

Positive Discipline Strategies To Improve Discipline In Classrooms

POSITIVE DISCIPLINE STRATEGIES TO IMPROVE DISCIPLINE IN CLASSROOMS

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Abstract

The research conducted in this paper is called Positive Discipline Strategies to Improve Discipline In Classrooms. This study was developed with purpose to comprehend the discipline impact of the application of the specific classroom management technique called classroom rules combined with positive discipline. The aim population used in the paper was the trainees in the Professional Practice course development from the B.A. in Modern Languages in the University of Quindío.

This research was directed achieving the following stages. First, the instrument called The Discipline Impact Observation Format was used; it was composed by different misbehaviors presented in classrooms classified in categories. Using the instrument previously mentioned, three classes in three different classrooms in elementary school were observed in a moment called pre-observations to identify the students' disruptive behaviors. Second, an intervention was carried out with the objective to teach the specific classroom management technique to the trainees. Third, three more classes in the same classroom were observed in a post-moment with the same instrument, this served to analyze and to compare between the pre-observations without the use of the technique and the post-observations with the trainees applying the trainees.

The research design was focused in the action research. This design is aligned with the steps previously mentioned; in which, they were not only observations but also actions (interventions) were taken to comprehend the discipline impact. Furthermore, it was decided to use qualitative and quantitative data; this thought emerged due to the behaviors observed that were students' qualities. Likewise, the behaviors observed were measured in terms of numbers of events.

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All in all, the trainees of the professional practice 1 course and classrooms students in which the practices were developed had benefit of the techniques, they were affected because the impact that the classroom management techniques generated was positive, decreasing the non-desired behavior. This led to a growth of a better classroom environment and consequently enhancing the learning and teaching process.

Key Words: Classroom management, trainees, positive discipline, discipline, and classroom environment

Resumen

La investigación realizada en este proyecto obedece al nombre de “Positive Discipline Strategies To Improve Discipline In Classrooms”. Este estudio fue realizado con el propósito de comprender el impacto disciplinar de la aplicación de la técnica de manejo de clase “classroom rules” apoyadas por la técnica “positive discipline”. La población utilizada fueron los practicantes de la clase “práctica profesional 1” del programa de Licenciatura en Lenguas Modernas de La Universidad del Quindío.

Esta investigación fue llevada a cabo cumpliendo las siguientes etapas. Primero, se hizo uso del instrumento llamado “The Discipline Impact Observation Format”, el cual se compone de una serie de comportamientos presentes en los salones clasificados a través de categorías, con esto se realizaron tres pre observaciones para identificar los comportamientos de los estudiantes en tres distintos salones de escuela primaria. Segundo, después de las pre observaciones se llevó a cabo una intervención que tuvo como objetivo transmitir las técnicas de manejo de clase a los practicantes. Tercero, después de haber compartido con los practicantes las técnicas de manejo

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de clase se obtuvieron datos durante tres clases más de los mismos practicantes que sirvieron para realizar una comparación entre el antes y el después, para esto se usó el mismo instrumento de observación previamente mencionado.

El diseño de la investigación de enfoque en el “action research”. Este diseño obedeció a los pasos previamente mencionados en los cuales no solamente se observó, sino que también se tomó una acción para comprender su impacto. Además, se optó por usar un tipo de investigación cualitativa y cuantitativa; este pensamiento surgió debido a que los comportamientos que se observaron son cualidades que los estudiantes poseen. Igualmente, los comportamientos observados fueron medidos por número de repeticiones.

Como conclusión, se obtuvo que tanto los practicantes del curso práctica profesional 1 como los estudiantes de los salones en que desarrollaron sus prácticas, fueron beneficiados ya que el impacto de las técnicas de manejo de clase en la disciplina fue positivo, haciendo decrecer el comportamiento no adecuado, esto conllevó a que se generara un mejor ambiente de clase y por consiguiente un fortalecimiento en el proceso de enseñanza y aprendizaje.

Palabras claves: Manejo de clase, practicantes, disciplina positiva, disciplina, y ambiente de clase.

Introduction

Most of the times, the teachers’ role is viewed and associated with fulling up students’ mind with concepts of determined areas of knowledges such as mathematics, science,

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philosophy, languages, physics, among others. However, it is also a teachers' duty to help students be upstanding people, and it is the teacher who aims to ensure that all this process is achieved. Nevertheless, during the process of teaching and learning was identified that a disruptive behavior or indiscipline is a key factor that interferes between the teachers' proficiency and a satisfactory students' learning as it was described by Gazmuri, C., Manzi, J., & Paredes, R. D. "the way that teachers manage their classrooms and school discipline are generally regarded as crucial factors in students' learning experiences" (2015, pag. 104).

It is, with this perspective, that the problem of the discipline impact in the Professional Practice course development from the B.A. in Modern Languages in the University of Quindío was identified, that has had stressful and difficult first encounter with their students. Due to the fact, that they do not know or have the necessary techniques to face the discipline problems that are found during their classes. They consider this item as one of the most problematic and demanding situations. However, these trainees are not the only ones who think this, Ritter and Hancock (2007) portray that "teachers mention school discipline as one of the greatest challenges that they face" cited by Manzi, J., & Paredes, R. D (2015)

Furthermore, "Discipline problems are also frequently cited as one of the main reasons why some teachers decide to leave the profession" (MorrisRothschild and Brassard, 2006). As a result, disruptive behavior or indiscipline interferes between the successful teaching and learning process and lead the trainees to feel frustration, unconformity and even to fail or abandoned the profession as Manzi, J., & Paredes, R. D said "The classroom environment and discipline have also been identified as a critical factor in teachers' work satisfaction" (2015)

That is why this project attempts to provide from classroom management techniques the classroom rules combined with the positive discipline to the trainees to comprehend its impact in

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the students' discipline. The trainees selected for this study are from the Pedagogical Practice I course in the Modern Languages program in the University of Quindío who are doing their practices in the Olaya Herrera and Gabriela Mistral School

Justification

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The existence of the problem when trainees begin the teachers' role. As Rom White (1991) supports in the book *n English Language Teaching* "Teachers making the transition from the role of classroom practitioner to that of manager will find shelf upon shelf of books on management in any well-stocked bookshop. None of them will be on management in ELT" (p. 1). This assertion demonstrates that in the English teaching language field the accessibility of knowledge for classroom management hinder the trainees' development of classes.

The relevance to know and apply classroom management for teachers, trainees and students. "Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place."(Sieberer-Nagler, 2015, p.163) In this extract, the author argues that the importance that classroom management has in the learning process and class's development is indispensable; moreover, it is a tool not only for the students but also for the teacher to get the motivation needed for teaching and learning.

Classroom management techniques stimulates cooperation in the students. As stated by Korpershoek, Harms, de Boer, van Kuijk, & Doolaard (2014) "Effective classroom management includes techniques for teachers to establish appropriate levels of dominance and cooperation in the classroom in order to optimize teacher-student relationships" (p.15). This supports the main purpose in this paper, which is to provide a classroom management technique for trainees to improve their classes' development.

The necessity of classroom management techniques due to the fact that every student has different ways to behave. In the same way, Lucas (2005) argues in his book *People strategies for trainers: 176 tips and techniques for dealing with difficult classroom situations* that "Each type of learner presents different challenges and requires specific knowledge and skills to deal with

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effectively.” (p.4). He shows how important it is to develop several classroom management techniques in order to deal with the variety of necessities in the classroom.

It comes to the conclusion, that not only teachers but also trainees need to have knowledge related to different fields, and also in a specific subject as methodology, pedagogy, and classroom management. This is because a lack of confidence, authority and doubts from the teacher about how to manage the different situations in a classroom lead to misbehavior because students are able to notice it and they take advantage of teachers’ weakness. As, Parsonson, B. S. (2012) in Evidence-Based Classroom Behaviour Management Strategies. Kairaranga, 13(1), 16-23 said, "Poor classroom management is an important factor associated with disruptive behavior."

1 Chapter 1: Statement of the project

Sometimes trainees do not know or apply classroom management techniques at their practices. As a consequence of this, trainees have a difficult and stressful first encounter at the moment of giving a class; feeling anxiety, frustration and self-doubt. Besides, this is reflected in the performance of trainees’ English classes, having an impact on the learning process of the students, because sometimes trainees do not manage the classes to connect the students’ behavior, the topics, and the activities, due to the fact that they spend time discovering by themselves how to control students’ behavior.

1.1 Purpose of the Study

The main purpose of this qualitative and quantitative study is to comprehend the discipline impact in school students, in the Professional Practice course development from the B.A. in Modern Languages in the University of Quindío testing the classroom rules technique which is the classroom management technique most supported by authors and selected through the literature review.

1.2 Research Question

What is the impact of the application of the specific classroom management techniques based on classroom rules supported by the positive discipline in school students' discipline in the Professional Practice course development from the B.A. in Modern Languages in the University of Quindío?

1.3 Research Sub questions

- What is the classroom management technique most supported by authors?
- What are the suitable instruments to get the data about the discipline impact in the school students?

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- What is the effectiveness of the classroom management technique used by trainees in this research paper?

2 Chapter 2: Objectives

2.1 General objective

To comprehend the discipline impact of the application of the classroom management technique called classroom rules supported by positive discipline in school students in the Professional Practice course development from the B.A. in Modern Languages in the University of Quindío

2.3 Specific objectives

- To identify the classroom management technique most supported by authors using the literature review.

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- To observe a class without the classroom management technique applying the discipline impact observation format (a pre-instrument) based on Sun and Shek research.
- To teach the specific classroom management technique to trainees
- To observe a class with the classroom management technique imparted by the trainees applying in a post moment the discipline impact observation format
- To compare and analyze the pre-and post- moments with the discipline impact observation format information.

3 Chapter 3: State of the art

3.1 Deficiencies in the Evidence

Classroom management confronts differences in terms of applicability. In the book *Classroom Management Techniques*, written by Jim Scrivener (2012) it is argued that “classroom management is complex, there is no way that a book such as this can solve the organizational problems of specific classes in all the different contexts of the world. Within any individual problem, there are many distinct characteristics that will make each situation unique” (p. 5). This complexity in the appropriateness of classroom management techniques due to specific cultural and contextual features presents a limitation on the applicability

Classroom management techniques are supposed to control misbehaviors in the classroom. This supported by Manuel (2012) who claims that “Inappropriate behavior may vary

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depending on the teaching context and the group of students.” (p.4). so, it is complicated to adapt classroom management techniques knowing that the context affects in a variable way how students behave.

As most of teachers’ experience have shown, useful rules are created not only by the teacher or are gather in a book that contains all the rules that cannot be modified or changed. As, Parsonson, B. S. (2012) says in Evidence-Based Classroom Behaviour Management Strategies. Kairaranga, 13(1), 16-23

“Research suggests that rules and procedures must be both announced and enforced and that rule making involves complex processes of interaction and the negotiation of meaning. The implication here is that rule making cannot be easily captured in a list of directives or techniques”

Then, rules should be constructed for teacher and students because in other way students will not accept and respect them. Moreover, teaching rules from the beginning of the class is a common and useful technique used in classroom management and if it is not well constructed it becomes useless.

New ideas are brought to education every day and concepts change in order to give a better and complete comprehension of some methods used in education. For example, "Historically, punishment (extra work, detention, paddling) and suspension have been the most common techniques". Moles, O. C. (1990). Student discipline strategies: Research and practice. SUNY Press. However, as the time passes by, techniques to use with students for an appropriated behavior should also change and improve as students do. That is why old techniques are useless

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to manage the new type of students because the new society brings modern problems like: the use of cellphones, headphones, computers and so on, which in previous decades teachers did not have and for that reason they did not create techniques to intervene those problems.

3.2 Theoretical framework

In this chapter, the principal terms needed to comprehend the major issue of this research are defined. Classroom management is seen as a general theory that deals with the discipline using different strategies. Moreover, trainees, who are main actors inside the educative context, is a term that is classified as undergraduate students facing the first teaching experience. Furthermore, in this paper a distinction is made between discipline and positive discipline, therefore, it is understood that discipline is the proper classroom environment that allows the teaching and learning process and positive discipline as the way or method to obtain discipline in a classroom. Finally, it is shown the concept classroom rules, which is the classroom management technique most supported by different authors and authorities.

3.2.1 Classroom management

No matter if it is on a school, high school, or in a university, every teacher should deal with misbehaviors and difficulties when trying to organize a classroom. It is necessary for a teacher to implement strategies to improve the way in which the students behave and receive the information that he is teaching. In the same way, inside every classroom, a teacher has to develop order and control. So, that is the reason why classroom management exists, so there are many ways and methods to apply in order to have a good management of the classroom. As the Asia e University states, classroom management is what teachers use to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. That is to say, classroom management is a process or a method that a teacher uses in order to share his knowledge with the students in a fluently way.

Classroom management is useful for teachers because helps them to create and preserve a positive and productive learning environment. As stated by Dunbar (2004) “Teachers, however, should provide limited structural input so that rules are direct, clear, and consistent, and encourage positive behavior” that is, positive behavior presented by the students will lead to a confident learning environment. In the same way, Brophy (2006) defines classroom management as the actions taken to create and maintain a learning environment conducive to successful instruction.

There are some different elements inside of classroom management focusing specific solutions. Lindberg, J. A., Kelley, D. E., & Swick, A. M. (2004) argue in their book “Common-sense classroom management for middle and high school teachers” “The decorations as well as

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other informational materials you choose to put up in your classroom not only create a welcoming atmosphere for the students”. So, it is shown that classroom management strategies are also focused in the physical material that the teacher uses in class, consequently, the learning environment is not only composed by rules but also by appealing materials for the students.

In the same way, another focused kind of classroom management is the one that is centered on students with behavioral problems. Sometimes, there are students which are prone to misbehave, it represents a difficult situation for the teacher because he has to implement special strategies to deal with them. To illustrate, Jim Walters and Shelly Frei on their book “Managing classroom behavior and discipline” state that “when dealing with panic, rage, or irrational demands, teachers need to use every means at their disposal. Body language is the most important tool, followed by the tone of voice.” Walters, J., & Frei, S. (2007).

In brief, classroom management is a useful tool not only for teachers but also for students. Applying classroom management, teachers have the ability to control and manage the behavior in a classroom. Also, students are benefited because they will feel welcomed in a classroom and will get the knowledge taught in a mild way. Furthermore, classroom management contains some aspects that are focused on specific problem as for example students with behavioral needs. So, it is demonstrated that classroom management is a well composed factor that helps teachers and students to get along in classroom.

3.2.1.1 Discipline and positive discipline

There are different methods to control behavior in society but, for education, there is a way to develop students’ behavior in order to create an environment where education and

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knowledge is possible. One way to produce this correct environment to have the learning and teaching process is called positive discipline. According to Durrant and Joan E. Positive discipline is “About finding long term solutions that develop students’ own self-discipline.” It means that this positive discipline is a way to develop confidence in students. On the other hand, the term discipline is defined for Thomdile and Barnhart (1979) as a “trained condition of order and obedience, order kept among school learners, bring to a condition of order and obedience or bring under control”(p.262). Therefore, discipline is the demonstration of correct behaviors inside the classroom that allow the teaching and learning process

3.2.1.1.1 The importance of discipline

The discipline is crucial inside the educative context. “Discipline is an issue that is central to the work of schools and to teachers' perceptions of their own professional effectiveness” (INTO, 1993). It means that the discipline affects directly the teachers’ development in diverse ways. It is shown by Irish National Teachers’ Organization “Student indiscipline and disruptive behavior are growing concerns for teachers, who find that such factors make it increasingly difficult to provide an environment conducive to learning.” (p.1, 2002) The environment mentioned is a basic good for the learning and teaching process.

