.3.2 Cognitive Methods

The 1960s saw the birth of cognitive psychology, brought forth through a combination of Piaget's developmental work with children, Chomsky's focus on innate language processing and the application of information- processing models to human thinking. Cognitive psychologists studied human thinking directly, rather than basing principles of behavior on animal studies. Language functioning as a higher-order mental process, began to be better described by cognitive theories than by behavioral theorists, aided by a vision of language as human communication (Diaz-Rico, 2008).

I presented below the most common cognitive methods according to Diaz (2008).

Generative Grammar: Chomsky's devastating critique of Skinner's book *Verbal behavior* (Chomsky, 1959) helped to break the hold that behaviorism had gained over psychology. He claimed that language is not learned solely through a process of behavioral reinforcement, but that the main feature contains an active language processor, the language acquisition device (LAD), which generates rules through the unconscious acquisition of grammar.

Krashen's monitor model: Krashen (1982) considered acquisition more important than learning in achieving fluency and deemphasized direct instruction of syntax rules. The monitor hypothesis postulated that the mind employs an editor, the monitor which scans utterances for accuracy in order to make corrections.

Information-Processing theories of mental function: The computer serves as a metaphor for human mental activity: The mind processes information by gathering and recognizing it, storing it, retrieving it when needed and generating responses. The whole system is guided by control processes that determine how and when information will flow through the system.

Suggestopedia: Lozanov (1982) in his Suggestopedia method was a pioneer in brain-based learning. He believed that emphasizing intellectual functions at the expense of emotional and motivational functions places unnecessary limitations on learning. Suggestopedia encouraged simultaneous and indivisible participation of conscious and paraconscious processes.

2.3.3 Teaching methods overview

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. Also, it is not always possible - or appropriate - to apply the same methodology to all learners, who have different objectives, environments and learning needs. Rather it is necessary to apply the most appropriate method for that learner's specific objectives, learning style and context.

Methods of teaching English have developed rapidly, especially in the previous forty years. It is important that language learners and training managers, as well as teachers, understand the various methods and techniques so they are able to navigate the market, make educated choices, and boost their students' enjoyment of learning a language.

2.4 Strategies for teaching EFL students in the classroom

Teachers can exercise more patience and try to find the right ways to help to their students become more proficient in the language.

Tudor (1996, p.38) states a definition for learner strategies “any purposeful activity that learners engage in to promote their learning and knowledge of the target language”.

Diaz-Rico (2008, p.109) states that strategies are defined as “systematic plans, designs, procedures or maneuvers used during learning” and these strategies are divided into two categories indirect and indirect strategies presented below.

Indirect strategies tend to originate at a level of unconscious or automated performance and may or may not enter consciousness during operation. If the behavior is one that potentially can come under conscious control, however it should be called a strategy. Some examples of these types of strategies are: code-switching and achievement strategies.

Direct strategies, in contrast, are used by the learner in a directed way; they try to tend to originate at a level of conscious performance and may or may not become unconscious or automated, during operation. Some examples of this type of strategies are: schema building, scaffolding, and using graphic organizers.

Herrell and Jordan (2012) in their book *Fifty Strategies for Teaching English Language Learners* which is aligned with the national standards for teaching English language published by teachers of English for speaker of other languages (TESOL). They present fifty successful strategies for teaching ESL. They divide these strategies into five categories and these are:

Strategies to encourage active involvement:

1. Predictable routines and signals: Reducing anxiety.
2. Preview/Review: Building vocabulary and concepts to support understanding.
3. Visual scaffolding: Providing language support through: visual images
4. Small groups and partners: Interactions to enhance instructions.
5. Learning centers: Extending learning through hand-on practice.
6. Cooperative learning: Group Interactions to accomplish goals.
7. Scripting: Practicing verbal Interactions.
8. Multiple Intelligence strategies: Teaching and testing to students-preferred learning modes.
9. Culture studies: Learning research skills and Valuing Home Cultures in one project.

10. Manipulative strategies: Using objects to connect concepts.
11. KWL and Data charts: Researching and organizing information.

Strategies for language development:

12. Total physical response: Integrating movement into Language acquisitions.
13. Realia strategies: connecting language acquisitions to the real word.
14. Modeled talk: Demonstrating as you talk
15. Vocabulary role-play: Building vocabulary through dramatization.
16. Leveled questions: Adjusting questioning strategies to the language levels of students.
17. Collecting and processing words: making vocabulary your own.
18. Reporting back: verbal practice in curriculum connections.
19. Story Reenactment: making stories come to life!
20. Language focus lesson: support English vocabulary and structure acquisition.
21. Language framework planning: supporting academic language and content acquisition.
22. Syntax surgery: Visually manipulating English grammar.
23. Communication games: Creating opportunities for verbal interaction.

Strategies for literacy development:

24. Moving into reading: Using multiple strategies to foster comprehension.
25. Sorting activities: organizing information into categories.
26. Read-Aloud plus: using strategies to support comprehension.
27. Guided reading: Providing individual support within a group setting.
28. Scaffolding English writing: matching instruction to language development.
29. Imaging: Creating visual pictures to support understanding.
30. Cohesion links: Understanding the glue that holds paragraphs together.
31. Bilingual books and labels: supporting biliteracy awareness.

32. Read, pair, share: working with a partner to negotiate meaning.
33. Repetition and innovation: Exploring a book to deepen comprehension.
34. Cloze: using context to create meaning.
35. Free voluntary reading: nothing helps reading like reading.
36. Repeated reading: using script writing and reader's theatre.

Strategies for content instruction

37. Advance organizer: Getting the mind in gear for instruction.
38. Learning strategy instruction: acquiring self-help skills.
39. Integrated curriculum project: using authentic projects to integrate content knowledge.
40. Attribute charting: organizing information to support understanding.
41. Dictogloss: Improving listening and communications skills.
42. GIST: Exploring tough text.
43. Tutorials: Closing the achievement gap.
44. Graphic organizers: visually representing ideas, text and connections.
45. Micro selection: finding key words and mind ideas.
46. Collaborative reading: what to do when they can not read the textbook.

Technology strategies for English Learners

47. Multimedia presentations: Oral reports for the new millennium
48. Interactive comprehension building: Using technology to build background knowledge.
49. Wiki buildings: Using wikis to support reading, writing and vocabulary.
50. Handheld computers and smartphones: Applications in and out of the classroom.

2.5 Experienced teachers

Experienced teachers according to Hagger and McIntyre (2000, cited in Ünal & Ünal, 2012) state that experienced teachers are believed to have combined years of service and a

repertoire of classroom skills and strategies. They have a lot of qualities such as: an effective classroom management. They are adaptable; they work with speed, fluidity and flexibility. They typically have the ability to prioritize tasks and to attend selectively to a number of key classroom matters. They generally are able to manage the dynamic nature of a classroom setting and to deal effectively with the most salient aspect of a classroom. According to the literature, it takes between four and seven years of experience for an individual to develop into a competent teacher according to Carter and Doyle (1995, cited in Ünal & Ünal, 2012).

2.6 Novice teachers

Beginning teachers enter classrooms today with high expectations for themselves and for their students. The first year of teaching is a sobering experience for most novice teachers and teachers in training. Over the course of one year, teachers experience decreased strength of belief in their own efficacy and in the learning potential.

Being a novice teacher serves a number of goals. Novice teachers have the opportunity to apply some of the things that they have studied previously, to carry out the methodology, to design materials, to develop confidence and fluency in the basic classroom skills needed to present and navigate language lesson.

Novice teachers today enter the profession with differing levels of preparation, experience, and expertise. Like the students they will serve, they come with a variety of expectations, hopes, dreams, and understandings. Some will go through a traditional teacher preparation program and will enter the job market immediately after graduation. Others will find their initial career choice unsatisfying and look for more satisfaction in teaching. Still others will seek a second career after early retirement from another, often very successful career.

Most of these new teachers expect that they will be successful. Many are highly motivated and feel they will be able to positively influence student learning. Others are less certain about teaching as a career choice. However, all of these new teachers will help to shape the educational future of our nation. Together they will directly influence the learning of hundreds of millions of students over the course of their careers.

2.7 Experienced teachers vs. novice teachers

There are many differences between experienced and novice teachers as mentioned in the last two sections but it does not mean that novice teachers are inadequate to teach. They need to acquire a lot of experience to become an excellent teacher through the years.

Experienced teachers are adaptable; they work with speed, fluidity and flexibility. They typically have the ability to prioritize tasks and to attend selectively to a number of key classroom matters and a good classroom management, but many times these teachers are not updated, and they need to update because the methods and the strategies of teaching change through the years.

This is an advantage of novice teachers, they have just finished their studies and despite their inexperience most of the time they are updated in the new strategies and methods for teaching, but they do not have the experience of experienced teachers.

