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SCHOOL OF ARTS AND HUMANITIES
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The Use of Classroom Management Strategies in the Intensive Intermediate English II Courses offered in the B.A in English Language Teaching and the B.A in Modern Languages Specialization in French and English at the Foreign Language Department, Semester I/2018.

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INTRODUCTION

Teachers play different roles in an EFL (English as a Foreign Language) classroom, but surely one of the most important is that of classroom management. The use of effective classroom management strategies involves clear academic expectation as well as a classroom environment conducive to learning.

The classroom management strategies that teachers use in the class provide students with opportunities to learn. Everything a teacher does has implications for classroom management, including creating the setting, arranging the chairs, speaking to students and handling responses, developing rules, etc. Classroom management embodies establishing rules to organize the class, planning materials and activities, to explain instructions and to deal with consequences of acting up. Wong and Rosemary (2001) defined classroom management as “all the things that a teacher does to organize students, space, time, and materials so that instructions in content and students learning can take place.” Teachers also need to inspire confidence in the students, need to know when to be firm and directive, and when to be unobtrusive and leave the students alone. In other words, teachers need to change their role according to the activity without going to the extremes of dominating a class or leaving it uncertain what to do. Using effective classroom management strategies helps teachers deal with unexpected problems and have the ability to control them.

It is important that teachers have a wide knowledge of the language they teach. But the knowledge of the language alone is not enough to ensure that teachers will be effective and that students will be successful in their learning. To be effective teachers also must understand their students' interest and styles of learning. “The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem. If we have not learned the extensive of motivational knowledge base, then our choices are limited” (Aldermann, 2004, p.15). Effective teaching strategies are closely related to both management and motivation, especially when students are learning a new language.

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Héctor Makdiel Nieto Flores

I. RESEARCH TOPIC

“The Use of Classroom Management Strategies in the Intensive Intermediate English II Courses offered in the B.A in English Language Teaching and the B.A in Modern Languages Specialization in French and English at the Foreign Language Department, Semester I/2018”.

II. STATEMENT OF THE PROBLEM

A. HISTORICAL BACKGROUND

Classroom management has been one of the main interests for teachers. "It is probably no exaggeration to say that classroom management has been a primary concern of teachers, ever since there have been teachers in the classroom" (Marzano, 2003).

The 1800's was the era of classroom discipline and physical punishment. It was considered that children were naturally bad, and their bad behavior would be prevented only by strictness and punishment. In the 1900's it was thought that children misbehaved due to the punitive system. For that reason, students were given more freedom in deciding what they would learn this process was called progressive education. In this new process the teacher's role was to provide a rich classroom to stimulate learner curiosity. Grossman (1995), as cited in the book, Classroom Behavior Management, researched the logical consequences model and claimed that students behave more appropriately when they suffer logical consequences and the unwanted behavior will be less likely to continue. One of the first high profile studies to be done on classroom management was done by Jacob Kounin in 1970. In the study he analyzed videotapes of 49 first and second grade classrooms. As cited in Classroom Management Research for Beginning Teachers, by Borden 2013, Kounin coded the behavior of both the students and teachers. He found there were multiple dimensions that affect classroom management. Some of the dimensions include "with-it-ness," smoothness and momentum during lesson presentations, letting students know what behavior is expected of them at any given point in time, add variety and challenge in the seatwork assigned to students. Kounin defines

"with-it-ness" as a keen awareness of disruptive behavior or potentially disruptive behavior and immediate attention to that behavior. Out of the four dimensions just discussed, Kounin considers "with-it-ness" to be the one that most consistently separates an excellent classroom manager from a mediocre to below average classroom manager (Marzano, 2003).

Controversies in classroom management strategies stem from the duel between behaviorist and social constructivist points of view. Behaviorists tend to focus attention on the individual student, whereas social constructivists tend to focus their attention on the whole group and what is the best fit for the entire group (Arends,1997). Previously, classroom management was described as "the arrangement of students/groupings, materials, and furniture, and the movement of these over time, moving from one large group lecture to small cooperative groups or lab tables (Wolfgang, 2009; cited in Borden 2013, p.10). Today classroom management focuses on control vs. classroom discipline. Control is part of classroom management; this includes preventing inappropriate behavior, dealing with inappropriate behavior, and helping students develop self-control. This is possible with the selection of management techniques that enhance student self-esteem, and help students learn how to assume control of their behavior and ownership of their learning. Marcia Tate (2007), as cited in the thesis, Classroom Management: Research for Beginning Teachers, affirmed that the key aspect to classroom management is planning. Ineffective classroom managers wait until problems occur and then decide how they will deal with the situation. They are not consistent and divvy out disciplinary consequences depending on what kind of mood they are in or depending on the specific student that is caused a disruption.