Discipline inside the classroom is defined as the proper environment to develop the teaching and learning process. A research conducted by Rachel C. F. Sunand Daniel T. L. Shek called *Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions* on 2012 based on different teachers’ perceptions classified all the possible misbehaviors that can occur inside the classroom. This study supports this idea in different previous researches like *Classroom Behavior Problems Which Secondary School Teachers Say They Find Most Troublesome (1988)*, *Disruptive Classroom Behavior Perceived By Hong Kong Primary School*

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Teachers (2001) and *Ho C, Leung J. Disruptive classroom behaviors of secondary and primary school students.(2012)* among others. This research obtained as result 17 main categories and 6 divided into subcategories.

The categories proposed by Rachel C. F. Sun and Daniel T. L. Shek in the research *Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions on 2012* demonstrate some of the most common disruptive behaviors inside the classroom. According to the data analysis of the instruments applied in this research, teachers recognized “doing something in private,” “talking out of turn,” “verbal aggression,” “disrespecting teachers,” “nonattentiveness/daydreaming/idleness,” “sleeping,” “habitual failure in submitting assignments,” and “out of seat”(Sun and Shek, 2012) as the principal acts of misbehavior in primary and secondary grades. To sum up, this research classifies and divides completely the possible behaviors that affect the discipline inside the educative context.

Discipline and classroom environment are main factors for the teaching and learning process. On one hand, “discipline in school is linked to the creation of an orderly environment that permits teaching and learning to occur” (Martin, 1997) in other words, it is essential to produce discipline in classrooms to generate teaching and learning situations. On the other hand, “All forms of misbehavior, regardless of severity, negatively affect learning and teaching in the classroom” (INTO, 2002) So, teaching and learning are not possible to occur in a classroom if there is a lack of discipline. It is supported by that “Evidence shows that girls and boys respond better to positive approaches, including negotiation and systems of rewards, rather than punishment through verbal, physical, or emotional abuse” (Save The Children, 2004) This author

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mentions that positive treatments have a better advantage achieving discipline because by practicing them negative consequences are avoided.

3.2.1.1.2 Types of discipline as ways to manage the classroom behavior

A distinction is made by different authors in the discipline point of view. According to the UNESCO in its article *Positive discipline in the inclusive, learning-friendly classroom: a guide for teachers and teacher educators* “Discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms” (p. 29)“ While punishment is meant to control a child’s behaviour, discipline is meant to develop a child’s behaviour, especially in matters of conduct” (UNESCO, 2006, p.29). It makes a contrast of what is defined as a positive discipline, demonstrated as the path to follow to achieve long term results in students’ behavior and negative discipline or also called punishment that carries some negative impacts.

3.2.1.2 Positive discipline

Positive discipline is a behavioral method that offers a guide for children. This method, according to Dipak Naker and Deborah Sekitoleko in the *article Positive Discipline: Creating a Good School without Corporal Punishment Alternatives to Corporal Punishment*, “provides children with an opportunity to grow as individuals by understanding their mistakes and appreciating how appropriate behaviour can bring them positive experiences and opportunities.” (p.27). It means, that the positive discipline “helps children learn self-discipline without fear.”

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(Naker and Sekitoleko, 2009, p. 27). In this paper, the term positive discipline is taken as the strategy that is used for teachers to get the discipline inside the classroom.

3.2.1.2.1 Criteria of positive discipline

When applying positive discipline, there are criteria for educators to take into account to achieve a successful positive discipline. These criteria are proposed by Positive Discipline, which is a program designed to teach young people to become responsible, respectful and resourceful members of their communities.

1. “Is **Kind and Firm** at the same time. (Respectful and encouraging)
2. Helps children feel a sense of **Belonging and Significance**. (Connection)
3. Is **Effective Long-Term**. (Punishment works short term, but has negative long-term results.)
4. Teaches valuable **Social and Life Skills** for good character. (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
5. Invites children to discover how **Capable** they are and to use their personal power in constructive way”

(Positivediscipline.com, 2017)

These criteria are explained for better understanding to apply positive discipline. The first talks about the necessity of a balance between being firm and kind because if one is too kind, the student will probably perceive a permissive attitude. And being too firm could lead to an authoritarian imposition. The second talks about to demonstrate students the sense of

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significance in order to let them analyze how important is for them to learn discipline habits. The third one explains that the results of positive discipline will be effective in a long term. The next one shows that by applying positive discipline, a student will learn skills that are useful for the development of good character. The last criterion says that positive discipline motivates children to use their abilities in order to be a constructive and productive member of society.

3.2.1.2.2 Suggested positive discipline actions

3.2.1.2.2.1 Positive reinforcement

As the The Center for Advanced Study of Teaching and Learning (CASTL) (2013) defines, “Reinforcement is providing something (praise, rewards) after a child displays a desired behavior that makes the behavior more likely to happen again.” In addition, Etzioni (1964) states that a way of positive reinforcement is called symbolic control, this type is based on the use of prestige, esteem or social symbols such as love and acceptance. It means that the student receives a significant feedback after his or her actions. Besides, the UNESCO (2006) claims that to give positive statements to students is a meaningful discipline process. Furthermore, according to Beth Ackerman (2011) some positive reinforcements are positive words, positive calls home, behavioral contracts which are agreements between the teacher and the students to change or to avoid undesirable behaviors and points or levels systems that are schemes created by the teacher to award the students development.

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In addition, there is a phenomenon that is called “vicarious reinforcement” by Albert Bandura (1971) who defines it as a change in the behavior of observers as a function of witnessing the consequences. For that reason, well measured punishment applied in classroom as a method to solve misbehaviors will also have a positive effect since every student in the classroom will witness the consequences of interrupting class or some other disruptive behaviors.

3.2.1.2.2.2 Rewards

Understanding that “The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward” (Kagendo Njeru, 2012) Etzioni (1964) states that a way of reward is called utilitarian control and this type is based on the use of material rewards. In the same way, according to the research of Miller Andy, Ferguson Eamonn and Simpson Rachel (1998) there is an effective way to apply “Rewards and Sanctions”, for example, they state that some appropriate rewards could be: Praised in front of other children, good marks, whole class praise, among others.

3.2.1.2.2.3 Consequences

In addition to positive reinforcement and rewards, the consequences are ways to implement the positive discipline. A challenge that the previous positive actions face is that “When rewards are our chief way of motivating children, we run the risk of creating “carrot seekers.” (Virginia Polytechnic Institute and State University, 2009). It is meant, that the students only behave when they are rewarded or reinforced. However, undesirable behaviors do not deserve one of these actions; therefore, it is needed to apply the consequences. It is important

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to apply consequences because “the child learns that every act has a consequence for which he is responsible.” (Virginia Polytechnic Institute and State University, 2009).

the Military Child Education Coalition 2012 proposed the withholding privilege as a consequence. It consists to take away a privilege that the student has in order to create a reflection in the student thinking about his or her behavior. In the article, *effective discipline: Strategies to Help Your Child Behave* (2012) a guide is given to apply correctly this consequence. First, make consequences immediate, the idea with this is to tie the consequences with the behavior and demonstrate to the student the immediate impact of his or her action; second, never withhold something that the student needs and finally teach the student that he or she can earn back her or his privileges by being responsible. (Military Child Education Coalition, 2012)

Also, according to the Virginia Polytechnic Institute and State University (2009) some types of consequences are natural and logical. Natural consequences are the ones that are obvious and are produced by natural order, for example, if a student keeps skipping classes, he will be rejected from the school. And logical consequences are the ones that will have a result influenced by parents, as an example, a child will learn that he should wash the dishes if he finds out that one day there's no a dish to prepare his cereal.

3.2.1.3 Negative discipline

In terms of negative discipline, “Negative discipline uses measures aimed at hurting children physical or emotionally as a way of stopping misbehaviour, punishing them and preventing bad behaviour in the future” (the Centre for Justice and Crime Prevention and the

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Department of Basic Education, Pretoria, 2012) in this statement is seen that the negative discipline is a synonym of punishment

Punishment is one of the ways of controlling behavior in class, it is possible to produce non-satisfactory effects in students. As Susan Polirstok states in her article “Classroom Management Strategies for Inclusive Classrooms”, “Teachers will feel the need to keep increasing punishments in severity or duration because mild punishment doesn’t seem to be having the desired effect on students with attention deficits”, it is possible to say punishment is one of the most common ways of managing behavior inside a classroom, and that teachers have to measure how severe the punishment will be in order to obtain productive results. “Punishment can work only if it is used sparingly” (Polirstok, 2015, p. 932).

3.2.1.3.1 Types of negative discipline or punishment

Verbal punishment is commonly used to stop misbehaviors, but it may cause adverse effects. Kenneth D. Moore (2014) in his article: Effective Instructional Strategies, affirms that criticizing, ridiculing, or embarrassing a student can result in a power struggle between the student and teacher, which does little for resolving the long-term behavior problem. Taking this into account, we can define that even if punishing students by verbal warnings could solve disruptive behavior, it also may provoke undesired results and could worsen situations in class.

Physical punishment is an issue of children rights. When this type of punishment is used is not only a threat against the rights but also against the children development. According to Judith Ennew, and Dominique Pierre Plateau “Physical punishment gives children the message that violence is an appropriate form of conflict resolution, it teaches that it is acceptable for powerful people to be violent towards the weak.” (p. 13, 2004). It is to say that violent and

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negative behaviors are taken for children to solve social and educative problems as a consequence of the application of this type of punishment.

A consequence of the use of verbal and physical punishment is called emotional punishment. As stated by Garbarino J. and Garbarino A. “Emotional child abuse is maltreatment which results in impaired psychological growth and development. It involves words, actions, and indifference” (1994). It is meant that this kind of treatments are detrimental for children's mental development.

3.2.1.4 Classroom Management Technique focused on the development of discipline

3.2.1.4.1 Classroom rules

Classroom rules is a classroom management technique, which is centered in the beginning of classes. This technique is crucial in the complete achievement of an effective classroom management (Emmer et al., 2006; Evertson et al., 2006). When classes start, students have different expectations about what is or not an acceptable behavior, for that reason, rules are created to define to them what an acceptable behavior is (Cymru, 2012). Therefore, teacher and students require classroom rules to develop classes.

Experiences by teachers' profession and trainees' practices show a sequence to manage the classroom rules inside the classes. The book Practical approaches to behavior management in the classroom made by the Department of Education and Skills of Wales government supports the following clues to create classroom rules

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When designing your classroom rules, they should be: – clear – comprehensive – enforceable.

Write the rules in a positive way and avoid using “don’ts”. For example, “I will walk sensibly around the school” rather than “Don’t run around the school”.

Children require understandable directions. Hence, the rules need to be specific and explainable, e.g. telling children to “Be good” or “Don’t do that” is too vague

Display the class rules and go over them with the children on a regular basis

Check children’s understanding of the rules.

Explain the rationale behind the rules.

Be consistent in enforcing the outcomes for breaches of the rules when an incident occurs. (Cymru, 2012, p. 8)

Likewise, the book *Method for Teaching* written by David A. Jacobsen, Paul Eggen and Donald Kauchak propose a guideline with six aspects to follow and to manage the classroom rules effectively. First, keep class and classroom rules consistent, it means to create rules in the same direction of school and government laws. Second, state rules clearly, to develop understandable and clear rules, instead of “Always come to class prepared” a clear and understandable rule is ““Bring needed materials to class every day.” Third, provide rationales for rules, to give the explanation of the rule is important for classroom environment and students emotional impact, when they understand why is the rule proposed they are likely to follow it; if not students reject the rule as a response of an authoritarian imposition. Fourth, state rules positively, rules written in this way reinforce the students’ responsibility and positive response.

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Fifth, keep the list short, to make the rules list short is to get the students focused on rules and allow them to remember the rules. Sixth, solicit students input, to involucrate to the students inside the rules constructions to fill the human innate necessity to be controlled. (Jacobsen, Eggen, Kauchak, 2008).

In the article *Helping Teachers Learn the Secrets of successful Classroom Management* written by Prentince Hall, the author supports Jacobsen and Cymru ideas about classroom rules. Likewise, the author claims the following principles. Classroom rules may vary and work for different teachers. Furthermore, rules need context, the writer illustrates this point using the following example “When kids are killing each other in the streets, rules against gum-chewing seem, somehow, less compelling and important.”(Hall, 1994) Moreover, effective rules are short, the article cited to staff members of the Cedar Manor Intermediate Center in St. Louis Park, MN, to exemplify the use of T.U.F (acronym for Treat each other with respect; Use school supplies and equipment appropriately; Follow adult directions) three short rules the institution applies(Hall, 1994). Besides, the author adds that effective classroom rules are observable, measurable, enforceable and in behavioral terms. (Hall, 1994)

In the article *Creating Classroom Rules for Students with Emotional and Behavioral Disorders: A Decision-Making Guide*, the authors Douglas E. Kostewicz from the University of Pittsburgh and Kathy L. Ruhl AND Richard M. Kubina Jr, The Pennsylvania State University explain the following guideline for creating effective classroom rules collecting different authors points of view previously cited. See fig. 2.

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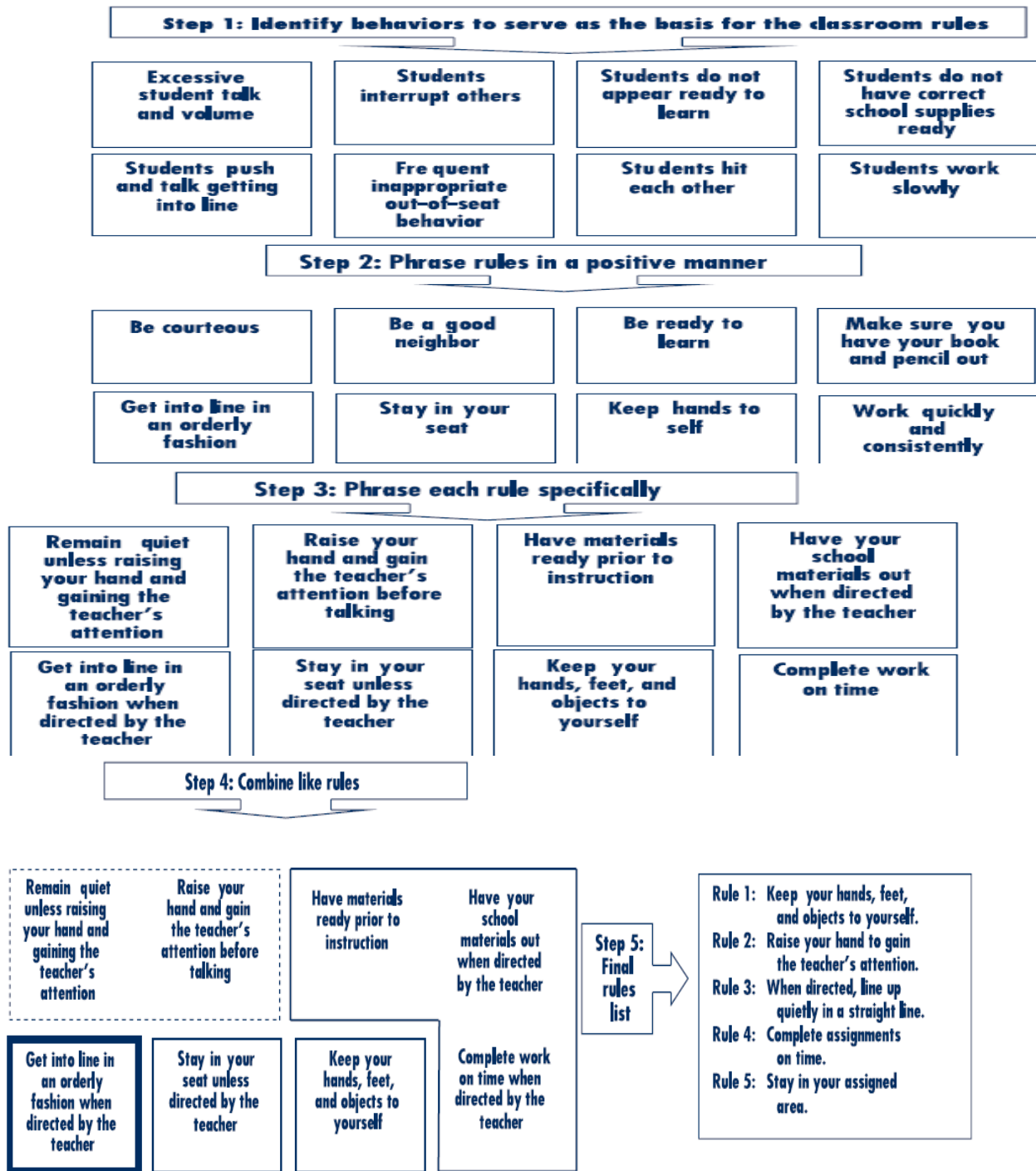


Figure 1. (Kathy, Ruhl, Richard, Kubina , 2008, p. 16)

3.2.1.4.1 Classroom environment

There are essential elements to take into account when it comes classroom management. But first what does classroom management mean “Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement” (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Cited by American Psychological Association. Thus, many techniques are available and have been implemented by old and new teachers in order to achieve this goal during their classes, and the classroom environment is one of these.