Novice teachers will face the challenge to control their students for having an effective students learning, though an effective classroom management.

Novice teachers or teachers in training need the support of a cooperating teacher and most of the time this is an experienced teacher from this teacher; a novice teacher will learn a lot of beneficial things such as: strategies and methods for teaching, an effective classroom management and many useful things from their cooperating teacher.

2.8 Teacher in training

According to Richards and Farrell (2011) teaching practice is something that many new teachers expect to be challenging. Some aspects of teaching practice can be challenging but it provides invaluable opportunities for learning and professional growth. It is an essential first step in the career development as a language teacher.

Teaching practice may not be assessed in the same way as academic coursework. During the teaching practice, the teacher in training needs the supervision and support of a cooperating teacher. This teacher is an essential part of the teaching practice experience.

2.9 Cooperating teacher

Richards and Farrell (2011) state that cooperating teachers play a crucial role in the practice teaching experience as a teacher in training. The cooperating teacher will help teacher in training to prepare for teaching, share teaching suggestions and strategies provide feedback on the teaching, help deal with classroom management problems and encourage and motivate during teaching practice.

Cooperating teachers interpret their responsibilities in different ways and the nature of their interactions with the teacher in training vary according to how they see the role as student teacher and how they view their own role as a mentor and supervisor. They establish a clear understanding of how the practice teaching is conducted, the responsibilities, the procedures to follow, and how the teaching is supported.

2.10 Conclusion

In this chapter I provided the theoretical construction of this study. The literature review was directly relevant to class management. I gave an explanation about effective classroom management and the most common classroom management, and then I told about methods and strategies for teaching. Then I mentioned about experienced and novice teachers

and the differences between as a comparison. Finally I mention teachers in training and cooperating teacher. These entire topics were focused on class management to understand better this study. In next chapter the data collection will be presented.

CHAPTER THREE RESEARCH METHODS

3.0 Chapter introduction

As seen in the previous chapters the purpose of this study was to analyze the most common problems that trainees faced in their classroom management while doing teaching practices and to analyze the strategies that trainees use to solve classroom management problems.

This chapter describes the participants, the methodology and the procedure that was followed to obtain the results in order to answer the research questions set in chapter one. First, the participants will be described. Then, the description of instrument will be mentioned. Finally, the procedures will be described step by step.

3.1 Study participants

This study was carried out in a faculty of modern languages in Puebla. The research also took place in a public secondary school in Puebla. The participants of this research were four trainees of the modern language faculty who were doing their teaching practices in a public secondary school. The English language level of the participants was advanced-intermediate. The four participants were from medium socioeconomic background.

The context was as a challenge for the participants. They were giving English classes in a public secondary school. Each one of the participants had 50 to 55 students. The classrooms were small for a large group. It was almost impossible giving classes because their students were adolescents and they had uncooperative attitudes in class. Sometimes they did not pay attention to the trainees. Therefore the trainees had many classroom management problems and they did not know what strategies to use to solve these problems.

The participants' attitudes were cooperative toward the data collection. They were interested in this study.

3.2 Study instruments

Observations: Observation methods are useful to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities (Schmuck, 1997).

There is one special advantage of using observations it is that it allows observation in normal settings. In this study observing was essential to know about the classroom management problems that trainees faced while doing teaching practices and the strategies that they used to solve classroom management problems.

Interviews: Beyond the spontaneous exchange of views as in everyday conversation, and becomes a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge (Kvale, 1996, p.6). One advantage of interviews is that they can probe deeper into a response given by an interviewee and interviews produce a higher response rate.

Reflective journals:

Reflective journals were useful for this study because they contain important information about the daily teaching practice. Reflective journals were interpreted with discourse analysis. Jorgensen and Phillips (2002) suggest that discourse analysis is used to analyze many different social domains, including organizations and institutions, and to explore the role of language use in broad societal and cultural developments such as globalization and the spread of mass mediated communication.

3.2.1 Observations

I decided to observe each participant using a recording because it allowed me to get information deeper and I could analyze better the data. This observation was very useful

for me because I could identify many classroom management problems in each participant and the strategies that they used to solve them. It was the first instrument that I applied because I wanted to identify the classroom management problems that each trainee had and I wanted to know how they solved these problems.

Finally with the results from the observations I designed the semi-structured interview for asking for things that happened during the recorded observation.

3.2.2 Interviews

I decided to use a recorded semi structured interview with each participant. The interview was done after the observation because it was necessary to investigate more about the results in the observation and I wanted to talk with the participants face to face to get more information about classroom management problems and their strategies to solve them.

3.2.3 Teacher reflective journals

I decided to use reflective journals from trainees because the information from these reflective journals of each participant would be interpreted with discourse analysis and I wanted to triangulate the information from observations and interviews.

As I mentioned I worked very close with a teacher from a modern language faculty who was in charge of my four participants. The teacher gave me a copy of their reflective journals from the four participants. It was really helpful for me to compare the results from the other collecting sources.

The three data collection methods were closely related to finding the required information: the classroom management problems and the strategies that trainees use to solve it and to triangulate the data. The interview and the observation were designed to looking the required information.

3.3 Data handling procedures

This section describes the data handling procedures. First I present how was the collection procedure of the observation, interview and teacher reflective journals. Then I present the data analysis procedure of the three methods.

3.3.1 Data collection procedures

Observations

First of all with the permission of the principal and the school authorities I went to the secondary school to observe the class of each of the four participants. Then, I recorded each class of the four participants. I could find the information that I was looking for. I found in each participant many classroom managements problems which occurred during the class.

I had some limitations during the observation such as: some of the students got distracted when I was observing. The school music band was playing at the moment of the class.

During the observation everything went well. The trainees gave their class in a natural way. I thought that maybe if I was observing them while they were giving their class they will perform different but fortunately it was not happen.

Interview

I did a semi-structured interview with each of the four participants. I did the interview after the observations. When I did the semi-structured recorded interview to each participant I wanted to know more information about the observation, and to answers some question that I had with the results from the checklists.

Then, with the help of a semi-structured interview I recorded face to face each interview. It is important to mention that I did the interview in a comfortable place, without noise for avoiding distractions during the interview.

Then, I transcribed each interview of my four participants and I interpreted that information. I compared the answers of each trainee with the results of my checklist during the observation.

I had some limitations during the interview such as: one of the participants received an important text message and he got distracted at the end of the interview.

During the interview almost everything went well I except for some problems with the camera, but I could fix it.

Reflective journals

The reflective journals were the last data source. The teacher who was in charge of my four participants gave me their teacher reflective journal of two months. After that, I did the second interview. Then, with the help of the discourse analysis approach (DA) I obtained data from the reflective journals.

3.3.2 Data analysis procedures

Observations

I analyzed my data of the recordings with a description of what I found in each participants 'class. I found similar classroom management problems, but each participant used different strategies to solve them and in some case they could not control the group.

I needed to know more about the data from the observation so I decided to do an interview to each participant after the observation.

Interview

As I mentioned I did the semi-structured interview after the observation to know more about the classroom management problems and the strategies that each participants used to solve them, and to know more about some thing that happened during the observation. After the interview I analyzed my data (transcripts) using the method *Meaning Condensation*,

according to Kvale (1996) where long statements are compressed into briefer statements in which the main sense of what is said is rephrased in a few words. This method allowed me to categorize the statements easier.

Then I categorized the statements on classroom management to find the most common and the strategies used to solve them. This method was really helpful for me because it was an easy way to identify the most common classroom management and the strategies that trainees used to solve classroom management problems.

Reflective Journals

I had to wait for two months to get the reflective journal of each participant. Then I analyzed my data from reflective journals according to Barton (2004) using the method: *Bottom-up* where discourse analysis involves looking at texts, inductively identifying their rich features and associated conventions, and then using these features and conventions as examples in a descriptive argument in support of some generalization(s) or claims(s) about the interpretive relations between features, conventions, texts, and their contexts.

Using this discourse analysis method it was easier for me to interpret the reflective journals of the participants.

The objective of the three methods: observation, interviews and reflective journals was to triangulate the data results of the three methods. The idea is that one can be more confident with a result if different methods leading to the same result.

3.4 Chapter conclusion

In chapter three I provided the methodology used in this study. I described the participants and the instruments. Then I presented the data handling procedure. Finally I presented the data analysis procedure.

In the next chapter the results will be presented.

CHAPTER FOUR: RESULTS

4.0 Chapter introduction

As seen, in the previous chapter, I gave an explanation of the subjects and instruments associated with the research methodology as well as a description of the procedure I followed to collect the data. In this chapter I will present the findings from the instruments that I applied to collect data. I will provide an answer for each one of my research questions. Then, in order to show the results, I will use the qualitative method to describe the results from each instrument applied.