Currently, an effective classroom management is the one that includes the organization and conduction of a classroom so that it maximizes student learning. The classroom management pursuits three main goals as to motivation and management: To keep students emotionally and physically safe, to have students to pay attention, do what the teacher asks to do, and stretch as necessary to learn to the best of their abilities.

Brophy and Evertson (as cited in Marzano, 2003), stated that "Much has been said in the book about our findings concerning classroom management. Probably the most important point to bear in mind is that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much".

The evolution of classroom management has occurred gradually, according to the context of the history, aiming and striving for an improvement in the teaching-learning environment. The classroom management has been enriched with all of the researches done by academics and students about this field and its implications in the learning process. As a result of this historic evolution of classroom management, we have now a wider and holistic understanding that classroom management it is not only about discipline, but also about everything that teaching a language implies.

B. DESCRIPTION OF THE PROBLEM

Currently, professors from the Foreign Language Department implement different classroom management strategies in their classes. However, there is no many studies which describe the variety of classroom management strategies they apply and how they do it. If there is difference between experimented professors and less experimented professors. Besides, classroom management issues are really important to consider for a successful course and the development of the academic activities in the Foreign Language Department, that is why it cannot be neglected.

C. RESEARCH QUESTIONS

1. How do teachers apply classroom management strategies in the Intensive Intermediate English II courses at The Foreign Language Department?
2. How do classroom management strategies affect students' learning process?
3. Do experienced teachers apply different classroom management strategies better than inexperienced teachers?
4. What is the importance of applying effective classroom management strategies in the Intensive Intermediate English II class?

D. OBJECTIVES

General Objective

- To analyze the use of classroom management strategies in the Intensive Intermediate English II courses, offered at the Foreign Language Department.

Specific Objectives

- To identify the different classroom management strategies used in the courses.
- To compare the classroom management strategies used by Intensive Intermediate English II courses' professors.
- To determine if classroom management strategies are applied properly by the professors of the Intensive Intermediate English II courses.

E. RATIONALE

An effective classroom management is fundamental for the learning environment, not only for teachers but also for students. Classroom management is the term we will use to highlight all of those positive behaviors and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003).

Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well. Classroom management involves organizing and controlling what happens or does not happen in a daily basis classroom to ensure a meaningful learning. The most important job as a teacher is to create the conditions in which learning can take place. The skills of creating and managing a successful class may be the key to the whole success of a course. Scrievener (2011).

So far, there is no relevant data that shows the quality of the classroom management in the Foreign Language Department of the University, in which in general terms give an insight of the current situation related to classroom management in the Intensive English courses at the Department. That is why the research team considered studying the topic of classroom management strategies deeply and their application in the Intensive Intermediate English II courses, from the Foreign Language Department, with the purpose of identifying the strategies that are applied in the courses, semester I/2018.

The team analyzed the application of strategies in the learning context and made some suggestions which could be considered as a starting point for

future measures, in order to extent the investigation in the field of classroom management.

F. DELIMITATION OF THE PROBLEM

In order to carry out this research the team decided to observe two groups of Intensive Intermediate English II, from Language Teaching major: groups 02, and 03; and two groups from Modern Languages specialization in English and French: groups 06 and 08 at the foreign Language Department, University of El Salvador, semester I/2018.

III. THEORETICAL FRAMEWORK

DEFINITION OF CLASSROOM MANAGEMENT

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. Classroom management is associated with different skills and strategies that teachers use to keep students organized, orderly, focused, attentive, on task, etc. during a class. Hence, classroom management is an ongoing interaction between teachers and their students. Brophy (2006) presents a similar definition: “Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)” (p. 17).

Wong and Rosemary (2001) note, “all the practices and procedures that a teacher applies to have a good classroom environment in which instruction and learning can take place is related to classroom management”. To achieve this, teachers need to apply a set of strategies to organize a class in which learning can take place.

CLASSROOM MANAGEMENT STRATEGIES

Classroom management strategies are tools that the teachers can use to help create the ideal learning environment, starting from activities to improve teacher-student relationships or rapport, to a set of rules to model student behavior. When classroom management strategies are effectively applied, teachers minimize the behaviors that prevent learning for both individual students and groups of students, while maximizing the behaviors that facilitate learning. “Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.” (Krause, Bouchner & Duchesne, 2003).