To begin, and how Churchill W. says in *Managing the Classroom Environment* “Your classroom should be arranged to be an environment in which it is easy for teachers and students to work and so that it does not encourage misbehavior” (p. 22) That is why, having a safe and positive setting up improves the way in which the educative actors like the teacher and the students perceive the education. So, it can help “to create a classroom environment that is conducive to positive discipline” Centre for Justice and Crime Prevention (2012, p. 18).

In a classroom, “Accessibility and organization are key aspects when designing the physical arrangement of the classroom. The physical arrangement of the classroom assists with the prevention of problematic classroom behavior” Banks, T. (2014, p. 520) so it includes design wall decoration or doors, posters, chair organization, assigning a place for supplies, books, students’ bags, teacher’s desk, garbage basket etc. which are quite important to avoid or prevent disruptive behavior.

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Thereupon, an item commonly mentioned in classroom environment is organizing students' chair. But as simple as it sounds is not. Assigning a seat requires not only to take into account n students with special needs such as mute, blind, deaf or the use of wheelchair, crutches but also "it is important to place the furniture in configurations that work with your teaching style and available space" McLeod, J., Fisher, J., & Hoover, G. (2003, p. 06) then those distributions help to avoid uniformity and monotony in classes because as Crane, 2001 says "strategically arrange classroom space to support a variety of independent, small and large group activities" cited by Moore, K. D., & Hansen, J. (2011, p. 53). Teacher can organize them into rows, half-circle, peer, circle, trio, U-shapes, and squares etc. depending on the activity like debates, round tables, handcrafts workshop and others.

Then in distributing the furniture it is important to keep in mind students' personal space "classroom density clearly shows that crowed classroom affect students' attitude and conduct by increasing dissatisfaction and aggression and decreasing attentiveness (Weinstein, 1979) cited by McLeod, J., Fisher, J., & Hoover, G. (2003). However, these results are from an old research and the new ones have not yet been able to obtain final results on how classes' size influence behavior (Moore, K. D., & Hansen, J. 2011).

Nevertheless, here are some examples taken from: McLeod, J., Fisher, J., & Hoover, G. (2003). The key elements of classroom management: Managing time and space, student behavior, and instructional strategies. ASCD.

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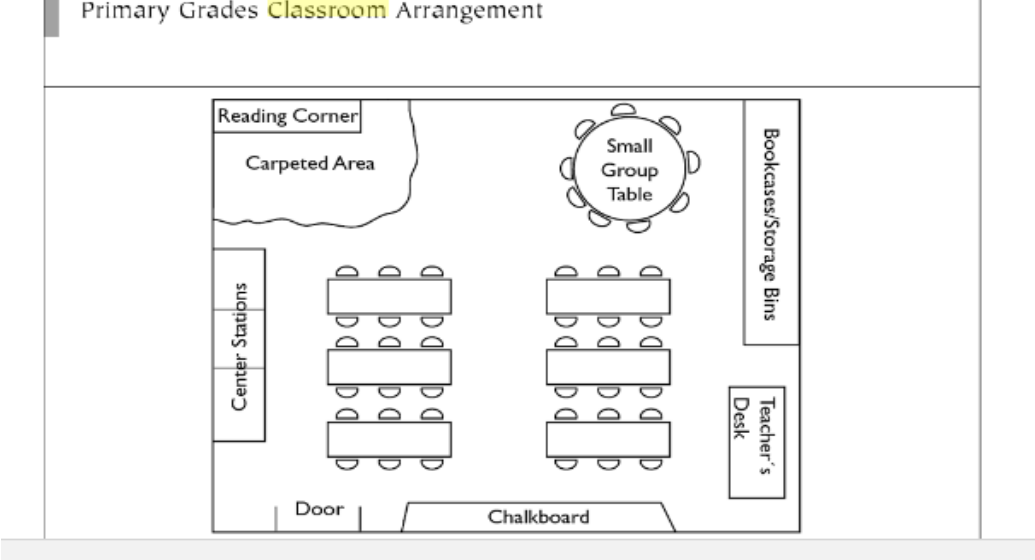


Figure 2.

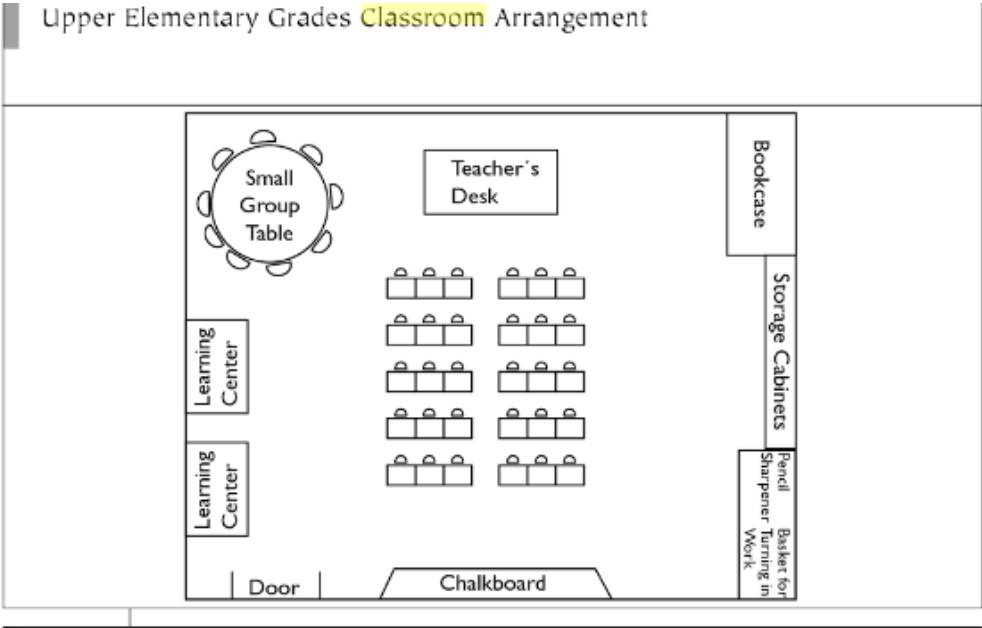


Figure 3.

Positive Discipline Strategies To Improve Discipline In Classrooms

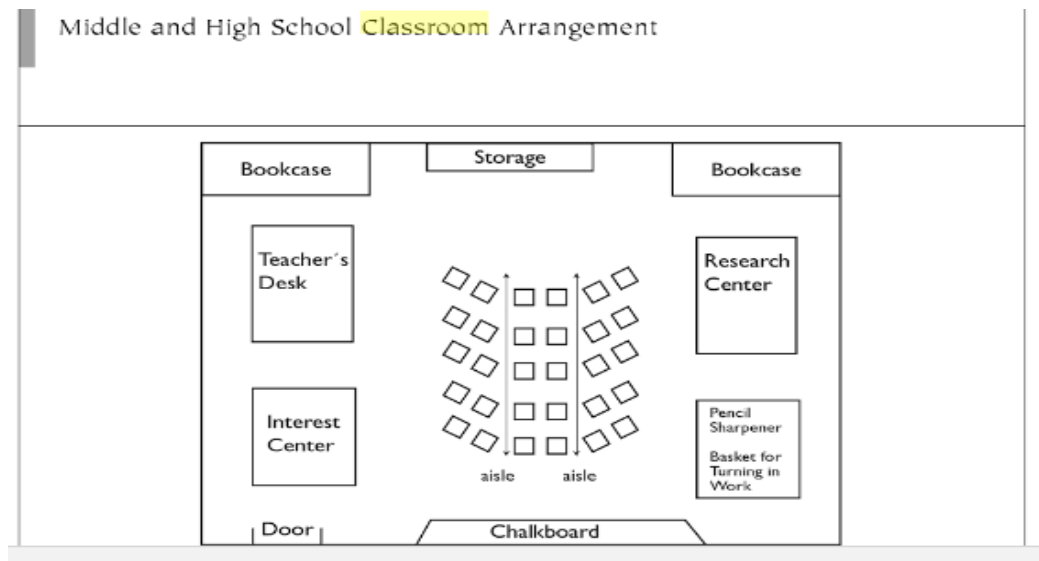


Figure 4.

3.2.2 Trainees

In this chapter, it is essential to define the term trainee, For Oxford Dictionary a trainee is described as “A person undergoing training for a particular job or profession”, in Merriam Webster Dictionary is interpreted like “one that is being trained especially for a job”. As can be seen, both dictionaries have mainly the same idea related to what a trainee is.

Besides, in the University of Quindío, more accurately in the program of Modern Languages, a trainee is a student from the last year, who is facing for the first time, with primary or high school students as teacher of an English course. These trainees have courses of methodology of a foreign language, English, Spanish, linguistics and its branches, literary theory among other important subjects that contribute to his/her academic knowledge to become a teacher.

Here, the importance of training or practicing in a specific subject or in this case in teaching is shown. As Sonia Guerriero, who holds a PhD in Experimental Psychology from

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McGill University (Canada), specializing in cognitive and developmental psychology, says in *Teachers' Pedagogical Knowledge and the Teaching Profession* “teachers also need to incorporate knowledge derived from experiential and practical experiences in the classroom” (2014, p. 03). Then, is within the classroom where all trainees' knowledge is challenged day after day.

It is common to see trainees of Modern languages program often complain of insufficiency about what techniques to use inside of a classroom, related to the environment within it and mainly the control of students' behavior, which became the challenge of teaching in a huge problem for future teachers. As it also said by Oliver, R. M., & Reschly, D. J “Inadequate preparation and inadequate professional development are other major contributing factors to the classroom management problems faced by new teachers” (2007, p. 02).

Besides, the techniques that are remembered by trainees falls short to tackle their practices, when it is frequently to find students with unacceptable behavior, learning disabilities, familiar problems etc. or answering questions like “how should I begin my class? What should I say or not?” For which trainees do not know how to give a solution. Then it is necessary not only “giving a pre-service teachers the intellectual understanding of the issues involved but also ensuring that they have ample opportunity for guided practice and feedback in implementing both preventing and corrective behavior management strategies” (Ibid, p.3).

At this point there is a list of two main points to talk about related to trainees, there are: first, the advantages that trainees have at knowing and implementing classroom management, and second, the disadvantages of trainees at not implementing classroom management.

3.2.2.1 The advantages of trainees at implementing classroom management

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Here, it is necessary not only to express what benefits trainees can obtain using classroom management, but also, the way in which at the same time their students reward from the trainees' use of techniques related to classroom management. Because, as Emmer & Stought (2001) said: "the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieve positive educational outcomes" cited by Oliver, R. M., & Reschly, D. J. (2007). So, a trainee well prepared is able to connect his content knowledge which is the knowledge that integrates the acquaintance of a specific subject and how to teach that particular subject with his general pedagogical knowledge that are the principles and techniques of classroom management (Guerriero, 2014, p. 5)

Students' negative results are just the result of combination between a trainee or new teacher who does not know how to capture students' attention, and guide them with a defiant student as Donovan & Cross, 2002; Harrell, Leavell, Van tassel, & McKee, 2004 said.

3.3 Research Review

3.3.1 Classroom Management Practices in Inclusive Classrooms

Classroom management has various aspects and relations with topics that are around the educational practices. Sarah Yamani in her research called Classroom Management Practices in Inclusive Classrooms done in 2014 in the university of Toronto wanted to answer how teachers implement classroom management strategies for students with and without special needs or exceptionalities, in order to create an inclusive learning environment for all students. In this paper is describe d the process Yamani followed to achieve the conclusion of her study.

To start with her research, Yamani began to define some concepts and their importance based on her literature review. The concepts were classroom management and inclusive classrooms, the researcher combined these two concepts between them creating the following subtitles; significance of effective classroom management, benefits of inclusive classrooms, criticism of inclusive classrooms and classroom management within an inclusive classroom.

In Yamani's words, the concepts and their importance are conceived in the following way. Classroom management, it is an umbrella term which incorporates all the duties within a classroom that a teacher must enforce to keep the class running smoothly and with minimal disruptive behaviours (Yamani, 2014). Effective classroom management, it is important not only for the success of a stable classroom, but for the success of students' wellbeing, students' learning and to promote positive behaviour (Yamani, 2014). Inclusive classrooms, there are equitable classrooms where students are accepted for who they are and their individual needs are met (Yamani, 2014). Benefits of inclusive classrooms, having students with exceptionalities placed within inclusive classrooms, students have the opportunity to possibly perform

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academically and socially at a higher level (Yamani, 2014). Criticism of inclusive classrooms, even though the philosophy of inclusion may be supported and encouraged, the only way to determine its' success is to ensure teachers are prepared to instruct and teach students with a wide range of abilities within the regular classrooms (Yamani, 2014).

After the literature review, Yamani explains the methodology used to collect the data. The study was a qualitative research based on the literature review: it was done through face-to-face interviews, 20 questions interview were the principal source of data, these 20 questions were divided in four categories, Participant's Background Information and Introduction to Topic, Classroom Management Practices, Benefits and Challenges, and Conclusion.

To introduce the data collection instruments, she supported them on the Turner point of view. Yamani explained that Turner (2010) reveals that interviews provide detailed information about participants' experiences and viewpoints on a particular topic. For the research two Ontario certificated teachers were chosen by the researcher. The first one, Lisa who was describe for Yamani as new full-time teacher for three years who has taught to grade one and two and she was the correct librarian at her public school with important certifications and experience working with adults with autism. The second one, Jen who was describe for Yamani as teacher with 13 years of experience in the educational field and that has taught to three students with Asperger's Syndrome, two students with Autism, one student who was deaf, and two children with fetal alcohol syndrome.