4.1 Research questions

First, in order to answer each of the research questions necessary for this study, I will present those questions.

RQ1. What are the most common classroom management problems that trainees deal with while doing teaching practices?

RQ2. What are the strategies that trainees use to solve classroom management problems?

4.2 Results

In the previous section I presented the research questions that were of great help for this study. In order to answer those questions I used three instruments which were: i) an observation, ii) two interviews in different periods of time and iii) reflective journals from each of the four participants.

First of all I present a brief description of the participants of this study. They were three females and one male. They were in an age range of 22-23 years old. The four participants had an intermediate-advanced level of English. All of them were teachers in training of a modern language faculty. They were teaching in a public secondary school in Puebla.

Paola¹ was 22 years old. She had a group of 13 students in the second grade of secondary. The classroom where she was giving classes was in the library of the school; the classroom was comfortable and had a blackboard. She had enough space to give their class.

Andrea was 22 years old. She had a group of 13 students in the second grade of secondary. The classroom where she was giving classes was big and had a blackboard and a projector.

Edna was 23 years old. She had a group of 56 students in the second grade of secondary. The classroom where she was giving classes was big but it was not enough for 56 students. The classroom had a projector and a blackboard.

Gustavo was 23 years old. He had a group of 44 students in the first grade of secondary. The classroom where he was giving classes was not enough for his large group. The classroom had projector and a blackboard.

4.2.1 Results from the class observation

To answer my first research question the class observation was very important because I found many classroom management issues from each of my four participants. Then I categorized the most common of these classroom management problems. To categorize these results I used a table with the most common classroom managements issues I observed.

The observation was also useful in answering the second research question because I found the most common strategies used to solve the classroom management problems. I did the same procedure with strategies as with classroom management problems. I categorized the most common strategies used to solve classroom management problems using a table with the data collected.

¹ All participant names are pseudonyms.

All these data were used to know exactly what classroom management problems are the most common. For this reason, the observations could give some initial information to answer the first research question.

The four trainees had different context to teach but they had similar classroom management problems in their classes. To explain better this data results I put it in a table where the classroom management problems were categorized into eight categories and I could appreciate the most common classroom management problems presented in each trainee.

Table 4.1 *Most common classroom management*

Classroom management problem	Paola	Andrea	Edna	Gustavo
Misbehavior of students	✓	✓	✓	✓
Multi-level classroom	✓	✓	✓	✓
Inappropriate material and equipment for the class	✓			✓
Problems using second language	✓	✓	✓	✓
Large group			✓	✓
Inability to follow instructions	✓	✓	✓	✓
Failure of lesson plan	✓	✓	✓	✓
External disruptions (noisiness)	✓	✓	✓	✓

In Table 4.1 above, we can see that misbehavior of students, multi-level classroom, problems using second language, inability to follow the instructions, failure of the lesson plan and external disruption were presented in the observations of the four trainees.

Inappropriate material was presented in two of the four trainees and finally large group was presented in two of the four trainees.

Misbehavior of students most of the time is the principal classroom management issue found while teaching ESL. I found in the recording observation that Paola had much misbehavior of students because they did not to participate, and they began to make noise. Andrea had also misbehavior of students because some of them did not pay attention to the class. In the case of Edna, most of the time had control of the students but when she suggested the get out a copy of their homework, the students presented misbehavior and some of them presented lack of interest in the lesson. Finally Gustavo had the problem with students who were sitting at the back of the classroom. Some were talking and some of them were bored, inattentive and unmotivated.

Multi-level classroom was presented in the four trainees. I observed in the four cases that students in the EFL classroom students tended to avoid being asked not because they did not know the answer. Instead, this might be because they found it hard to grasp the right words or it took some time to construct ideas in another language. As a result, many of the more advanced students (strong student dominance) are likely to raise their hands first and get to answer or speak in class often. When the teacher wants the class to progress faster, many of those who are shy will be left behind as advanced students are more competitive.

Problems using foreign language were presented in the four trainees. As an EFL teacher, it is important to encourage students to use English, and only English. But unfortunately the level of the students of the four trainees was very low. So it was complicated to speak only in English. In the case of Paola and Edna I observed that they tried to speak most of the time in English despite students not understanding everything. When students did not understand something these trainees used code-switching. On the other hand Gustavo most of the time used code-switching and sometimes he translated the English to Spanish. Finally in the case of Andrea, she spoke in Spanish all the time.

Inability to follow instructions was presented in the four trainees. I realized in the four cases that students were shy to ask as they may be laughed at by their peers. As a result, they pretended to understand and did assigned tasks the way they perceived they should be done.

Failure of the lesson plan was presented in the four trainees. In the case of Paola she had planned to do an activity using the computer but the computers were not available in that moment so she had to change the activity. Andrea, Edna and Gustavo had planned many activities in the class but the time was not enough to do it so they could not.

External disruptions were presented in the four trainees. In the case of Paola, her students arrived late to the class and the principal of the school was talking on the microphone. In the case of Andrea at the moment of the class the music band of the school was playing their instruments. In the case of Edna and Gustavo during their classes some students from another group were distracting the students in the windows.

Inappropriate material and equipment for the class issue was presented in two of the four participants. In the case of Paola as I mentioned before she had planned during her class an activity using the computer but unfortunately the computers were not available in that moment. In the case of Gustavo the use of the blackboard for one of his activity was wrong because the students cheated in that activity. They needed another space to write but there was none. On the other hand Edna made a good use of the projector. She had planned her class using the computer. Finally Andrea had the appropriate material for giving her class.

The issue of large group was presented in the case of Edna and Gustavo. She had a group of fifty-six and he had a group of forty-four students. Both had classrooms which were not big enough for large groups. It is almost impossible that all in a large group paid attention

to the trainees. It was classroom management challenge. On the other hand Paola, and Andrea had a small group of thirteen students each one.

These are the most common classroom management issues that I found in my four participants. The observations were really useful for answering my first research question. The observations were also useful for answering my second research question about the strategies the trainees used to solve the classroom management problems. To explain better the data obtained from the observations I gathered the data in four tables. One table for each trainee which contains the classroom management problems faced for each trainee and the strategies that they used to solve those classroom managements problems.

Table 4.2 *Strategies used to solve classroom management problems by trainee Paola*

Classroom management Problems	Strategies
Misbehavior of students	Cooperative learning: Group interactions to accomplish goals
Multi-level classroom	Encourage participations. Giving extra points
Inappropriate material and equipment for the class	Changing the activities
Problems using second language	Teacher translate English to Spanish when students do not understand
Inability to follow instructions	Restating instructions
Failure of the lesson plan	Changing the activities
External disruptions (noisiness)	No strategy

In Table 4.2 above we can see the strategies that Paola used to solve classroom management problems. Misbehavior of students was solved using the strategy of cooperative learning: Group interactions to accomplish goals. Paola made the students participate by asking some questions about prepositions of place to catch their attention because they were very distracted. The issue of Multi-level classroom was solved using the strategy to

encourage participations. She gave extra points to students who participated during the class. Related to the issue of inappropriate material and equipment for the class was solved by changing the activities because in her lesson plan she had planned to use the computer for her activity but in that moment the computers were not available so she decided to change the activity for another one. The issue of using the second language was solved translating English to Spanish when students did not understand. Paola most of the time during the class spoke in English but when was necessary she translated to Spanish. The issue of inability to follow instructions was solved restating instructions. When Paola was giving the instructions to make the activities some students were distracted so when they paid attention they were confused in what to do. Paola restated the instruction and if they did not understand she translated to Spanish. Related to the issue of failure of the lesson plan was solved changing the activities because as I mentioned before Paola had planned an activity using the computers but the computers were not available and she had to change the activity. Finally the issue of external disruptions (noisiness) was a challenge for Paola because she could not do anything because the director was talking on the microphone and it was a distraction for students. She did not use a strategy to solve this issue it was impossible to avoid.

Table 4.3 *Strategies used to solve classroom management problems by trainee Andrea*

Classroom management Problems	Strategies
Misbehavior of students	Working in teams. Caught students' attention with games
Multi-level classroom	Preview/Review: Building vocabulary and concepts to support understanding
Problems using second language	No strategy. She spoke only in Spanish
Inability to follow instructions	Restating instructions
Failure of the lesson plan	Carried out the activities in less time. (No enough timing of the class)
External disruptions (noisiness)	No strategy

In Table 4.3 above we can see the strategies that Andrea used to solve classroom management problems. The issue of misbehavior of students was solved working in teams. The students played a game called hangman; Andrea caught students' attention with this game. Related with the issue of multi-level classroom was solved with preview/review: Building vocabulary and concepts to support understanding. Before the beginning of the class Andrea made a vocabulary review because the activities used vocabulary. It helped students who did not know the vocabulary and had a low knowledge. Related with the issue of using the second language, Andrea always spoke in Spanish. It was a problem because students did not practice their listening and she only spoke in English when she taught new vocabulary. The issue of inability to follow instructions was solved with restating instructions. I consider that it is a consequence that the activity was written in English and students were not familiar with the language for that reason it is important that teachers speak in English or use code-switching. Related with the issue of failure of the lesson plan was solved to carry out the activities in less time because the person who cleans the classroom was cleaning the classroom and it was time wasted for beginning the class (not enough timing of the class). Finally the issue of external disruptions was impossible to deal with because the music band was playing loudly the musical instruments and another problem was that the voice of Andrea was very low so it was complicated to give the class.