An efficient, well-organized classroom is critical for ensuring student success. Teachers should consider some components that classroom management includes in order to create a successful learning environment. According to Aliakbari & Heidarzadi (2015) 'Classroom management is highly important for understanding and improving educational process' as it offers students an ideal learning environment, and makes both students and teachers feel safer and happier. (p.3). The research team has looked at some classroom management components that can be relevant in an English class and that will be studied throughout the development of this research.

SEATING ARRANGEMENT

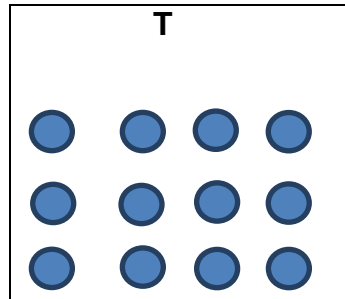
In an ESL classroom it is important that the teacher can consider different seating arrangements according to the activity. Seating arrangements are very important to the classroom for interaction, atmosphere and behavior. It can be a useful tool to accomplish class objectives and student`s achievement.

According to Jim Scrivener (2003), "the traditional classroom seating with rows of fixed desks all facing the front may be appropriate for teacher-fronted explanation, board work and quiet individual work, but it is arguably less suitable for communicative or task-based work. This is where the importance of changing seating arrangement relies on.

"Changing seating in a class can significantly influence learning. Seating arrangement can impact how the instructor communicates with students and how the students interact with one another impacting engagement, motivation and focus" (McCorskey and McVetra RW, 1978).

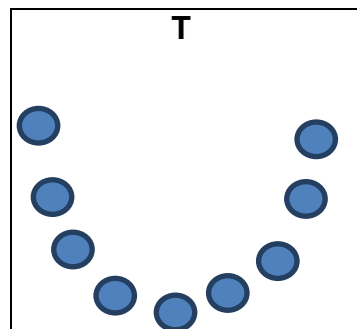
Some of the seating possibilities teacher can have to organize a room are:

- **Traditional rows:** traditional rows are very well known and the most common.



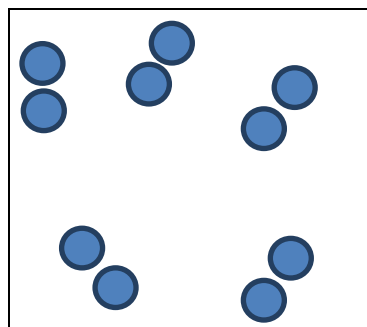
(Figure 1: Traditional rows style)

- **Semi-circle:** this allows learners to make eye contact and communicate with each other.



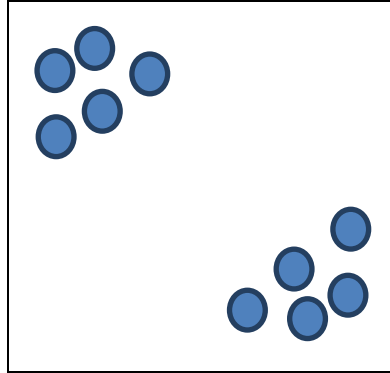
(Figure 1: Semi-circle style)

- **Pairs:** this allows students to work and help with one another



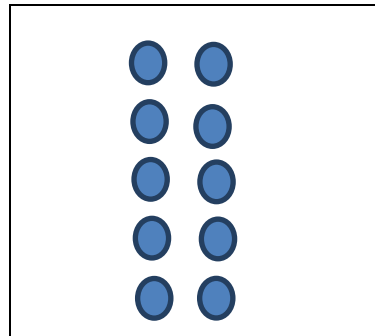
(Figure 3: Pairs style)

- **Enemy corners:** this can be used when doing activities where students have to compete.



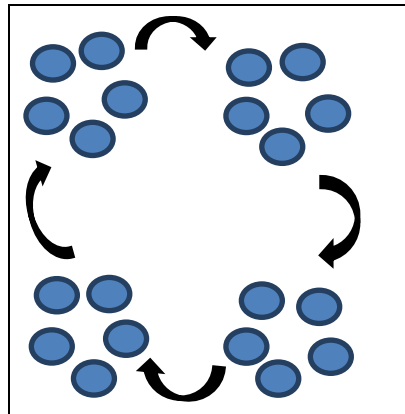
(Figure 4: Enemy corners style)

- **Face-to-face:** turning desks to face each other, rather than all facing the front.