In the data collection analysis, the researcher analyzed the information with a sequence. First, she made the transcription of the answers provided from the interviews. Second, when the transcription was made Yamani started to code the information. Third, using highlighter the researcher highlights the common ideas between the participant answers. The result of these

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three steps were the identification of five different common ideas that were used to answer the question and sub questions of the research.

Common ideas found by the transcription, analysis and highlight of the participant answers:

- 1) establishing classroom management strategies within the first week of school
- 2) managing behaviour in an inclusive classroom: the good and the bad
- 3) Concerning with the challenges with inclusive classrooms
- 4) prioritizing experience and education in special education plays a role in managing an inclusive classroom
- 5) taking advantage of the resources in the environment around you.

(Yamani, 2014)

Three main limitations were described by the research. First, the number of participants was two, that shows a lack of information and data collection from other professionals in the field. Second, the time done for the project was one year, it limited the scope and length of the research. Third, the absence of students' point of view in the research topic, the study was focused on primary and junior grades.

The study made in this research through data collected from the instruments shows mainly strategies to apply classroom management effectively in inclusive classrooms. The first strategy presented was called set up of the classroom, it consists to create a physical appropriate environment for the students even before their arrival; where they can feel they belong to; likewise, the researcher argued that the first week of the class is the most crucial in terms of how

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students will respond, learn and relate to one another and to the teacher (Schwartz & Pollishuke, 2013). In the same order of ideas, the researcher mentioned the importance of visual aids as strategy, one participant supported Yamani's idea illustrating a visual schedule that for her allows students to be independent knowing what to expect for the day and avoiding questions like "What are we doing next? When is recess? What will we do after lunch?" and referring to the inclusion, the participant add that to know students and their exceptionalities beforehand in order to know how to set up the classroom.

The second strategy mentioned for the researcher was called the class rules and discussion. It consists to create during the first weeks of the class an agreement of the classroom rules between the students and the teacher focusing in positive sentence, the idea is to sign it, then, when students have any disruptive behavior the teacher shows what the student signed. In the same way, in the study is expressed the value of the teacher's personality and mannerism, the strategy that supported this in the research was the tone of voice manage or how to approach the students as an unit, the participant gave the following example "if you are calm, and you are talking to them with a soothing voice and you are not coming at them with tons of energy even if they are coming at your with tons of energy, it is really effective to keep that in mind. You should approach them in a calm, collected matter, even if you have a child who is really upset. If you let them raise your energy to meet their energy, it's not going to go well. But if you can remain calm, you can bring their energy back down. It's important."

The third strategy presented in the study was called transitions. This strategy was defined as the use of music, catchy phrases, poems or chants to catch students' attention during the transitions. Likewise, transitions were defined as the period in which students change the activity or place, the participants experience supported this idea indicating that for them it is the most

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useful way to get students' attention and to create a learning environment. For example, the participant Lisa explained the following "There are different ways. But I like using "Sponge Bob". I would say Sponge Bob, and they [students] would reply Square Pants. They usually like that and it works well. All of this is important to start right at the beginning and be very strict about it. I find something they like. It works better." Furthermore, the study added that is beneficial for the class to teach students how to control each other's behavior.

The last strategy described was called classroom carpet space. It consists to cater the necessities of children with exceptionalities, Yamani explained through the participants voice that there are students that work in a different rhythm and need their own space; therefore, teachers take as strategy to create a place where these students can develop their own rhythm of work, which should be controlled by the teacher that depending on the students' behavior the option of being in this place can be took away or maintain.

This research made by Yamani is important to the studies of education meanly in three aspects, techniques, classroom management and inclusion. In term of techniques, the researcher explained four strategies to manage the behavior of students answering to the principal question of the research that is to know which techniques about classroom management should be taught and provide to trainees of Methodology I in the Modern Languages program at the University of Quindío. Concerning to classroom management, Yamani's research helps to fulfill the purpose of the research supporting the idea that classroom management is essential in the acquisition of knowledge. Referring to inclusion, this aspect of Classroom Management Practices in Inclusive Classrooms research shows some characteristics and strategies of management in the classroom for students with exceptionalities which helps to answer the sub question about what population would have benefits of the application of classroom management techniques apart from trainees

3.3.2 Assertive classroom management strategies and Students' performance: The case of EFL classroom

Mohammad Aliakbari and Bafrin Bozorgmanesh, in this research had as objective to identify the effective role that classroom management strategies play in enhancing students' learning. They analyzed 123 female high school students and their teachers in order to obtain results according to aspects as Classroom management strategies of organization, teaching management, teacher-student relationship, and teacher management strategies. Aliakbari and Bozorgmanesh state that teachers need to manage classrooms in a way that not only organizes behavior, but also stimulates students' motivation. In the statement of the problem, they cite (Hilary, 1991) to state that many studies have been conducted to show that effective classroom management is a necessary condition for having a conducive learning environment.

The authors make an important emphasis of classroom management by citing different definitions of it in order to contextualize their research. Wong and Rosemary (2001) defined classroom management as "all the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place" (p. 84). Later on in the article, they mention that, sometimes, beginning teachers view teaching just as transmitting information, without knowing how useful classroom management strategies are for them and their students.

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The research also shows a review of related literature in which they clarify the importance of classroom management and discipline. As an example, Stoughton (2007) asserts that to avoid discipline problems, teachers need to acquire and employ classroom management strategies. They also are based on authors like Bromfield who consider that learning and using classroom management strategies are of great importance for teachers (2006). They are also supported in other important authors such as Adeyemo to show how important classroom management is. Adeyemo (2012) “Good classroom management can help to ensure protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults” (p. 374).

Aliakbari and Bozorgmanesh used for their research, participants, instruments, and a procedure in order to obtain useful data. First of all, 123 female students between 15 and 17 years old attending at senior schools in the west of Iran, were selected to collect information on the teaching process and their teachers’ characteristics in EFL classes. Besides, the instrument in this research was a questionnaire that was used to seek the subjects’ attitudes about their teachers’ behaviors and investigate the extent to which the given management strategies were applied by their EFL teachers. And by last, the procedure and data collection was done by the questionnaire and the answers of the 123 female students. Additionally, it was used an Statistical Package for the Social Sciences (SPSS) in order to compute statistics in the form of mean and standard deviation.

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The results of this research were obtained by analyzing the answers of the questionnaire applied to the female students. The main objective was to identify if Iranian high school teachers were applying classroom management strategies. So they found that aspects of classroom management such as organizing, teaching management, teacher–student relationship, and teacher sanction-reward strategies, were partially applied by Iranian high school teachers. Another important finding was that besides of classroom management strategies, teachers also need to consider learners' and learning strategies, and teaching methods to achieve successful education.

This research is valuable because it treats a very important category which is classroom management. So, it can be used as a guide due to the main objective of the researchers that was to identify if high school teachers were using classroom management strategies and the co-relation between those strategies and the students achievements. Moreover, the instruments that they use are also useful. In the same way, the questionnaire could be used and adapted to the results other researchers want to obtain. Also, the way the researchers applied the questionnaire was interesting since it was applied to the students instead of teachers. It would be kind of obvious to think that in order to identify the use classroom management techniques in high school teachers it is necessary an observation, but the data collected from students is also relevant because they are the ones who are everyday in the classroom with the teachers.

3.2.3 Effective Classroom Management

New teachers have to face many problems, in where having the control of students' behavior is quite crucial during the 'process of teaching-learning. These topic is being treat on

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the research effective classroom management: teacher preparation and professional development by Regina M. Oliver and Daniel J. Reschly at the university of Vanderbilt and published on December, 2007.

The authors begun by given a brief description about the importance of effective classroom management supported for a variety of authors in which were discussed topics such as: classroom organization, disruptive behavior, the inability of teachers to manage assertively classrooms etc. Besides and how was cited in Oliver, R. M., & Reschly, D. J, 2007 a main idea is shown: “The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes” (Emmer & Stough. 2001).

Then the object of the research is mentioned by Oliver, R. M., & Reschly, D. J “the purpose of this paper is to provided research and recommendations related to teacher quality and effectiveness, specifically addressing the area of classroom management to improve outcomes in general and special education” (2007, p. 02)

Next, in the chapter called addressing classroom management by targeting improvements in teacher preparation and professional development is emphasizes the aid and preparation that new teachers needs in order to help their students or drop out the profession. And how is said by the authors “in teacher preparation programs, greater emphasis needs to be lace on preparing both general and special educators to be competent and efficient at managing today’s classrooms with their diverse range of learners” (2007, p. 03). And in order to achieve this is also necessary a systematic approach that helps during the process of teachers’ develop.

Later, in innovation configuration for classroom organization and behavior management, the paper outlines an innovative matrix for guiding teaching preparation programs in classroom

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management in which Oliver and Reschly borrowed a concept from Hall & Hord, 1987; Roy & Hord, 2004 when defined two dimensions for innovation configurations such as: essential components and degree of implementation.

As such, the authors provided three recommendations in order to follow for improving teaching preparation in classroom management like:

Recommendation 1: provide teacher candidates with instructional approaches for classroom management through coursework and guide practice with feedback, recommendation 2: address the challenges facing teacher candidates and new teachers in creating a positive classroom context, here is included classroom rules and routines, strategies to promote student use of rules and routines and techniques to decrease inappropriate behavior and recommendation 3: provide professional development on classroom management linked to school wide behavioral support.

Finally as a conclusions, and using Oliver, R. M., & Reschly, D. J words *comprehensive teacher preparation and professional development in effective classroom organization and behavior management is therefore needed to improve outcomes for students in general and special education, highly effective instruction does not completely eliminate problem behavior, but it will reduce such behavior, use of the classroom organization and behavior management innovation configuration can provide teacher programs and school systems with identifiable gaps in content knowledge and application of the major components of classroom management and this approach will ensure that the teachers can acquire the knowledge and skills necessary to manage classrooms effectively, thereby maximizing learning opportunities for all students, preventing*

disruptive behavior, and responding appropriately to the inappropriate behavior that inevitably will occur. (2007, p. 13, 14)

4 Chapter 4: Methodology

4.1 Research Methodology

It is precise to begin by defining what action research is. For Kemmis & McTaggart (1988) cited by Hine, G. (2013). Action research is a form of collective reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

On these basis, as is well known action research is a dynamic or cyclical process, ‘spiralling’, cyclical process (Lewin, 1952; Kemmis, 1988), as a research ‘cycle’ (Calhoun, 1994; Wells, 1994), and as a helix (Stringer, 2004) cited in Hine 2013. It means, is repetitive, following the basic steps of planning, observing, reflecting, revising the plan and doing it again. That is why Burns, A. (2009, pg. 2) refers to it as a “reflective practice.” Then, by identifying a problematic and intervening it the researcher is able to change or even improve it.

Thus, action research made a substantive contribution to the research in education field. It provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools (Mills, 2011; Stringer, 2008) cited in Hine 2013. Here the teacher becomes a research who explores the context in a critical

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perspective, and it no means in a derogatory sense about how is being teach, it means, taking an area and developing new ideas that contribute to do it better. Burns, A. (2009, p. 02)

Thereby, “providing teachers with the necessary skills, knowledge, and focus to engage in meaningful inquiry about their professional practice will enhance this practice, and effect positive changes concerning the educative goals of the learning community” Hine, G. S. (2013, p. 153). In that case, all the participants are benefited during the whole process that as consequences bring pertinent changes in teaching and learning, not only for teachers, but also students, administrative, and so on. Then, the action research by Eileen Ferrance is the most suitable for this project for the following reasons.

Eileen Ferrance supports the implementation of action research to this research paper. She thinks that an action research “is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” This idea completely fits with the intention that this paper has, because it involves the participants who are the prime matter to get the data. Furthermore, the systematic process the author mentions let the research land on the idea to develop steps to conduct the paper. Likewise, the main idea of the author is to improve the educational practice and the same objective is being developed here. In the same way, Ferrance coincides with the instruments of the research development, the ones used in this paper in a sequential order are the observation using a pre-instrument (instrument relevant to see what happens before the intervention), the intervention (to teach trainees the specific technique about classroom management), observation using a post-instrument (instrument relevant to see what happens after the intervention), analysis of data.

4.2 Research Design

The kind of data used in this project concerns to the qualitative and quantitative data. Miles and Huberman (1994) say that having qualitative and quantitative methods for collecting data is a great advantage because the results will be useful and valid. The purpose to have these two types of data in the project is to demonstrate from numbers and qualities the results provide by the instruments application, when the instruments finish their task, the analysis of data is recorded by a specific explanation and illustrated in a graphic composed by a numeric scale (every quality is measured as a set of numbers). The expectation to accomplish in this project is to get the data to see how the classroom rules combined with positive discipline methods as a classroom management technique affects the school students' discipline during the steps of this paper. Furthermore, others have stressed the advantages of linking qualitative and quantitative methods when performing studies and evaluations, showing how the validity and usefulness of findings will benefit from this linkage (Miles and Huberman, 1994).

The sequence developed in this paper is aligned with Ferrance thinking. The research steps proposed by Eileen Ferrance are suitable for the development path of this project. First of all, she proposes to identify the problem, that was the first action of this research and that is the reason why it is being developed. Also, she proposes gathering data, step in which instruments are applied in order to obtain results. After that, it is stated interpretation of data, action that is developed to analyze the data obtained. Then, the act on evidence step, that is the same of the intervention explained before, fits in this research because the main purpose is to comprehend and share the discipline impact of using a certain classroom management technique in school

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student. The last step, which is to evaluate results, coincide with the reflection that will be done about the final results obtained by the application of the classroom management technique.

All in all, the action research proposed by Eileen Ferrance is the most suitable for this project because it allows to identify a problem which leads to the purpose of this paper. The instruments used are the observation, rubrics and intervention; moreover, the data gathered is placed in a qualitative and quantitative way in order to demonstrate a valid result in the instruments application; besides, the steps followed in this project also coincide with the Ferrance structure. Finally, the purpose is to know the discipline impact of the classroom management technique applied on school students.

4.3 Audience

This paper has two kinds of audience involved in the achievement process of the project. Some instruments will be applied to determine the impact that the technique has on students in English classes. Therefore, the students and the trainees are the direct audience of this paper taking into account that the study is focused in the analysis of the classroom management technique that trainees will use to expect a change in students' behavior and organization.

The indirect audience in this research is the university professors and school teachers. The results of the application of the classroom management technique, whether positive or negative, will also be a resource for university professors to prepare trainees with the technique, and school teachers will have a resource to learn strategies to control students.

4.4 Instruments

4.4.1 The Discipline Impact Observation Format

Retaking the research done by Rachel C. F. Sun and Daniel T. L. Shek, it is evidenced that the misbehaviors listed in the instrument were confirmed in the results obtained by the researchers. So, this instrument is used in this paper because it is suitable to obtain and analyze in different contexts such as the primary and elementary school the acts that the students do that affect the discipline. By the way, the instrument consists in the discipline aspects established into categories and subcategories, it represents the qualitative data, applying this instrument to comprehend the discipline impact in school students, in the Professional Practice course development from the B.A. in Modern Languages in the University of Quindío testing the classroom rules technique is necessary to add and modify some of the aspects of it.