Table 4.4 *Strategies used to solve classroom management problems by trainee Edna*

Classroom management Problems	Strategies
Misbehavior of students	Punishment for misbehaving students Use of technology (power point presentation)
Multi-level classroom	Encourage participations. Giving extra points
Problems using second language	Use of code-switching
Large group	No strategy
Inability to follow instructions	Restating instructions
Failure of the lesson plan	Carried out the activities in less time. (No enough timing of the class)
External disruptions (noisiness)	No strategy

In Table 4.4 above we can see the strategies that Edna used to solve classroom management problems. Misbehavior of students was solved with punishment for misbehaving students. She took off points to their final grades. Another strategy that she used was the using of technology she used the projector and the grammatical explanation was made in a power point presentation. It caught the students' attention. Related with the issue of Multi-level classroom was solved with encouragement participations. She gave extra points to students and it fostered the participation of those students which had a lower knowledge. About the issue of using second language, Paola most of the time spoke in English but she used also code-switching. It was a good strategy because students paid attention to the class. About the issue of large group was impossible to deal with because she had fifty-six students and the classroom was not enough for giving the class but despite most of the time she could managed the class. The issue of inability to follow instructions was solved restating instructions. When Edna gave instructions to solve the activities some

students did not understand so Edna translated the instructions to Spanish and they could understand. About the Failure of the lesson plan was solved carrying out the activities in less time. It happened because the last activity was not made. The timing of the class was not enough to carry out the last activity. Finally related with the external disruptions were presented during the whole class by other students who were in the windows distracting the students. The noises from the group which was next to them all the time was a challenge.

Table 4.5 *Strategies used to solve classroom management problems by trainee Gustavo*

Classroom management Problems	Strategies
Misbehavior of students	Cooperative learning: Group Interactions to accomplish goals
Multi-level classroom	Encourage participations
Inappropriate material and equipment for the class	No strategy
Problems using second language	Translate English to Spanish
Large group	No strategy
Inability to follow instructions	Restating instructions
Failure of the lesson plan	Carried out the activities in less time. Use activities next class.
External disruptions (noisiness)	No strategy

In Table 4.5 above we can see the strategies that Gustavo used to solve classroom management problems. Misbehavior of students was solved with cooperative learning: Group Interactions to accomplish goals. Students worked in teams and it was a motivation for them to pay attention to the class. Related with the issue of multi-level classroom was solved with encouragement participations. Gustavo gave extra point to students who participated during the class. This was a motivation for those students who were shy and did

not want to participate. Students working in teams and with the extra point were motivated to participate. This helped those students who had a lower English level. Related with the issue of inappropriate material and equipment for the class was presented because in the case of Gustavo the use of the blackboard for one of his activity was wrong because the students cheated in that activity. They needed another space to write but there was none. Gustavo could not do something to solve this problem. About the issue of using the second language was solved with the translation of English to Spanish. Gustavo used the code-switching most of the time but when students did not understand he translated to Spanish. Related with the issue of large group was impossible to deal with because he had forty-four students and the classroom was not enough for giving the class. It was a challenge for Gustavo to give the class. Related with the issue of inability to follow instructions was solved restating instructions. When students did not understand the instructions and they got confused, Gustavo repeated the instruction in Spanish. Related with the issue of the failure of the lesson plan was solved carrying out the activities in less time. The class was reduced because for reasons from the principal and there was no enough time for the last activity so Gustavo had to carried out the activities in less time or he use those activities the next class. Finally the external disruptions were presented during the whole class by other students who were in the windows distracting the students. The noises from the group which was next to them all the time was challenge.

4.2.2 Results from the interview

The semi-structured interview was useful to check the results from the observations and to investigate deeper the data collected in the observation. Also for answering the first

research question and the second research question. Direct quotations were taken from the transcriptions of the interviews.

The four interviews showed similar results of the observations. They agreed with the same classroom managements problems of the observations but they added more strategies to solve those classroom management problems. I present this information of each participant below.

In the case of Paola about how she solved her issue of misbehavior of students she said: *“when they misbehave I normally start dropping points so that is the most useful for me”* I observed in her class that she use cooperative learning: Group interactions to accomplish goals and if the students did not pay attention and get distracted she started dropping points. About the strategies that she used to solve the multi-level classroom issue she said: *“I ask them to get in groups so they can work with different people, and they can feel more comfortable and encouraged to participate in the class”*. As I observed she encouraged participations. Another strategy that she mentioned was: *“when I notice that someone else is participating a lot, so I use to assign some questions or I normally choose to a specific student so I mean I ask her or ask him a specific question and they have to answer me directly”*. About the strategy that she used to solve the issue of using inappropriate material and equipment for the class she mentioned that: *“I just start like to improvise a different activity so according to the behavior of the students I can adapt the kind of the activities that they need because I know them so, I can realize about their needs. So I change the activity and I’m seeing how the activity is going on”*. As I observed she changed the activities for different reasons for the students’ needs of for the availability of the materials. About the issue of how she solved the problems using second language, she mentioned that: *“I try to give the class in English, total in English, but sometimes I realize that they said that*

don't understand something or the instructions. So I need to clarify them, I try to use the body language and if it doesn't work I try to use code-switching". As I mentioned in the observations she translate English to Spanish, most of the time she spoke in English but when it was necessary she used code-switching. Furthermore she mentioned that she used body language, and I could notice that during the observation. Related to how she solved the issue of inability to follow instructions she said: *"I translate that in Spanish and I try to restate my instructions in English so they can associate the words in Spanish and in English".* As I observed she restated the instructions to the students and also she mentioned another strategy, she said: *"I try to go with the specific students because I think that they don't understand that's the reason that they don't follow the instructions. So I go personally and I talk to him or to her and I ask if he or she doesn't understand the instructions".* About how she solved the issue of the failure of the lesson plan she mentioned that: *"So, I don't consider that the lesson plan has failed. I don't think that it's the word, I mean like this is a way to change your activity, to change to be better. I mean students sometimes feel bored, tired so you don't know their behavior when you are at class or when you are planning you don't know how they will feel at the class. So I think every teacher has to change some strategies some activities they have planned before because you don't know the behavior of your students that day".* As I observed she changed the activities of the lesson plan. I could observe that she did not have enough time to finish the lesson plan so she mentioned: *"So I try to implement it in the warm up of the next lesson".* Finally about how she solved the issue of external factors she mentioned: *"I don't have a specific classroom and I give my classes in the library so sometimes people arrive to the library and start asking for books and teachers come to the class and they are working and they are talking. I don't have enough material sometimes maybe I want to show in my class some pictures or slides in power point*

presentations but I don't able because I don't have the material to do that, so is a kind of difficult but I try to set up the activities so I can achieve my goal". As I observed she had many external factors that interrupted her class but the worse is that she could not do anything to avoid them. It was not in her hands.

In the case of Andrea she agreed with the same classroom management problems that I found during the observation. On the other hand about the strategies to solve those classroom management she mentioned the same that I observed but she mentioned more strategies that she used to solve them. About how she solved her issue of misbehavior of students she said: *"I think that most of the time they are making noise so what I do is stay quiet and they understand that I need them to work and carry out the activities or something. I try to speak a little bit louder but not being rude I try to be very very patient with them"*. I observed that she made students to work in teams and she caught students' attention with games. Related to the issue of how she solved the issue of multi-level classroom she mentioned: *"There is a girl and a boy who have the higher level so sometimes I use them to help other classmates"*. I found in the observation that she made a building vocabulary and concepts to support understanding. It was another strategy that I could find. Related to how she solved the issue using second language she mentioned: *"Most of the time I speak in Spanish because they have a low level and it is very difficult. I only use English for the new vocabulary"*. As I observed she spoke only in Spanish because the level of the students was low. About how she solved the issue of inability to follow instructions she mentioned: *"If they don't follow the instructions is because they don't understand what I ask them to do. I try to tell them in a different way or I use examples"*. As I observed she restated the instructions or she try to explain them in a different way. About how she solved the issue of failure of the lesson plan she mentioned: *"Most of my lesson plan are not completed because*

I have an hour to carry out my lesson plan, but most of the time I spend the time saying: please guys, boys girls be quiet or finish you activity so if I do not finish the lesson plan I try to do the rest of the activities the next day". I observed that she carried out the activities in less time but she mentioned that most of the time she could not finish her lesson plan because it was not enough time to finish and she used the last activity for the next lesson plan. Finally related with the issue of how she solved the external factors she said: *The person who cleans the classroom, because as you could see he just enters to the classroom and he doesn't say: might I coming or can I clean the classroom? And he takes 15 minutes and something like that. There is music or the microphone and that's it.* As I observed she had a problems with the person who cleaned the classroom before the class. That person took 15 minutes of the class, furthermore Andrea most of the time could not finish her lesson plans. She had many external factors against. Some of them were the *banda de guerra*, which was playing the instrument aloud and the microphone. The worse was that her volume of her voice which was very low.

In the case of Edna she agreed with the some classroom management problems that I found during the observation. On the other hand about the strategies to solve those classroom management problems she mentioned some of them that I observed. She mentioned more strategies that she used to solve those classroom management problems. Related with the issue of how she solved the misbehavior of students she mentioned: *"Well, I always tell them that if they don't pay attention: I will take off points in the final grades and they are scared then of that, my class is working"*. As I observed she solved this problem with punishment for misbehaving students. She dropped points to their final grades. On the other hand according to the issue of multi-level classroom Edna mentioned: *In my group there are a lot of students that have several levels of English. So I said: "If you participate*

I'm going to give you an extra point. So I try to motivate my students that have problems".

As I observed she used the strategy of encouragement of students. She gave extra points to motivate the students to participate. About how she solved the issue of using second language Edna said: *"Most of the time I implement code-switching because first at all I speak in English and then I speak in Spanish in order to be understandable"*. As I could observe Edna used code-switching which was useful for her because the students were paying attention most of the time. It was a challenge for Edna to control to fifty-six students so according to the issue of large group she mentioned: *"I form small teams and I can observe their behavior and I can manage their behavior too. My strategy is to form groups to do something"*. I observed that she did not have a strategy to deal with this issue but I thought that it was really complicated that she made pairs for working during the class. Related with how she solved the inability to follow instructions Edna mentioned: *Well, I try to motivate them with real exercises and real activities in order to catch their attention and if they don't pay attention I say them the same again: If you don't pay attention I'm going to take off a point in your final grade. When I said that most of the time they pay attention.* I observed that she restated the instructions when she realized that the students did not understand. She mentioned another strategy to solve this issue. Related to how she solved the issue of failure of the lesson plan she mentioned: *I try to do extra activities, For example I use common errors in my students life, something that they really like, for example I know that my students are teenagers and they really like something related with the music, with their favorite singers or I try to think in their favorite music and I try to put those topics in my plan and if my previous lesson plan doesn't have motivation issues.* I observed that she carried out the activities in less time. She mentioned: *"If I don't finish my lesson I do the last activities in the next class"*. Finally related to how she solved the issue of external factors she mentioned: *"I think the noise, because*

when I am in the class and I'm going to start my class, the sounds, the banda de Guerra is outside of the class and they are singing and there are a lot of noises and my students feel a little frustrated, may be the behavior the weather sometimes they are hungry, it's a little problematic. And it's a little problematic to deal with those problems". These were some external factors that I could observe during her class but she could not do anything to avoid these problems.

In the case of Gustavo he agreed with the same classroom management problems that I found during the observation. On the other hand about the strategies to solve those classroom management problems he mentioned almost the same that I observed. Related with how he solved the issue of misbehavior of students he mentioned: *I always tell them: Please be quiet. If they don't do it sometimes I change the place where they are. For example if the students are speaking at the back I bring them to the front.* I observed that he made students work in teams to motivate them as a cooperative learning. Related to how he solved the issue of multi-level classroom he mentioned: *Well in that case, when the students know what have to do, they don't have problems so they always want to participate and for those who don't want to participate I ask them to participate.* As I observed Gustavo encouraged students to participate and as rewards he gave them extra points. About how he solved the issue of inappropriate material and equipment for the class Gustavo mentioned: *Well, in that case I try to improvise, because if my class is not working as I want, For example I try to play a game and make teams in order to play that game but I can't do small teams because my class is so large and when I made small teams they start talking and making noise and if I made one team here and one team here is better for me.* I observed that I had some problems with the equipment for the classroom, students played a game but it was complicated to carry the

game because the students were divided in two teams and they passed in front to write on the blackboard it appeared that some of them cheated. Each team needed their own space to play the game. About how he solved the issue of using second language he mentioned: *I use code-switching I don't give my classes in English because is difficult. No all my students understand what I said when speak in English and when I speak all the time in Spanish I feel that they are not learning English so I always use English and then Spanish.* As I observed he gave the classes speaking most of the time in English but when he realized that students did not understand he repeat the instructions in Spanish. Related to how he solved the issue of large group Gustavo mentioned: *"I made teams, small teams. For example I can divide the class in two teams, three or four but no more"*. I could observe that it was the main classroom management problems that he had. It was a challenge for Gustavo to give the class with forty-four students. And he made teams to solve this issue. About how he solved the issue of inability to follow the instructions he mentioned: *"If I give the instructions in Spanish there is no a problems but when I give the instructions in English I use a body language in order to understand what I want to say"*. I observed that he gave the instructions most of the time in English but most of the students did not understand so, he had to translate in Spanish. Related to how he solved the failure of the lesson plan he mentioned: *"I don't know rewrite it. I read it again and I see what my problems were and why and for the next classes I do not do it again"*. I as observed he used the activities for the next class in the case that he did not have enough time to finish. Finally related to how he solved the issue of external factors he mentioned: *"Well for example if there is some noise outside and if some teacher comes to the classroom and asks if they can give an announcement, but I don't have much external problems"*. I observed that some students of another classroom were distracted by the

students who were taking classes. They were in the windows but unfortunately with these problems Gustavo could not do anything to avoid them.

4.2.3 Results from the reflective journal

The reflective journal was the support I used to answer the two research questions because in them I found much useful information to answer my two research questions about the most common classroom management problems and the strategies that teacher-participants used to solve them. I analyzed my data from the reflective journals with discourse analysis I made an interpretation of the data collected from them.

In the case of Paola she wrote in her reflective journal about the classroom management problems: *“I have at least one student who is always getting distracted so that person starts to talk with the student next to him”*. That statement proved that she had misbehavior of students as I observed and as she mentioned during the interview. She wrote about what strategies she used to solve this problem: *“I have used many strategies. Sometimes I drop points, give them extra tasks, I stop talking so they can realize that they are talking aloud and need to stop it. However, when I am in a critical moment and I realize that they won't stop, I say “get out of the class”*. As she mentioned in the interview as I observed she used those strategies to solve this problem.

In the case of Andrea she wrote about the classroom management problems: *“Noise, especially on Mondays because of the microphone, and students' energy, it is difficult to keep them in their places”*. As I observed she had these classroom management problems and she mentioned them in the interview. About the strategies that she used to solve the classroom management problems she wrote: *“I tried to tell students the instructions in teams or pairs*

so that they can understand them, or I just repeated the instructions". This statement supported the information collected from the observation and the interview.

In the case of Edna she mentioned about the classroom management problems: *"The behavior of the hyperactive boys or girls did not help me to control the atmosphere of the classroom. The large number of students did not help me to do activities inside of the classroom.* This statement supported the information from the observations and the interview. She had a large group and she had problems with the behavior of students. About how she solved these problems she wrote: *"I had to take a point out from their final score. I had to implement activities where they had to work in couples in order to minimize the classroom space*". This information was useful to me to double check the strategies that she used to solve classroom management problems and the strategies that she used to solve them.

In the case of Gustavo he wrote about the classroom management problems: *"The main problems I have had are noisy classes and lack of attention. It is a large group, there are a between 40 and 45 students, so having the control of the whole class is sometimes the most difficult thing that a beginner teacher has to face. This may happen because students say that we (beginner teachers) cannot do anything if they misbehave or do not pay attention*". These statements supported information collected from the observation and the interview. About the strategies that he used to solve the classroom management problems he wrote: *"When the class is too noisy what I do is to speak louder and when students do not pay attention I ask them to participate but immediately I change the activity. In some cases the activity is a little boring for students because not all of them can participate. When this happens I try to choose an activity where everybody can participate and also is has to be an activity that I can handle*". This statement supported the information gathered from the observation and the interview.

In conclusion I can mention that the information collected from the observations, the interview and the reflective journals achieved the objective to triangulate the information from the three instruments applied. These data collected answer the two research questions of this study.