In order to get the data to measure the mentioned impact, the instruments modified in the following sense, First, the term time is added, the time is taken as a unit to evidence the three standard procedures in an English lesson every single 20 minutes; it means, presentation, practice and production. Second, the quantitative data is represented counting the number of the events that an action occurs in each category and subcategory of the instrument. Third, a total number of events is represented in two columns called total of events and total events per category (see index 1)

4.4.2 Intervention

The intervention was the main instrument developed in the research. This step in the paper was done by a lecture where the researchers shared the classroom management techniques compiled through theoretical framework chapter with the trainees. The structure of the

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intervention was based on a lesson plan (see index 2) and a power point presentation (see index 3). Furthermore, the time expected for developing the intervention was between one hour and a half and two hours.

4.4.3 Lesson Plan

This instrument is defined as the plan to follow for the development the intervention. The format taken for this lesson was the one provided by to the University of Quindío to their trainees in the B.A of Modern Languages (See index 2). This plan was divided in three steps; referring to the presentation, it was the time when the warm up, the introduction of the intervention and the definition of theoretical terms was presented; as far as the practice, it was the moment where the researchers explained and provided to the trainees the classroom management techniques, and concerning to the production, it was the occasion when the trainees started preparing strategies and thinking about the fact of using the classroom management techniques provided in their classrooms.

5 Chapter 5: Analysis of data

The following section describes the analysis of the different instruments applied and discussed previously. In terms of data, the process done in this paper is made of three principal stages. First, the discipline impact observation format as a pre-instrument is applied three times in three different elementary classes in which the trainees teaching practices took place. Second, a lecture about classroom management was given to the trainees. Third, the discipline impact observation format as a post-instrument was implemented three times in three different elementary classes in which the trainees teaching practices took place.

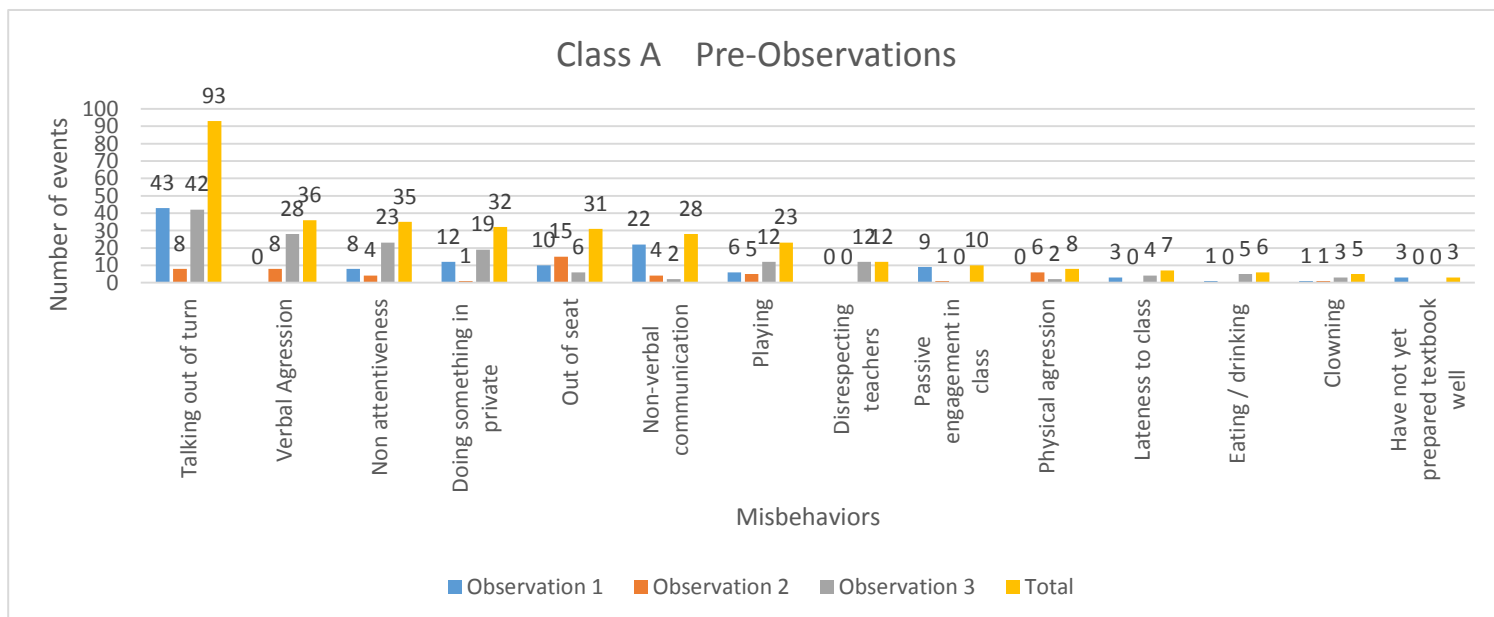
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5.1 Class A

During the process of pre-observations, the classes of the subject of study, class A, demonstrated variety of disruptive behaviors. In terms of data, the behavior that most occurred was talking out of the time with a total of 93 repetitions. This behavior is divided in three sub categories, calling out, making remarks and having disruptive conversations. Calling out happened 13 times, making remarks occurred 35 times and having disruptive conversations appeared 45 times. The amount of repetitions become this category in the most repeated.

There are different disruptive behaviors that usually occurred during the pre-observation process. The ones that were not as often as talking out of the time from the largest to the lowest rate are: verbal aggression that happened 36 times, non-attentiveness that occurred 35 times, doing something in private that appeared 32 times, out of seat that took place 31 times, non-verbal communication that arose 28 times, playing that existed 23 times, disrespecting teachers happened 12 times and passive engagement in class appeared 10 times.

There are behaviors that occasionally or hardly ever happened during the pre-observation of the class A. Categories provided by the discipline impact observation format like physical aggression 8 appeared times, lateness to class arose 7 times, eating or drinking 6 took place



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times, clawing 5 occurred times and have not yet prepared textbook was presented 3 times. The numbers and the data collected in this pre-observation instrument open the further discussion of the post-observation. The graph below shows the date discussed in the previous three paragraphs

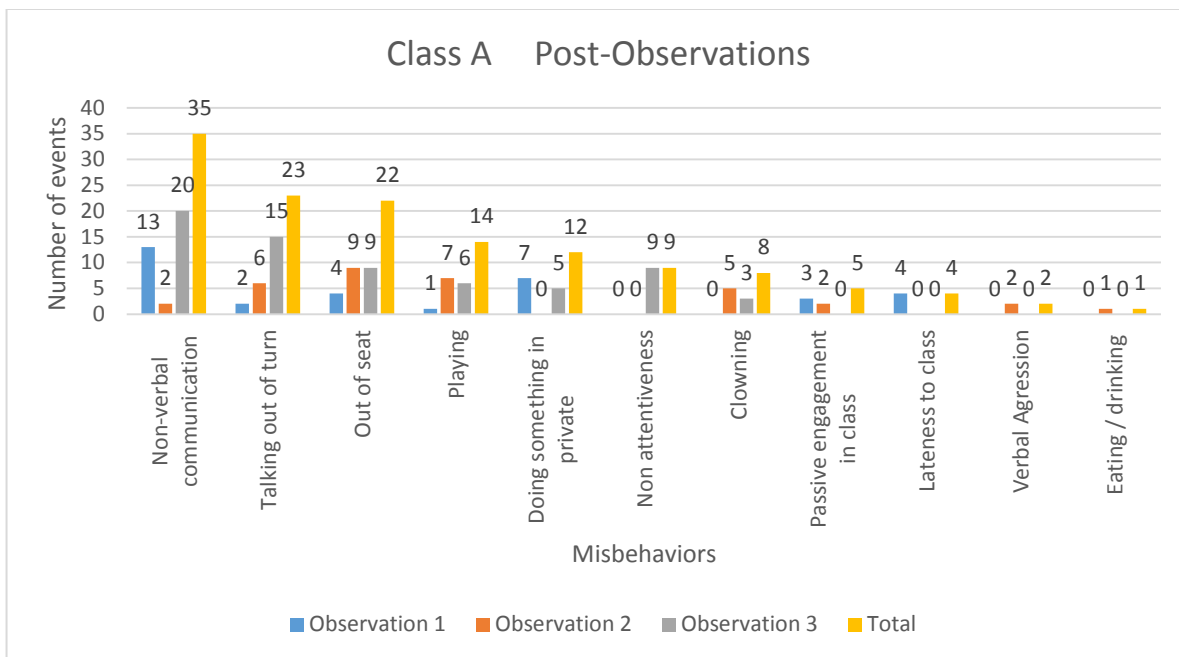
Graphic 1.

After the intervention, the trainees in charge of class A applied the different techniques provided by the researchers. After the application of the intervention the post-observation demonstrated the following data. in class A, the category of disruptive behaviors that occurred the most was non-verbal communication with a rate of 35 times. The subcategories present inside this kind of behavior are communication via body language that occurred 18 times, communication by facial expression that arose 17 times and communication by papers was not presented.

An amount of disruptive behavior categories also appeared in the post- observations. Talking out of turn was presented 23 times, out of seat happened 22 times, playing occurred 14 times, doing something in private arose 12 times, non-attentiveness was repeated 9 times, clowning happened 8 times, passive engagement in classtook place 5 times, lateness in class was presented 4 times, verbal aggression arose 2 times, and eating/drinking occurred 1 times.

There are some behaviors that appeared in the pre-observations but they did not appear in the post observations. Disrespecting teachers, physical aggression and have not yet prepared textbook well were the three categories that decrease completely after the intervention. The graph below shows the summary of the post-observation data.

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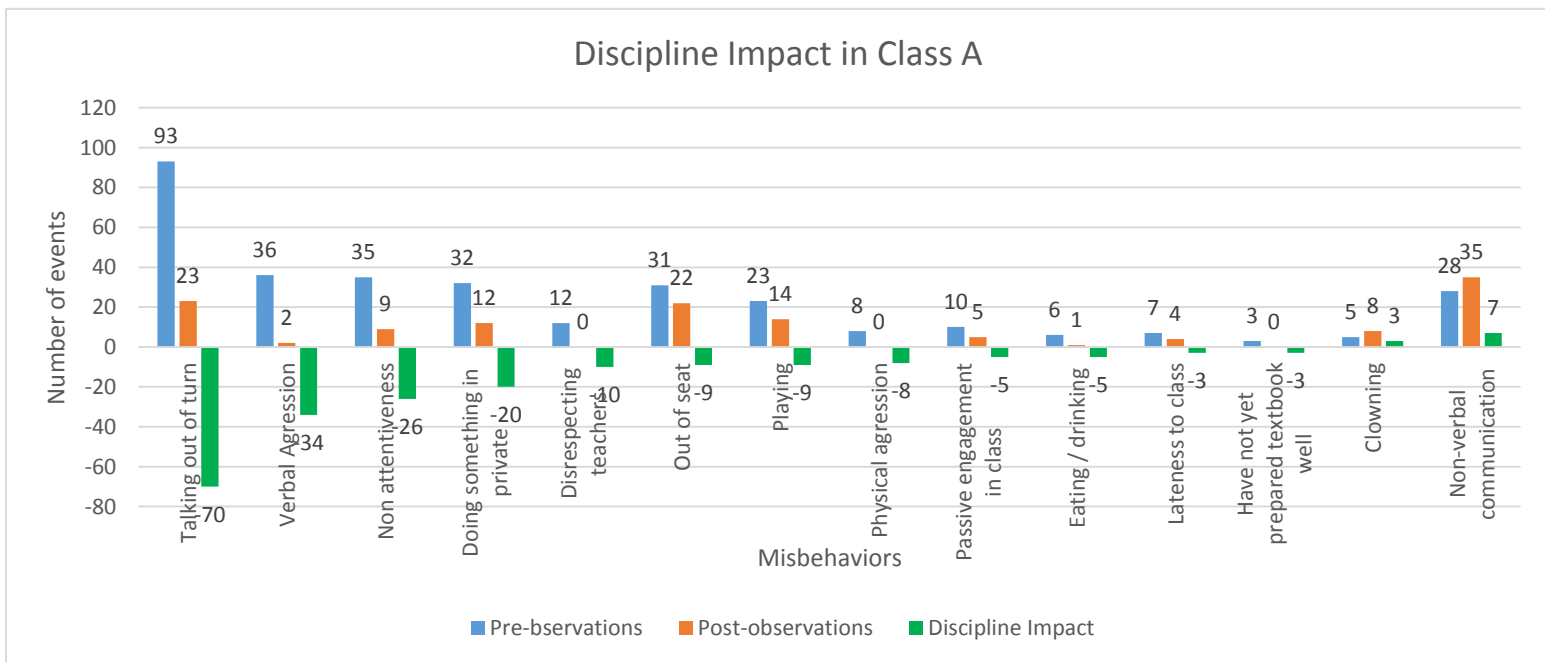
Graphic 2.

The largest impact that occurred in class A took place in one category. Talking out of turn, it was the disruptive behavior identified in 93 times in the pre-observation process. However, after the intervention, the same category happened 23 times. Therefore, the impact showed inside this category was a reduction of 70 events of the disruptive behavior. In other words, the classroom management technique called classroom rules combined with positive discipline achieved the improvement of the classroom management.

The decrease was also measured in other categories. Verbal aggression decreased in 34 times, non-attentiveness had a reduction of 26 times, doing something in private was presented 20 times less in the post-observations than in the pre-observations, disrespecting teachers fell in 10 times after the intervention, out of seat was in a lower rate of 9 times, the same as playing that happened 9 times less than in the pre-observations stage. Moreover, physical aggression

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decreased 8 times, passive engagement in class 5 times, eating or drinking 3 times and lateness to class 3 times.



Graphic 3.

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There are two categories that increased in terms of disruptive behavior. Non-verbal communication and clowning. The first took place 28 times in the pre-observations and in the post-observations 35 times. Hence, it showed a rise in 7 times. Likewise, the second appeared 5 times in the post observations and in the post-observations 8 times. Thus, it demonstrated an increase of 3 events. The graph below shows visually the conclusions discussed previously.