4.3 Chapter conclusion

In chapter four I presented and described the results from the three instruments used in this study the observations, the interviews and the reflective journals. It was made in order to provide an answer for each one of my research questions. In the following chapter, I will draw general conclusion of this research and will discuss about the significance, the limitations and directions for further research.

CHAPTER FIVE: CONCLUSIONS

5.0 Chapter Introduction

In this final chapter I will present the conclusion of this study. This research study aimed to identify the most common classroom management problems that teachers in training deal with while doing teaching practices and the strategies that they used to solve classroom management problems. In chapter four I showed and described the findings of this study. I analyzed the information of the instruments I used. In this final chapter, I will present the general conclusions of this study. Therefore, I will summarize the main findings of the study emerging from the data reported in chapter four. Also, I will explain the significance of this study. I will answer each one of the research questions and I will give an explanation of how I accomplished my research aims. Finally, my personal reflection, limitations and directions for further research will be described.

5.1 Findings and significance of the study

In chapter four, I presented the findings from the three instruments applied for answering the two research questions. Firstly, during the observation I found many interesting things which were useful to answer my two research questions. During the observation I realized that my four participants had similar classroom management strategies. I realized that the more difficult classroom management for them was misbehavior of students. In the case of Paola and Andrea was easier to control their groups because they had only thirteen students but despite that they had problems with students' behavior. On the other hand Edna had fifty-six and Gustavo had forty-four students. These were very large groups and this was a challenge for them. Therefore, they had others classroom management problems. About the strategies that the four participants used to solve their classroom

management problems. I could observe that these depended on their students. My four trainees were engaged with their students. They wanted their students to have an efficient learning according their needs. The four trainees encouraged their students with different strategies which they thought were appropriate for them. The most useful for them was to motivate student to participate giving them extra points for their participation. However I found much interesting information while I was observing each of the four trainees. Secondly, with the interview I could confirm my results from the observations with the help of the semi-structured interviews. The four trainees agreed with the same classroom management problems that I found in each one of the observations. The questions used during the interviews allowed me to find more information. About the strategies used to solve their classroom management problems, they mentioned in the interview some of the strategies that I could identify in the observations. They mentioned more strategies that they used to solve their classroom management problems. They had more strategies to solve classroom management problems. However the interviews were really useful to me to confirm the results of the observation. Finally, the reflective journals were useful to accomplish the objective of triangulating the data collected from the three instruments applied. The arguments about the classroom management problems and the strategies used to solve them written by the four trainees confirmed the information from the observations and the interviews. This was satisfactory for me to get the results that I was expecting to have because the information collected from the three instruments applied was triangulated.

5.2 Answers to the research questions

All this research was focused on answering two research questions. Thus, they are showed and answered in this section.

RQ1. What are the most common classroom management problems that trainees deal with while doing teaching practices?

In order to answer this research question I applied an observation, an interview and collected the teacher-participants' reflective journals. The answer for this research question is: The most common classroom management problems or challenges found in the four trainees were: the misbehavior of students, multi-level classrooms, problems using second language, inability of students to follow the instructions, failure of the lesson plan and external disruptions were presented in the four trainees. On the other hand inappropriate material was presented in two of the four trainees and finally large group was presented in two of the four trainees.

As I mentioned before, misbehavior of students was the principal classroom management issue found while teaching EFL. Multi-level classroom was a difficult problem to deal with too. (For more details see 4.2.1 in CH4).

RQ2. What are the strategies that trainees use to solve classroom management problems?

In the same way, it was already said that in order to answer this research question, observations, interviews and reflective journals were used as data sources. The result showed that the four trainees used different strategies to solve their classroom management problems. During the observation I could see the different strategies they used to solve their classroom management problems. In the interview I could confirm the same strategies but they mentioned more strategies. However the strategies used to solve classroom management problems were depending on their students' needs for having an efficient learning of EFL. (For more details see 4.2.1 in CH4).

5.3 Research aims

At the beginning I established the following aims for this study:

- a) To analyze the most common problems that trainees faced in their classroom management while doing teaching practices.
- b) To analyze the strategies that trainees use to solve class management problems.

5.3.1 Accomplishment of research aims

The first aim of this study was to analyze the most common problems that trainees faced in their classroom management while doing teaching practices. This aim was accomplished through the examination of the data in the three instruments applied: the observation, the interview and the reflective journals. I found that the most common classroom management problems in the four participants were: : misbehavior of students, multi-level classroom, problems using second language, inability to follow the instructions, failure of the lesson plan, external disruptions, inappropriate material and equipment for the class and finally large groups. I could conclude that the four trainees had similar problems but they used different strategies to solve them. In their reflective journals they mentioned that at the beginning they were uncomfortable teaching teenagers because this was a really difficult stage of their life and therefore they will find misbehavior of students but at the end of their teaching practices they mentioned that they were satisfied because this was a really good experience for them and they had learnt a lot about their students. They had learnt many strategies to improve their teaching in English.

The second aim was to analyze the strategies that trainees use to solve class management problems. This aim was accomplish through the examination of the data in the

three instruments applied: the observation, the interview and the reflective journals. I found many interesting strategies that trainees used to solve their classroom management problems. I found interesting information during the analysis from the three instruments. Firstly during the observation I realized that they were very interested in their students' learning needs. According to that they used the strategies that worked better with their students. Then in the interview they mentioned more strategies that they used in order to accomplish their learning objectives and that fit with their students' needs. Finally in their feedback of the reflective journal they wrote about the strategies that they used were according to their students' needs. I could conclude that the four trainees were interested in achieved their learning objectives. Depend on their students' needs they used the better strategies that fit with them.

5.4 Personal reflection on the research experience

In this section I will talk about the different experiences that I faced while I was doing this research study. I will present a personal reflection from four different perspectives. First, I will mention about the beginnings of this research project. Then, I will describe about the project development period. Next, I will write about the ending period of the project. Finally, I will say about the personal changes that I have experienced as a result of this process.

At the beginning when I was taking the subject of theses seminar I did not have idea of my theses topic. In the previous semester I had done my teaching practices in a public secondary school and at the beginning when I was teaching I had a lot of classroom management problems because I had two large groups and my students were teenagers. One of the groups was of fifty-six and the other one was of fifty-four students. I learnt to deal with these classroom management problems with the help of some strategies that my mentor and suggestions from other teachers. At the end I was satisfied with my work. I had learnt many

things in that experience and I could manage my class. So I was very interested in this topic and I decided to do my theses about this. Then when I started to look for my participants I had many problems for finding someone. But at the end I got my four participants who helped me with this research project.

During the process of this project I found many interested things I realized that the trainees almost had the same classroom management problems that I faced when I was doing my teaching practices. Some of them used the same strategies that I used such as: To encourage the student to participate giving them extra points or if they misbehaved I dropped point to their final score. So I thought that this research project will be useful for future teachers in training

At the end of this project I could conclude that when you are a teacher in training you have to work harder because you are learning how to deal with classroom management problems. You have to learn about what are the best strategies that fit with your learning styles. You have to learn how to motivate them to learn, but the most important to achieve your learning objectives. Another aspect is that you have to enjoy what you are doing because when you love teaching everything will be amazing. At the end of writing this project I realized that I have improved in many aspects such as: my writing, to investigate deeper, to analyze information, to made citations and the most important to be a better teacher. This project was very useful for me.

5.5 Recommendations

Some recommendations I give based on my study are that if you are a teacher in training and if you are having classroom management problems; in this research project you will find some useful strategies for dealing with those issues. First of all and the most important is that you have to know everything about your students such as: if you have a

multi-level classroom, the learning style of your students, and what the learning objectives that you want to achieve are. Depending on these points you have to choose the better strategies that fit with your students. Another thing that is very important is that you have to be very patient and enjoy your job. I think that if you love what you are doing anything will be difficult.

5.6 Limitations of the study

Some limitations that I had while doing this study were: at the beginning when I was looking for my four participants I did not find anyone. It was difficult for me to find someone so I started to be worried, but at the end I found my four participants to carry out this study. Another limitation that I had when I was doing this study was the time because my participants sometimes did not have time to be interviewed. Also I have to mention that at the beginning of this study I had planned to do two interviews but at the end I did not have enough time to do the second one. And I had enough data collected so the second interview was not necessary. These are some limitations that I faced while I was doing this study.

5.7 Suggestions for further research

The main purpose for developing this research project was to know the most common classroom management faced by trainees while doing teaching practices and the strategies that they used to solve them. The attention was focused on the four trainees when they gave their English classes. Consequently from all this work some suggestions for doing further research emerge.

➤ In this case, the study was focused on the ELT in the English area, but also it could be interesting to research in FLT. I am pretty sure that the process of these courses is similar and the students who are going to graduate for French area who have to do their teaching

practices before to finish their major, so it will be really interesting to know about the results about teaching French.