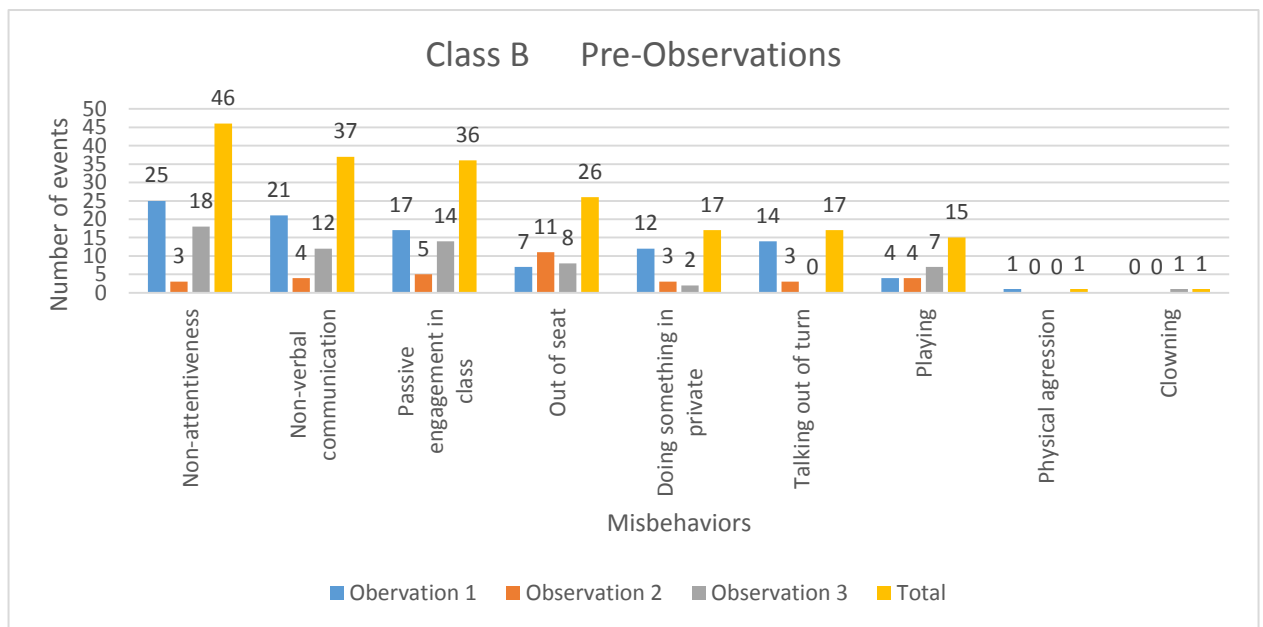
5.2 Class B

During the process of the observation in Class B, it was evidenced by applying the pre-instrument that some of the events described there took place several times. First, Non-attentiveness was present 46 times. This category is divided in three situations: Idleness, which was the most common situation happening a total of 28 times. Then, daydreaming was the second situation evidenced with a number of 15 times. For last, sleeping just happened 3 times. In addition to his, in this class was also showed that non-verbal communication happened a total of 37 times, being the second category that happened the most. Communication by body language and by facial expressions, which are situations of non-verbal communication, had respectively 20 and 17 repetitions.

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Some misbehaviors happened a moderate number of times. According to the results obtained from the pre-instrument, passive engagement in class was observed 36 times in total. Followed by this, there is out of seat, category that was present 26 times. The only situation that was shown is wandering around the classroom seats without teacher's permission having 26 events. In addition, two categories that had the same result were talking out of turn and doing something in private, as a result they had 17 number of events.

Some categories appeared very rarely during the observation process. Thus, taking into account the data collected shows that the individual category Playing took place 15 times in this class. Physical aggression happened 1 times in the same way that Clowning.



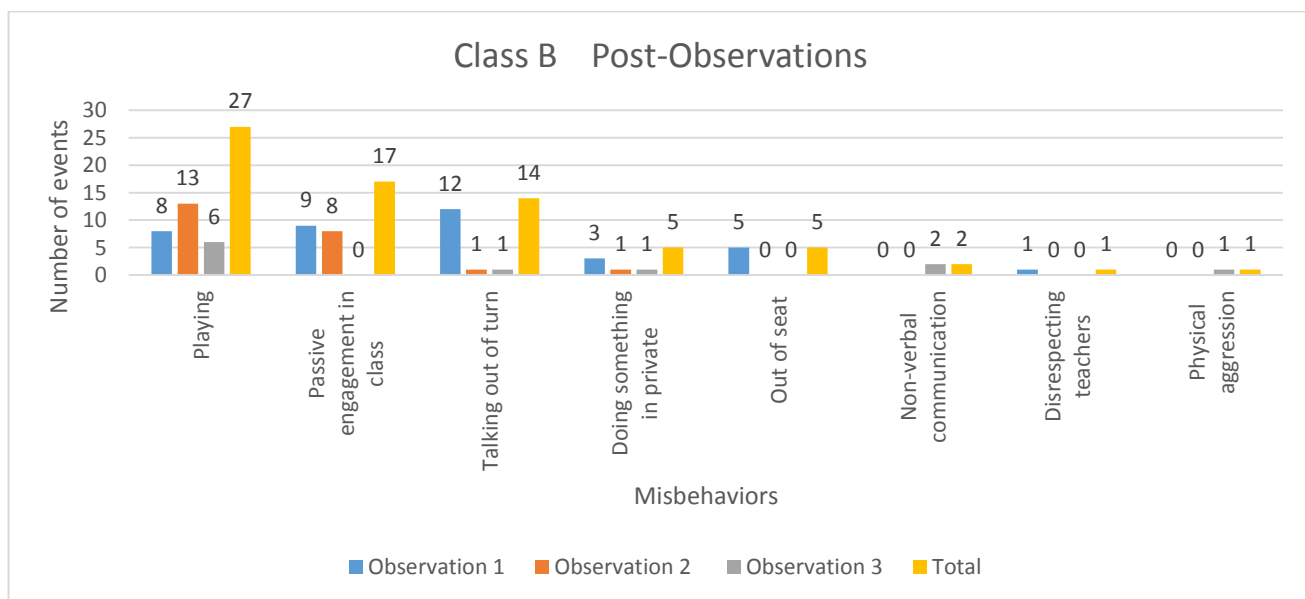
Graphic 4.

In the process of the pre-observations of class B, and after the intervention given to the trainees, it was discovered that some misbehaviors like playing, passive engagement in class, and

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talking out of turn had a large amount of repetitions. There were 27 moments of playing, and it was evidenced a total amount of 17 moments of passive engagement in class. Finally, 14 moments were registered in this process of post observations.

There also some disruptive behaviors that happened not too much times but still were important in this process. Doing something in private and out seat were categories that had each one a total amount of five repetitions. It was evidenced a total of two repetitions in the category Non-verbal communication. In addition, it was seen only one moment in the categories of disrespecting teachers and physical aggression.



Graphic 5.

The discipline impact evidenced in this class was mainly seen in three categories of misbehaviors. First of all, Non-attentiveness had 46 moments in total on the pre-observations, but after the intervention with the trainees, this misbehavior decreased significantly having zero repetitions then. Non-attentiveness was present 37 times in the pre-observations; the intervention process helped to decrease this misbehavior to just two repetitions. And finally, it was observed

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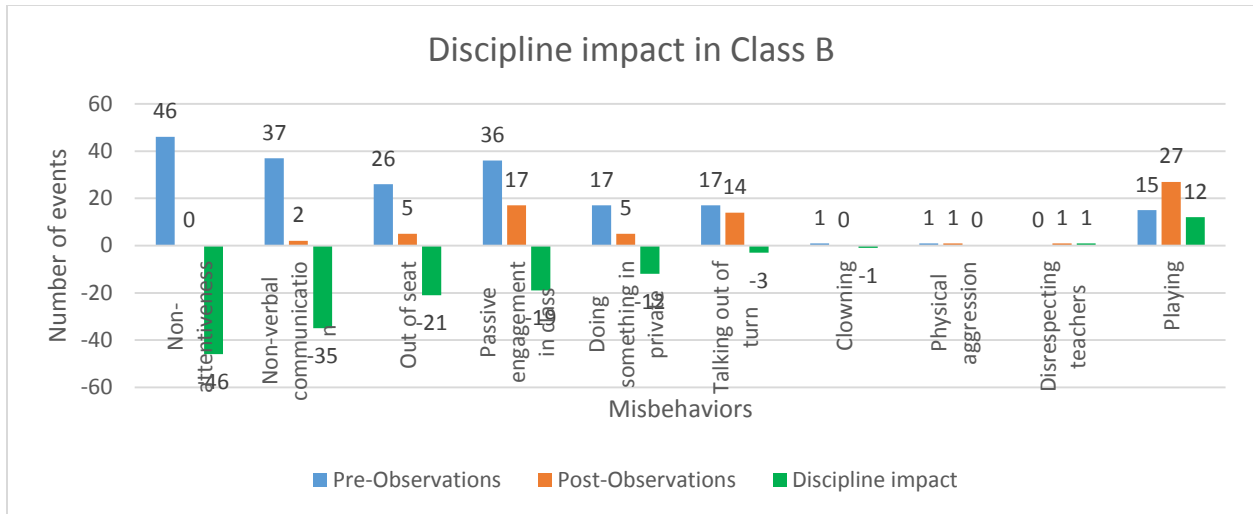
that out of seat happened 26 times before the intervention, and after it happened 5 times. Leaving a noticeable improvement in the discipline thanks to the application of positive reinforcement strategies and the classroom rules technique.

Some disruptive behaviors had a mild improvement after the intervention process. Passive engagement had a 19% of improvement; in the pre-observations, it happened 36 times and in the post-observations, it just had 17 repetitions. In addition, the category doing something in private was present 17 times when pre-observations took place, and then it happened 5 times, having an improvement of 12%. The last category with a mild improvement was talking out of turn, at first, it had 17 events, and after the intervention, it just improved a 3%.

Some categories did not improve and some others did not have a major variation before and after the intervention given to the trainees. Clowning happened one time in the pre-observations and then it was not present anymore. There was one case of physical aggression in the pre and post-observation, so there was no improvement in this category.

Two categories had an increase after the intervention reflecting a negative impact. Disrespecting teachers was not observed in the pre-observations, although in the post-observations it had one repetitions. Playing was the misbehavior that increased the most, having 15 repetitions first and then it took place 27 times, having an increase of 12%.

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Graphic 6.

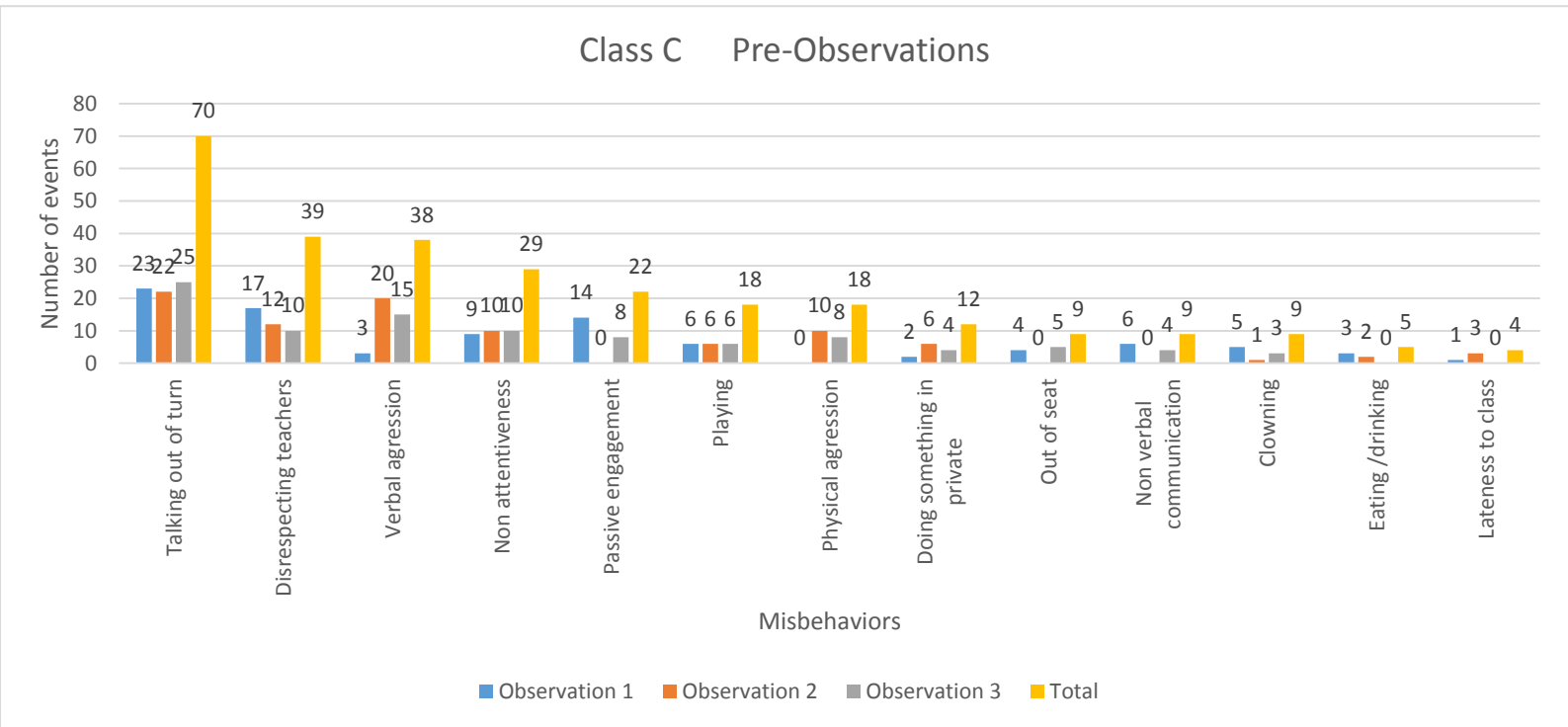
5.3 Class C

Finally, in the process of pre-observations the class C portrayed a wide range of disruptive behaviors. In terms of statistics, talking out of turn was the behavior that most happened with a total of 70, this category contemplates subdivisions such as calling out, making remarks and having a disruptive conversation. Besides, disrespecting teacher was evidenced as the second category that most occurred due to the amount of repetitions with a total of 39 times, taking into account disobedience/refusing to carry out instructions and rudeness/ talking back, arguing with teacher as part of it. Is also pertinent to mention that verbal aggression comes third with a total of 38 by teasing, attacking, quarreling with classmates and speaking foul language.

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Moreover, some disruptive behaviors frequently occurred during the pre-observation process. According to pre-observations' outcomes from the largest to the lowest rate were: non-attentiveness with a total of 29, passive engagement with 22, playing 18 as was physical aggression, doing something in private 12 and there were three categories that had the same result such as: out seat, non-verbal communication and clowning with 9 on each one.

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Graphic 7.

There were misbehaviors that hardly ever took place during the pre-observations.

Categories such as: eating with a total of 5 and lateness to class with 4, also some subdivisions of categories never were evidence like sleeping which belong to non-attentiveness, destroying things that makes part of physical aggression and using electronic devices, doing homework which are also components of doing something in private and copying homework as an isolated category. The outcomes collected with this pre-observation instrument and discussed are previously shown in the next graph.

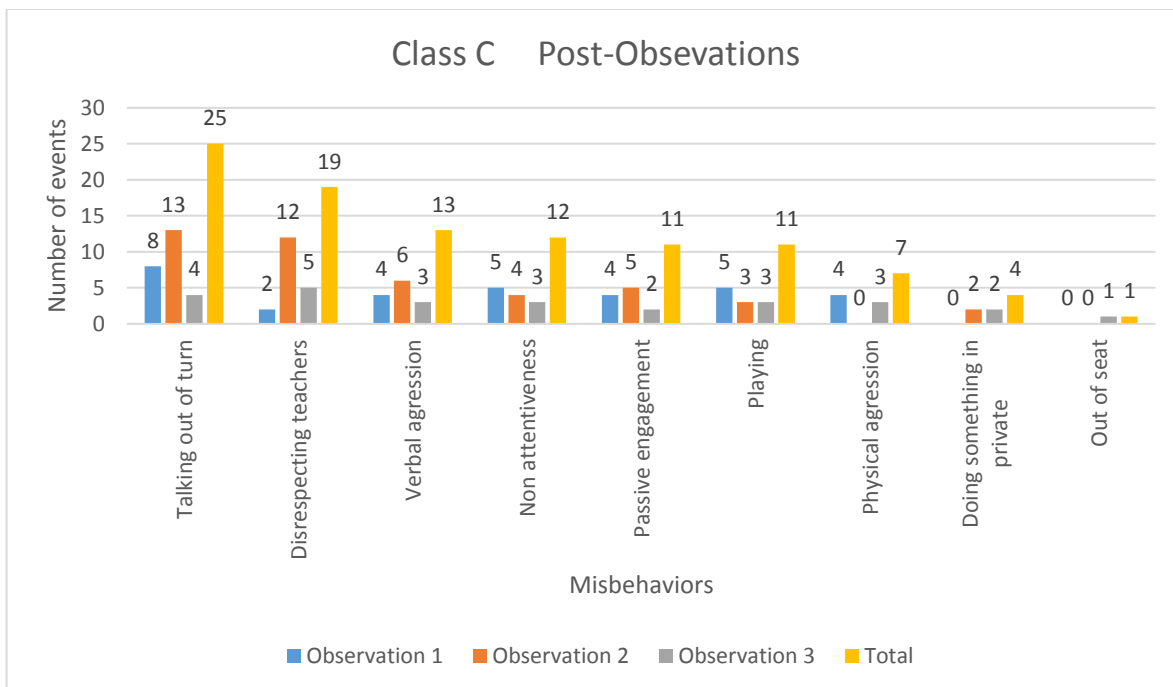
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Subsequently to the intervention presented by the researchers and given to the trainees, the application of the different techniques of classroom management in the class C was done. The next data was gather upon the post observations of class C, out of seat was the category most presented with a total of 25, then talking out of turns with 19 repetitions, non-attentiveness with 13 and non-verbal communication with 12.