➤ This study was carried out with teachers in training who were teaching English in a secondary school. It will be really interesting to do the same process but with teachers who teach in a different level such as: university, kindergarten or in a primary school.

➤ This study was carried out with teachers in training who teaching English in a public sector. It will be really interesting to carry out this project in a private school. I am sure that the results will be different and very interesting.

➤ Finally it would be interesting to do this research project but with more samples, and observing more English classes from them.

5.8 Final thoughts

After carrying out this research project, I have some final comments to say about it. First of all it was really interesting to find results like the ones I got. Some of them were completely unexpected but yet interesting and I think they can potentially contribute to the EFL field. Finally this study is significantly useful for future teacher in training and teachers who are just starting their career to avoid the classroom management problems made in the past.

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APPENDIX A

TRANSCRIPTIONS FROM THE INTERVIEWS

INTERVIEW OF PAOLA

1. What are the most common classroom management problems that you have when you are giving classes?

Well, that students normally get distracted for different factors. One of the most common I think that I presence are the, how can I said, that students get distraction from other students I mean that they start talking with the partner next to him or next to her so, they don't pay attention to the class. After that they get confused and they don't know what to do, that's it.

2. What are the strategies that you used to solve the classroom managements problems?

Ok, I start like saying that I start dropping points or something like that and also, in some cases I have assigned some extra task to do as homework, for example: because you didn't pay attention you have to do this at home or you have one point less. Those are the strategies and also there is another: stop talking, so they realize that it is a change in the environment, so they stop talking and starting paying attention.

3. What strategies do you use when your students misbehave?

I think those are the same, when they misbehave I normally start dropping points so that is the most useful for me.

4. What strategies do you use to solve the multi-level classroom issue?

So when I notice that someone else is participating a lot, so I use to assign some questions or I normally choose to a specific student so I mean I ask her or ask him a specific question and they have to answer me directly. Also I ask them to get in groups so they can work with different people and they can feel more comfortable and encouraged to participate in the class

5. What do you do when you realize that you are using inappropriate material and equipment for the class?

Ok, that happens sometimes to me. I just start like to improvise a different activity so according to the behavior of the students I can adapt the kind of the activities that they need because I know them so I can realize about their needs. So I change and I'm seeing how the activity is going on. So that's the way I decide to continue with the activity or change again so that the way I try to select my activities during the class.

6. Do you give your class only in English, Spanish or do you use code-switching and why?

OK, I try to give the class in English, total in English, sometimes I realize that they said that don't understand something or the instructions. So I need to clarify them, I try to use the body language and if it doesn't work I try to use code-switching. I translate that in Spanish and I try to restate my instructions in English so they can associate the words in Spanish and in English and also in large groups well in my case, during this process of preparing to be a teacher is very hard to me to speak in English in a class where I have a lot of students but in this case where I have a short quantity of students I am able to manage that, better speak in English. Most of the time.

7. What do you do when your students do not follow the instructions?

That's doesn't happen to me very often, but I think in some occasions when I have the case I try to go with the specific students because I think that they don't understand that's the reason that they don't follow the instructions. So I go personally and I talk to him or to her and I ask if he or she doesn't understand the instructions. Why they don't do the activity, why they are not involved in the activity so I solve that personally

8. What do you do when your lesson plan has failed?

So, I don't consider that the lesson plan has failed. I don't think that it's the word, I mean like this is a way to change your activity, to change to be better. I mean students sometimes feel bored, tired so you don't know their behavior when you are at class or when you are planning you don't know how they will feel at the class. So I think every teacher has to change some strategies some activities they have planned before because you don't know the behavior of your students that day. I think that is not like failed just is the way of adapting your activities so students can have this learning process like so much easier. The most important thing so you plan the activity but those activities, even if you change the activities you will be able to achieve your goal that's the main purpose, to achieve your goal if you achieve it, so that mean that you are successful in your class and not because you change the activity. I think so.

9. What do you do when you do not have enough time to finish you lesson plan?

Sometimes I said that the activity will be as homework, so they can finish at home, but also sometimes, because I realize that they don't like homework, that's normally. So I try to implement it in the warm up of the next lesson. So they can receive a kind of feedback and also they can reinforce their previous knowledge. So it is very weird to do that as homework. Normally I use to implement the activities in the next class, so they can reinforce as I told you, and continue with the next lesson

10. What kind of external factors interrupt your class?

Well, sometimes because I don't have a specific classroom and I give my classes in the library so sometimes people arrive to the library and start asking for books and teachers come to the class and they are working and they are talking. There are different kind of factors like this that interrupt my class and also I think that could be that I don't have enough material sometimes maybe I want to show in my class some pictures or slides in power point presentations but I don't able because I don't have the material to do that, so is a kind of difficult but I try to set up the activities so I can achieve my goal.

INTERVIEW OF ANDREA

1. What are the most common classroom management problems that you have when you are giving classes?

That students misbehave or that there are to much noises outside of the classroom or they can't be quiet, maybe that they do not follow my instructions when I ask them to do it and that's it.

2. What are the strategies that you used to solve the classroom managements problems?

If they are making to much noise sometimes I told them to be quiet. I stay quiet and when they realize that I am not doing anything maybe they change their attitude and they stay quiet finally. And when they don't follow my instructions I restate them or I explain it again with more examples. And about

the noise outside the classroom I think I can't do anything because of the banda de Guerra, and that is not in my hands.

3. What strategies do you use when your students misbehave?

I think that most of the time they are making noise so what I do is stay quiet and they understand that I need them to work and carry out the activities or something. I try to speak a little bit louder but not being rude I try to be very patient with them.

4. What strategies do you use to solve the multi-level classroom issue?

There is a girl and a boy who have the higher level so sometimes I use them to help other classmates and that's it.

5. Do you give your class only in English, Spanish or do you use code-switching and why?

Most of the time I speak in Spanish because they have a low level and it is very difficult. I only use English for the new vocabulary.

6. What do you do when your students do not follow the instructions?

If they don't follow the instructions is because they don't understand what I ask them to do. I try to tell them in a different way or I use examples.

7. What do you do when your lesson plan has failed?

Most of my lesson plan are not completed because I have an hour to carry out my lesson plan, but most of the time I spend the time saying : please guys, boys girls be quiet or finish you activity so if I do not finish the lesson plan I try to do the rest of the activities the next day.

8. What do you do when you do not have enough time to finish you lesson plan?

I use those activities for the next day.

10. What kind of external factors interrupt your class?

The person who cleans the classroom because as you could see he just enters to the classroom and he doesn't say: might I coming or can I to clean the classroom? And he takes 15 minutes and something like that. There is music or the microphone and that's it.

INTERVIEW OF EDNA

1. What are the most common classroom management problems that you have when you are giving classes?

I think there is the location of the classroom because as you know in the previous observation, the classroom is so small and there are a lot of students and I can't do an activity where they have to interact, to move. If they have this kind of activities is horrible because of the space.

2. What are the strategies that you used to solve the classroom managements problems?

As I said if I have to implement an activity where my students have to move, I only form couples in order to move a little or create another kind of activities creates on the area

3. What strategies do you use when your students misbehave?

Well, I always tell them that if they don't pay attention: I will take off points in the final grades and they are scared then of that my class is working.

4. What strategies do you use to solve the multi-level classroom issue?

In my group there are a lot of students that have several levels of English. So I said: if you participate I'm going to give you an extra point. So I try to motivate my students that have problems and if they are scared I said: don't worry if you have a mistake is no very important, so you are here and I am here and we can do all the activities and if we have a mistake we can do that exercise or activity or that game.

5. Do you give your class only in English, Spanish or do you use code-switching and why?

Most of the time I implement code-switching because first at all I speak in English and then I speak in Spanish in order to be understandable. When I explain a new topic they related the previous word in English with the words in Spanish. Then in the next classes they understand and they recognize the words that I used previously.

6. What strategies do you use to deal with a large group?

As I said, I form small teams and I can observe their behavior and I can manage their behavior too. My strategy is to form groups to do something.

7. What do you do when your students do not follow the instructions?

Well, I try to motivate them with real exercises and real activities in order to catch their attention and if they don't pay attention I say them the same again: If you don't pay attention I'm going to take off a point in your final grade. When I said that most of the time they pay attention.

8. What do you do when your lesson has plan failed?

I try to do extra activities, For example I use common errors in my students life, something that they really like, for example I know that my students are teenagers and they really like something related with the music, with their favorite singers or I try to think in their favorite music and I try to give that topics to my plan and if my previous lesson plan doesn't have motivation issues.

9. What do you do when you do not have enough time to finish you lesson plan?

If I don't finish my lesson I do the last activities in the next class.