Also, some misbehaviors occurred during the post observations with less frequency such as: doing something in private with a total 11 as the same of playing. Finally, the categories that less happened were passive engagement in class with 7, disrespecting teachers 4 and have not yet prepared textbook well with just 1.

There are some behaviors that were present in the pre-observations but they did not occur in the post observations. Verbal aggression, physical aggression, clowning and eating/drinking were the four categories that disappeared completely after the intervention. The graph below compiles the post-observation data.

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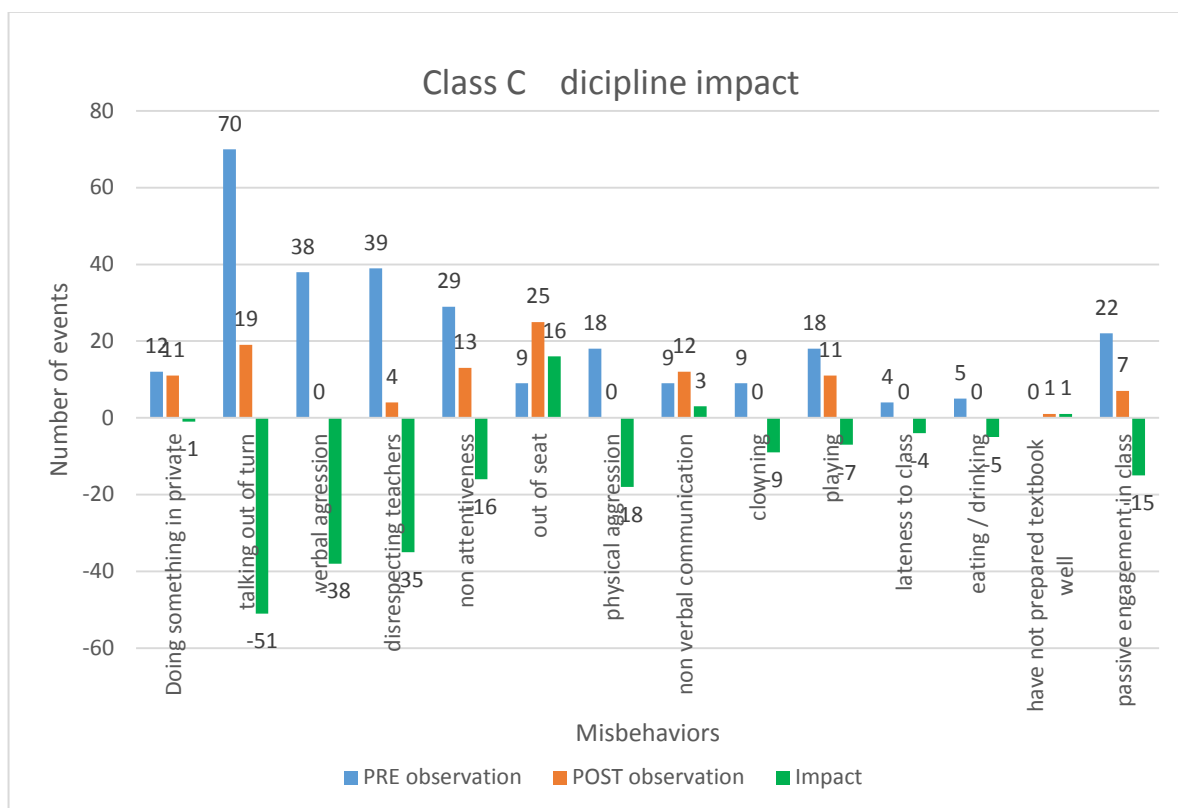
Graphic 8.

The class C presented a high impact in reducing disruptive behaviors with the application by trainees of classroom management techniques combined with positive discipline, which were tough in the intervention by the researchers. Those cases were: first verbal aggression which during the pre-observation was observed 38 times and during the post-observation it disappeared completely, also, physical aggression was noticed 18 times and after the observation faded away in its totality. Besides, some others misbehaviors that were registered in few times, reduced 100 percent such as: clowning noticed 9 times during the pre-observation, eating/drinking 5 and lateness to class 4.

Furthermore, the reduction was also detailed in some other categories, which despite not present an impact of 100 percent, they still fell off. Talking out of turn declined 51%, disrespecting teachers 35%, non-attentiveness 16%, passive engagement in class 15%, playing 7% and doing something in private with 1%.

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However, three categories increased after the intervention and the implementation of the techniques. The first category is out of seat, which escalated 16% passing from 9 times in the pre-observation to 25 times in the post-observation. Second, non-verbal communication grew up 3% passing from 9 times to 12 and finally have not prepared textbook well increased 1% passing from not being presented during the pre-observation appeared just one time after the intervention.



Graphic 9.

Overall, the arithmetical operation to add and determine the difference of the pre-observations and the post-observations demonstrated a reduction in all the misbehavior categories presented in the classes. The biggest impact occurred in the category called Talking out of Turn, it was found 180 times in the pre-observations and 68 times in the post-observations,

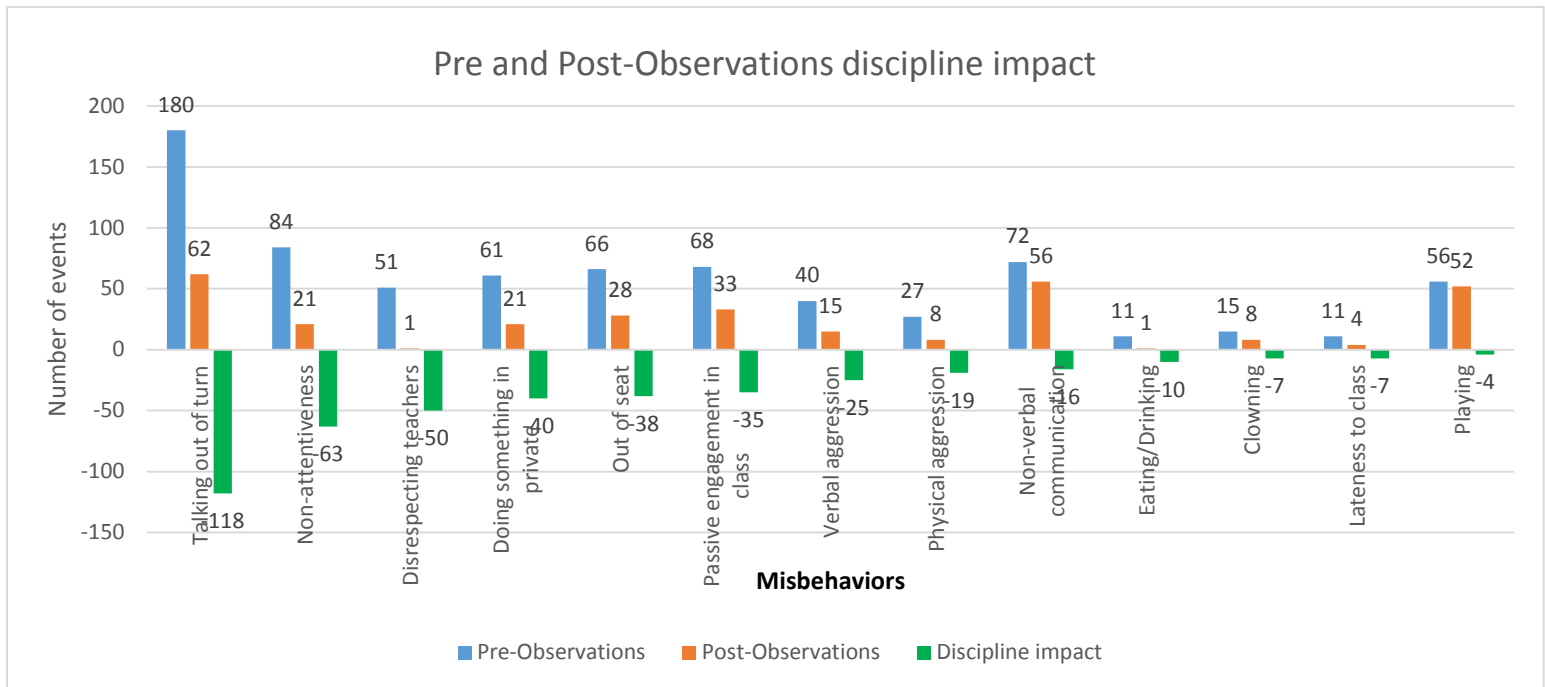
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and it showed a decrease of 118 events. Furthermore, the category Non-Attentiveness also demonstrated a decline of 63 events, because during the pre-observations it happened 84 times and in the post-observations 21. Moreover, disrespecting teachers had a drop of 50 times, in the pre-observations occurred 51 times and in the post-observations 1 time.

Other categories also showed an impact in the reduction of their events. Doing something in private, in the pre-observations arose 61 times and in the post-observations 21 times, the events happened 41 times less. Out of the seat, decreased 38 times, in the pre-observations was presented 66 times and in the post-observations 28 times. Passive engagement in class had a reduction of 35 times, in the pre-observations was identified 68 times and in the post-observations 33 times and verbal aggression 25 times, in the pre-observations arose 40 times and in the post-observations 15 times.

Finally, some categories had less reduction than the ones previously discussed. Physical aggression was presented 25 times less in the post-observations than in the pre-observations. Non-verbal communication appeared 6 times less in the post-observations than in the pre-observations. Eating/drinking was declined in 10, it happened 11 times in the pre-observations and 1 in the post-observations. Clowning decreased in 7 times, it occurred 15 times in the pre-observations and 8 in the post-observations. Lateness to class occurred 7 times less in the post-observations than in the pre-observations and playing was reduced in 4 times during the research process. The graph below shows the summary of the information discussed before.

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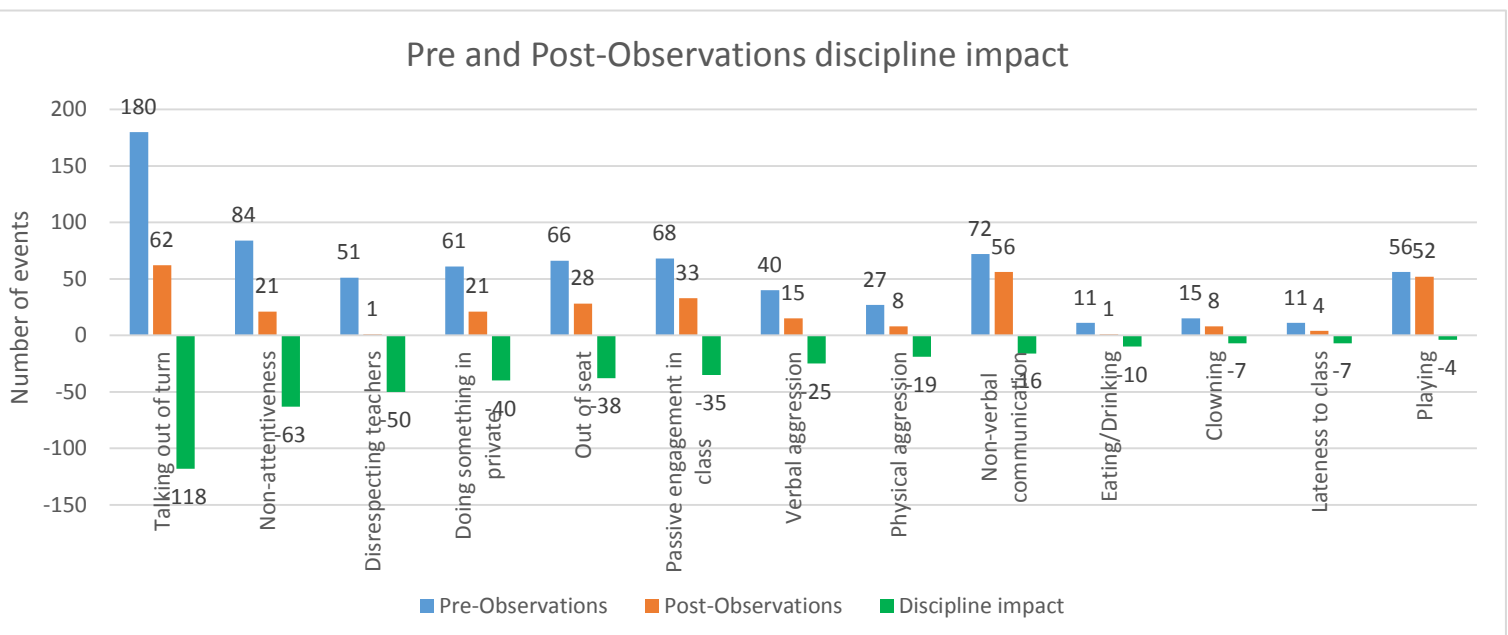
Graphic 10.

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Graphic 11.

The following section describes the analysis of the different instruments applied and discussed previously. In terms of data, the process done in this paper is made of

6 Chapter 6: Conclusions

This chapter shows the result of the research process done in this paper. These results are called findings; which, helped the researchers to comprehend the discipline impact of the application of the classroom management technique called classroom rules supported by positive discipline in school students in the Professional Practice course development from the B.A. in Modern Languages in the University of Quindío. Besides, the outcome in this chapter is presented in a qualitative way that demonstrates the increase and decrease of the discipline inside the subjects of study Class A, Class B and Class C.

6.1 Doing something in private

As the students were so distracted looking for things in their pencil cage and bag pack, drawing irrelevant things in their notebooks, consequently, there was a lack of attention when the

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teacher was starting to explain a topic, they were not ready to learn. After the intervention, it was evident that when the teacher started to explain a topic, the students were more attentive as they had all their instruments ready. The class production and understanding was improved by the application of the classroom management techniques.

6.2 Talking out of turn

This disruptive behavior directly affected the flow of the classes, the listening skills of the students were not developed, the trainees were ignored due to the level of noise and distractions, and the information trainees taught did not reach the students and it had to be repeated many times, thus, some trainees limited their activities. However, after the intervention, it was significant for the students to respect the environment of the class avoiding talking out turn because they knew that it would lead to consequences, for example, have their names in the sad face on the board and not receiving stickers as a price. In fact, the listening skills improved, the respect for other was presented and the quality of participation increase.