10. What kind of external factors interrupt your class?

I think the noise, because when I am in the class and I'm going to start my class, the sounds, the banda de Guerra is outside of the class and they are singing and there are a lot of noises and my students feel a little frustrated, may be the behavior the weather sometimes they are hungry, it's a little problematic. And it's a little problematic to deal with those problems.

INTERVIEW OF GUSTAVO

1. What are the most common classroom management problems that you have when you are giving classes?

The most common problems are: Students' misbehavior it is because I'm working with large groups and it is difficult to deal with. For example I have forty students and so, is really difficult because when you are pay attention to this side of the classroom. The other side starts to speak.

2. What are the strategies that you used to solve the classroom managements problems?

Well, it depends on the problem. For example if the problems are the noises I try to speak louder. Another example if the students don't follow the instructions, I try to translate or maybe to make them to understand what I try to do. Another problems is that some students don't want to participate and those students are so passive. On the other hand I have students that are very active; and the students that don't know what to do, they start speaking and they interrupt me and the class don't achieve the goal what I want.

3. What strategies do you use when your students misbehave?

I always tell them: Please be quiet. If they don't do it sometimes I change the place where they are. For example if the students are speaking at the back I bring them to the front.

4. What strategies do you use to solve the multi-level classroom issue?

Well in that case, when the students don't know what have to do, they don't have problems so they always want to participate and for those who don't want to participate I ask them to participate. For example some of my students said: I want to participate teacher, me me me, but the others simple don't say nothing and I ask them: please could you come to the front to do some exercise or an example, sometimes they say: No teacher I don't want but I told them come on please we are going to help you. It doesn't matter if you are wrong.

5. What do you do when you realize that you are using inappropriate material and equipment for the class?

Well, in that case I try to improvise, because if my class is not working as I want, For example I try to play a game and make teams in order to play that game but I can't do small teams because my class is so large and when I made small teams they start talking and making noise and if I made one team here and one team here is better for me.

6. Do you give your class only in English, Spanish or do you use code-switching and why?

I use code-switching I don't give my classes in English because is difficult no all my students understand what I said when speak in English and when I speak all the time in Spanish I feel that they are not learning English so I always use English and then Spanish,

7. What strategies do you use to deal with a large group?

I made teams, small teams. For example I can divide the class in two teams, three or four but no more.

8. What do you do when your students do not follow the instructions?

For example if I give the instructions in Spanish there is no a problems but when I give the instructions in English I use a body language in order to understand what I want to say.

9. What do you do when your lesson has plan failed?

I don't know rewrite it. I read it again and I see what my problems were and why and for the next classes I do not do it again.

10. What do you do when you do not have enough time to finish you lesson plan?

When I don't have time I just try to review the most important things. For example if my topic is about the clothes I focus on the vocabulary because I think the vocabulary for the level is better for them than the grammar so I focus on the most important part if there is no enough time.

11. What kind of external factors interrupt your class?

Well for example if there is some noise outside and If some teacher comes to the classroom and ask if they can give an announce, but I don't have much external problems

APPENDIX B

REFLECTIVE JOURNALS

REFLECTIVE JOURNAL OF PAOLA

Taking into account these criteria write your reflective journal as teacher in training.

1. How successful was the lesson?

I had a successful class because my objectives were achieved. Student felt comfortable in the class and they were able to do every task I required them.

2. How did you feel before and after the class?

I felt relax and comfortable to give the lesson because I knew that I had already prepared my activities according to the students' needs and in the time required to accomplish each of my objectives. After the class I felt happy that all I was planned could be accomplished.

3. Now that you have taught your lesson what changes would you make to the plan for the next time?

I think that even when I had a good class and I did everything I had planned, I could be better each time. What I want to improve is the ability to give instructions in English, so students can understand me at the first time. Also I would like to innovate new activities that can provide students a more real English environment.

4. What classroom management problems you deal with?

I've noticed that when I use the text book they get distracted and start to have a bad behavior. Also they change their behavior when the weather is hot, so they just want to go out the classroom. Another aspect that I have to deal with is that in every class I have at least one student who is always getting distracted so that person starts to talk with the student to him.

5. What strategies did you use to solve classroom management problems that you mentioned before?

I have used many strategies. Sometimes I drop points, gave them extra tasks, I stop talking so they can realize that they are talking aloud and need to stop it. However, when I am in a critical moment and I realize that they won't stop, I say "get out of the class".

6. Write a feedback from your teaching experience.

I truly believe that I have improved a lot. At the beginning I didn't want to give class at this educational level (secondary school) because of the comments I've heard about teaching to this kind of learners. However, while I was going through this teaching practicum process, I learned some strategies that helped me to carry out with any trouble or management situation in the classroom. I cannot say it was easy, but with my mentor's help I could have more successful classes. I know that I still need to improve many things, but the most important of this experience is that I could change my perspective of teaching has changed and I'll be happy to teach people of this age.

REFLECTIVE JOURNAL OF ANDREA

Taking into account these criteria write your reflective journal as teacher in training.

1. How successful was the lesson?

I think I carried out all the activities I had consider in my lesson plan, for this reason I think it was successful. The only problem I see is that some students did not pass the messageone to another in one of my activities (teléfono descompuesto)

2. How did you feel before and after the class?

I felt comfortable before and after the class.

3. Now that you have taught your lesson what changes would you make to the plan for the next time?

I will say instructions in a clearer way.

4. What classroom management problems you deal with?

Noise, especially on Mondays because of the microphone, and students' energy, it is difficult to keep them in their places.

5. What strategies did you use to solve classroom management problems that you mentioned before?

I tried to say students the instructions in teams or pairs so that they can understand them, or I just repeated the instructions.

6. Write a feedback from your teaching experience.

I like working with teenagers, but they have a lot of energy and I need to find a way in which I can control better their behavior, maybe I need more dynamic activities or be tough with them. On the other hand I think they are learning, they are somehow increasing their knowledge of their foreign language and that makes me feel happy and think that even though my lack of experience I'm doing a good work.

REFLECTIVE JOURNAL OF EDNA

Taking into account these criteria write your reflective journal as teacher in training.

1. How successful was the lesson?

I think some of my lessons were successful because the students really like the content of those topics due to they can use them in their daily life.

2. How did you feel before and after the class?

Before the class I feel good because I suppose that my lesson will be great and at the end of some of them I feel overwhelmed because the time was not enough to finish all the activities of the lesson.

3. Now that you have taught your lesson what changes would you make to the plan for the next time?

Organize the time and implement simple activities to finish them.

4. What classroom management problems you deal with?

The behavior of the hyperactive boys or girls did not help me to control the atmosphere of the classroom.

The large number of students did not help me to do activities inside of the classroom.

5. What strategies did you use to solve classroom management problems that you mentioned before?

In the first problem the mentor teacher helped me to control the students' behavior with some strategies that she always uses (I had to take a point out from their final score).

And the second one, I had to implement activities where they had to work in couples in order to minimize the classroom space.

6. Write a feedback from your teaching experience.

First of all, I consider that it is necessary to have good strategies to control the students' behavior in order to teach them. Then, to work with easy activities but significant to reach the purpose of the class to motivate their English learning and the last one implement real situation to make the class attractive and enjoyable.

REFLECTIVE JOURNAL OF GUSTAVO

Taking into account these criteria write your reflective journal as teacher in training.

1. How successful was the lesson?

I may say that the success of the lesson was 70 per cent. It did not work as I wanted to.

2. How did you feel before and after the class?

Before the class I thought my lesson was going to work well and I felt confident about what I was going to do, but as the class went on I had to make some changes. After the class finished I knew my lesson did not work good enough but I tried to do my best. I knew it was not the best class, but it did not mean it was not good.

3. Now that you have taught your lesson what changes would you make to the plan for the next time?

What I would do is to pay more attention to the timing. I think my lesson plan was good, but the steps I followed took so much time. I may include activities that do not take much time or modify the ones I used.

4. What classroom management problems you deal with?

The main problems I have had are noisy classes and lack of attention. It is a large group, there are a between 40 and 45 students, so having the control of the whole class is sometimes the most difficult thing that a beginner teacher has to face. This may happen because students say that we (beginner teachers) cannot do anything if they misbehave or do not pay attention.

5. What strategies did you use to solve classroom management problems that you mentioned before?

When the class is too noisy what I do is to speak louder and when students do not pay attention I ask them to participate but immediately I change the activity. In some cases the activity is a little boring for students because not all of them can participate. When this happen I try to choose an activity where everybody can participate and also is has to be an activity that I can handle.

6. Write a feedback from your teaching experience.

Well, with every single class we, as beginner English teachers, learn new things. For example, if you want to get on well with your students but respect you at the same time, you have to treat them as you would like to be treated. It is also important to mention that although it is the same group, students not always will work in the same way in all classes. We must be careful with our plans; monotony means boring and unsuccessful classes.