6.3 Verbal aggression

The students had no idea about the respect in class, so this misbehavior was normal for them because they knew that there were not consequences. In addition to this, the spoken participation of the students was affected because they felt unsecure to speak. Nevertheless, after the intervention, the use of tickets and consequences enhanced the students' participation and

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noise level, then teasing was not present anymore and lost the fear of making mistakes, thus, the learning process improved.

6.4 Disrespecting teachers

The students were not following instructions due to the lack of authority in class, also they tend to question the orders given. This was triggered because they were not aware of the importance of following instructions and respect. In contrast, after the intervention, the rules were established, students started to feel respect and the environment of the class changed and the sensation of studying and teaching was more comfortable for students and trainees.

6.5 Non-attentiveness

This misbehavior was obstructive for the normal flow of the class because some students were sleeping with their eyes opened reflecting a lack of motivation which also affected the production and participation in class, being this a waste of time for the trainee that had to repeat the information several times. Nonetheless, after the intervention, the students participated in a bigger rate and they produced in terms of assignments, demonstrating that they were attentive to the information provided; but, few students continued demonstrating daydreaming even after the application of the classroom management techniques.

6.6 Out of seat

In this category, the most common disruptive behaviors were changing seats and sitting two students in one seat; which, leads to a chain of events, it means, if a student started the

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misbehavior it was a signal to other students to do the same, also, constantly they wandered around the classroom when the activities were finished early or the trainee took more time in delivering the worksheets. All the events previously discussed affected the cooperation and the attention. After the intervention those behaviors stopped of being performed and a positive cooperation in activities showed by the students enhances activities and games, however, the lack of clear instructions in activities promotes these disruptive behaviors to occur.

6.7 Physical aggression

This behavior interferes with the teaching and learning process in the following sense. On one hand, students involved in foul play and fights became the classroom a playground, hence, the respect was lost. On the other hand, it was concluded from the research that the energy that the students had for physical aggression could be conducted to improve the effectiveness of the realization of different tasks. For instance, the use of consequences by the trainees improved the awareness of the limits inside a classroom.

6.8 Non-verbal communication

The use of the techniques provided by the researchers increased this disruptive behavior in the students. Some examples of this category were communication via body language to avoid to incur in a violation of the classroom rules established by trainees, also, in order not to interrupt the lecture students share ideas using gestures and movements trying to supply their necessity to talk. Even though, these kinds of behaviors were present before, after the intervention the rate of this increased.

6.9 Clowning

The conclusion for this category is that classrooms have specific students that are the main character of clowning, it means, not all the students are involve in this but the few students involve need special attention to control their behavior, because these students incur in different categories like talking out of turn, and disruptive conversations and foster the misbehavior in others

6.10 Playing

Before of the intervention, where the trainees learned the classroom management techniques provided by the researchers, the students were not aware of the importance of being on task, therefore, they played with some distractors that the brought to class like toys or even the assignment given by the trainees. However, after the intervention, the use of tickets, positive reinforcement, and other classroom management techniques created the idea on the students that to be on task was beneficial for them.

6.11 Lateness to class

The cause of the lateness to class was presented in two ways. First, the classes started after the recess and students remained playing on the playground, and second, the classes started at the beginning of the day. After the intervention, although this category was variable it shows a decreased not for techniques applied by for external factors. In other words, the conclusion that arose was that some motivating factors like prizes, positive reinforcement and consequences were missing to get students interest in arriving on time.

6.12 Eating/drinking

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This event usually happened due to students came from recess and they still were eating or drinking something, besides, others were distracted by their lunch box and paid all their attention trying not to be caught by the trainees. However, after the intervention trainees rebuild the classroom rules and were very strict about the consequences that it will bring not to follow them demonstrating that to state clearly the classroom rules has this result.

6.13 Have not yet prepared textbook well

Before the intervention, there were a few cases of children that were not ready when the trainee asked them to copy on their notebooks, but after teaching the positive reinforcement and positive discipline strategies, the students were always ready because they felt motivated by the prizes that they would receive if they were attentive in the class.

6.14 Passive engagement in class

This was not a big obstacle for the learning and teaching process for the classmates that were not involved on it, but it caused a lack of participation and production because the students were not attentive and engaged. In contrast, with the inclusion of the classroom rules and positive reinforcement strategies, the increase of participation and cooperation generated a more productive environment of class.

To conclude, the classroom management techniques provided by the researchers to the trainees had different impacts. Concerning to attention, students were more engaged and aware of the information provided, referring to participation, the environment of respect increase

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resulting in an order and respectful participation, as far as to production, the students were more conscious of the benefits to participate and they respected others ideas improving the cooperation as a way to reach goals, in terms of language skills, the listening and speaking skills were better develop due to the new environment that the classrooms were facing where everyone was involved and responsible for his actions, furthermore, the motivation appeared as an important fact to take into account in terms of classroom management. All this was possible thanks to the correct application of classroom rules, consequences and positive discipline strategies.

7 Chapter 7: Emergent category

7.1 Motivation

The term motivation has had different points of view to determine its meaning, for that reason, it is essential to put this term into a context, dealing with education, motivation is defined as “the reasons underlying behavior” (Guay et al., 2010, p. 712). Furthermore, it is considered as “the attribute that moves us to do or not to do something” (Gredler, Broussard and Garrison, 2004, p. 106) and Wiseman and Hunt (2013) argue that “Motivation is an internal state that arouses students to action, directs them to certain behaviors, and assists them in maintaining that arousal and action with regard to behavior important and appropriate to the learning environment.” (p. 9) Therefore, motivation is crucial issue dealing with the learning process.

Motivation is a subject that affects the human beings in diverse ways. Concerning to learn about a second language “motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning” (MacIntyre et al. 2001, p. 462). This statement claims that there are different motivation types that affect the students learning process. One study made by the Technology High School (ATHS) in the UAE Al

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Noursi (2013) confirms that “the findings indicated that the students hold positive attitudes toward learning English language” (p. 26). The assertion of the ATHS states the importance of motivation in the English teaching and learning field.

7.1.1 Theories of motivation

According to Rehman and Heider (2013), there are diverse types of theories about motivation. The Instinct theory of motivation, it consists that “organisms engage in certain behaviors because they lead to success in terms of natural selection. Instinct theory casts motivation as essentially intrinsic and biologically based. Migration and mating are examples of instinctually motivated behavior in animal.” (Melucci, 2010). Also, the base of this theory is the evolution that programmed the beings biologically

The Incentive theory of motivation, “people are pulled toward behaviors that offer positive incentives and pushed away from behaviors associated with negative incentives.” (Bernstein, 2011) It means that this motivation comes from external factors that affect motivation. For example, applying the incentive theory of motivation a child that does not like vegetables can eat all a complete salad only for the external reward to have an ice cream.

Drive theory of motivation and Arousal theory of motivation. Referring to the Drive theory of motivation Rehman and Heider (2013) “people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs.” (p. 141) In human beings, for instance, this motivation is perceived when a person after running is motivated to drink water; and concerning to the Arousal theory of motivation; “people take certain actions to either decrease or increase levels of arousal.” (Heider, 2013, p. 141) This theory consists of the changes

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in the arousal levels, for example, a person is motivated to practice extreme sports for the excitement it produces.

There are two more different theories for motivation, intrinsic and extrinsic. According to Burden (2000) “intrinsic motivation is a response to needs that exist within the student, such as curiosity, the need to know, and feelings of competence or growth” it means that the intrinsic motivation are those internal factors that motivate the students to do something. Likewise, Burden (2000) defines extrinsic motivation as the external factors or rewards that the student receives to do or complete a task. Hence, teachers and students are active actors in the intrinsic and extrinsic motivation development.

Gardner and Lambert (1972) are the authors that support the existence of the integrative and instrumental motivation. They assert that the integrative is the motivation where the apprentice learns the language participating in the language of the culture. Moreover, they affirm that the instrumental is the motivation that the learner has for the utility of language such as the profession or some useful aim. Likewise, as Cook (2000) believes these types of motivation are crucial in the English learning process.

7.1.2 Motivation and classroom management

According to Wiseman and Hunt (2013), motivation is a key factor between the learning process and the misbehavior. They argue that teachers who can maximize the learning through motivation in the same time they are capable to minimize misbehavior in students. It means that motivation enhances the control of discipline inside the classroom. In the same order of ideas, Brophy (1987) defines classroom management as the principal precondition for the existence of

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students' motivation. Therefore, there is a connection between classroom management and motivation that reinforces students' behavior and motivation

Motivation and what motivates people has been an issue of interest of many fields such as: psychology, philosophy, sociology, economy, education and so on. In order to understand human emotions, why people take some decision, how life is seen or even why people buy things that even they need.

In education, motivation has been a topic of many researches that try to realize, improve and contribute to the educational field which as a result will facilitates the process of teaching and learning for education community like: teachers, students and administrative.

Therefore, motivation is being defined as: what encourages the person to act in a certain way or develop a certain inclination for particular behavior. (Pardee, 1990). Cookies and Schmidt (1991) define motivation as learners' motivation regarding the goal of learning a second language cited by Alizadeh, M. (2016, P. 12). The author also says, "motivation can be also defined as ones' directions to behavior or what causes a person to want to repeat a behavior and vice versa"

Then, keeping in mind the previous definitions, in the educative context motivation is what stimulates students to act in certain way and repeat that will improve the process of learning avoiding in that sense misbehavior and encourage learners to participate, work, and create a peaceful and positive classroom environment.

Thus, teachers have different manners to animate or motivate students, through activities, rewards, feedback, a positive environment etc. Recognizing in that way the great impact that has in classrooms, for example, Rehman, A., & Haider, K. (2013, p. 140) says:

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Impact of motivation on learning of students in the education is important.

Without motivation, learning is not possible. So, in education the role of motivation is effective on students learning. Due to motivation, students do any task and achieve the goal. Motivation increase speed of work and a person is doing everything to achieve goal. Motivation increases the performance of learning. It provides energy and learner achieve the task because she has a direction and performance of learner is increase.

As Rehman said, without motivation learning is not possible. For that reason, many theories about motivation have been created to improve this process the most common are: Instinct Theory of Motivation, Incentive Theory of Motivation, Drive Theory of Motivation and Arousal Theory of Motivation

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9 Appendix chapter

Appendix 1: The Discipline Impact Observation Format

CATEGORY	SITUATION	TIME 0 – 20 Minutes	TIME 20 – 40 Minutes	TIME 40 – 60 Minutes	# Total Of events	# Total events per category
Doing	Dealing with personal belongings					
	Doing homework					
	Using electronic device (for texting, playing games, surfing					

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something in private	webpage, listening to music)					
	Reading that does not regard to the class					
	Drawing that does not regard to the class					
Talking out of turn	Calling out					
	Making remarks					
	Having disruptive conversation					
Verbal aggression	Teasing classmates					
	Attacking classmates					
	Quarrelling with classmates					

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	Speaking foul language					
Disrespecting teachers	Disobedience/Refusing to carry out instructions					
	Rudeness/Talking back, arguing with teacher					
Non-attentiveness	Daydreaming					
	Idleness					
	sleeping					
Out of seat	Changing seats without teacher's permission					
	Wandering around the classroom seats without teacher's permission					

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	Throwing and picking objects					
	Running away from the classroom					
Physical aggression	Striking classmates					
	Pushing classmates					
	Destroying things					
Copying homework						
Non-verbal communication	Communication by via body language					
	Communication by facial expressions					
	Communication by papers					

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Clowning					
Playing					
Lateness to class					
Eating/Drinking					
Have not yet prepared textbook well					
Passive engagement in class					

(Sun and Shek, 2012)

Appendix 2: Lesson plan used to develop the intervention step

GENERAL INFORMATION

Teacher:	University of Quindío	Trainees	Duration in
Pablo Arturo Beltrán	Modern Languages Program	from the	hours:
Tovar		Professional	
Julian Rojas		Practice 1	1 hour and 30
Lizeth Urrego Posada		course	minutes
<p>Objective: To teach and provide to the trainees of the modern languages program of professional practice 1 the specific classroom management techniques based on classroom rules supported by the positive discipline</p>			
<p>Specific objectives:</p> <ul style="list-style-type: none"> - To explain theories related the classroom management and discipline - To give them classroom management techniques for them to apply in their practices - To obtain a product about the classroom management and discipline topic made 			

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by the trainees
Topic: Classroom rules and positive discipline inside the trainee' context.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
20 minutes Presentation	<ul style="list-style-type: none"> - Explanation about the classroom management concept Contextualization: <ul style="list-style-type: none"> - To define: What is..? - Classroom rules - Positive discipline - Discipline 	<ul style="list-style-type: none"> - To explain theories related the classroom management and discipline
	How to do and apply classroom rules and positive discipline?	<ul style="list-style-type: none"> - To give them classroom

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<p>20 min</p> <p>Practice</p>	<p>Development:</p> <ul style="list-style-type: none"> - How create the classroom rules? - How to apply the classroom rules? - How to keep the classroom rules functional? <ul style="list-style-type: none"> • Rewards <p>Examples: (situations)</p> • Positive reinforcement <p>Examples:</p> • Consequences <p>Examples:</p> <p>Extra: How does the classroom environment affects the discipline?</p>	<p>management techniques for them to apply in their practices</p>
<p>Production</p> <p>50 min</p>	<p>Hands on:</p> <ul style="list-style-type: none"> - Trainees solve and create classroom rules with positive discipline according to situations presented to them. 	<ul style="list-style-type: none"> - To obtain a product about the classroom management and discipline topic made by the trainees

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Assessment:

Trainees show and create a four-class plan to develop using the classroom rules with positive discipline technique

Materials and resources:

Projector


Pieces of paper with discipline situations

Computer

Bibliography:

Appendix 3: Intervention slides

Classroom management



Disruptive behaviour: Expectations

Brophy (2006) defines classroom management as the actions taken to create and maintain a learning environment conducive to successful instruction

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Appendix 4: Informed consents

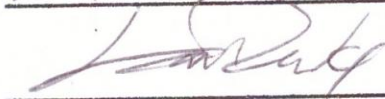
CONSENTIMIENTO INFORMADO

Yo he sido invitado/a por Pablo Arturo Beltrán, Lizeth Natalia Urrego y Julián Andrés Rojas a participar en el estudio denominado "Positive Discipline to Improve Discipline in Classrooms" como parte del espacio académico llamado Seminario de investigación III. Este es un proyecto de investigación educativa que cuenta con el apoyo de la Universidad Del Quindío y mi participación en este es totalmente voluntaria.

Entiendo que en este estudio se realizarán tres pre-observaciones, una charla de intervención y tres pos-observaciones. Entiendo que la información registrada será confidencial y anónima. Igualmente, esta será solamente usada con fines educativos

Nombre: Juan D. Cardenas Quirones

Cédula: 1097400404

Firma: 

Fecha: 17-03-2018

Si tiene alguna pregunta, durante cualquier etapa del estudio, puede comunicarse con Pablo Beltrán al correo electrónico part59@hotmail.com número telefónico 3192078487, Lizeth Urrego al correo electrónico lizeth340@hotmail.com número telefónico 3153725356, Julián Rojas al correo electrónico jarojas145@misena.edu.co número telefónico 3177630240.

La participación en este proyecto no cuenta con ningún incentivo o pago.