(Figure 5: Face-to-face style)

- Buzz groups: people change groups occasionally



(Figure 6: Buzz groups style)

Teachers have many options to arrange the class; though, there are other factors involved that the teacher may not have control over. For example, if the classroom is small, then the options for seating are limited, or the desks available in the classroom may not be the traditional desks, but a table to accommodate specific number of students. As it has been previously mentioned there are different ways of arranging a class according to the activity, the class size and age, etc., but there is one that is more commonly applied because of the effectiveness that has had in every class: the circle, *the horseshoe or semi-circle*, seems to be more effective at the moment of teaching. “Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in” Harmer (2001). In his book *How to Teach English* the author continues comparing the action of having students in a semi-circle with The Round Table in the legends about King Arthur; where this arrangement was designed by the King to prevent arguments about who was more important than whom, including the King as well in all the meetings. So that is what happens in classrooms too. “With all the people seating in a circle, there is a far greater feeling of equality than when the teacher stays out at the front” He adds.

VOICE AND BODY LANGUAGE

Voice is a powerful tool that instructors need to have for managing a class, voice projection can be used to help manage the classroom, run activities and communicate with students. Some important aspects that teachers can consider are:

- **Making sure everyone can hear**

Teachers need to make sure students can hear them, this also includes speaking clearly and slowly enough for the students to understand. A good way to do this can be getting in the middle of the room, raise the voice a little so that everyone can listen and pay attention.

- **Lower the voice when talking to individuals**

As much as is needed to raise the voice when talking to the class as a whole, it is convenient to lower the voice when talking to individual students or groups. This makes a better connection between the teacher and the students.

- **Avoid shouting**

Shouting is generally a very bad idea. It makes the teacher look weak. Shouting does not change the students' behavior, it actually may make it worse because students can become noisier or sometimes they become just simply scared. Some children enjoy the tacit power it gives them over the teacher.

BODY LANGUAGE

Body language has a strong impression on students. Therefore, teachers can use it to their advantage. "The ability of a teacher to establish positive rapport with students is a critical aspect of the teacher-learner relationship," explains Ron Benner, a school psychologist in Bridgeport, Connecticut. Body language is a term for different forms of communication using body movements or gestures instead of, sounds, verbal language, or other ways of communication. Body language is the process of communicating what you are feeling (Hornby, 2006). Body language helps teachers get their message

across, let students know that they want to create a supportive and productive learning environment.

Some aspects body language includes are:

- **Eye contact**

Eye contact is perhaps the most powerful way for teachers to communicate. This is associated with trust, good feelings, rapport. However, teachers need to be aware that too much eye contact can be intimidating, especially for shy students.

- **Facial expressions**

Smile. It conveys happiness and encouragement. Smile makes communication easier, less awkward, and more persuasive.

- **Posture**

A sagging posture displays a look of confidence and it is associated with weak leadership. To students, it says that teachers are unsure of themselves. Walking tall, with the body erect and shoulders straight, engenders confidence for a leader. Teachers become more believable, and students are more apt to accept what they say.

USE OF THE BOARD

The board is a resource that almost all teachers have and is very useful at the moment of teaching a class.

- Students should have a clear, uninterrupted view of the board. Teachers need to be aware that they don't block students' seating at the sides of the room. It is also important to consider not losing control when writing on the board, for these teachers can move away quickly so that students can see what it is written.
- Teachers have to write clearly on the board and make sure that they have written words/text big enough for everyone to see from the back of

the class. With a whiteboard it is important to make sure that the pen is in a color that everyone can read.

- Teacher need to check what they write. Many students have visual memories so they must be careful about accuracy of spelling and grammar, especially if they intend students to copy it down in their notebooks to learn.

Organizing the board

If the board is messy and untidy then what the students write in their notebooks will be messy too (Clarke, 2008)

- It is a good idea to divide the board into sections. Have one part for use during the lesson which can be cleaned off and re-used .Another part for important information which can stay there for the whole lesson. For example, teachers could write up a list of the basic aims/activities for the lesson so that the students know what is coming. (*See figure 5*).

What can teachers do with the board?

- Teachers can use the board in many ways in the classroom, not just for writing up new vocabulary. They can use it for giving instructions, reinforcing oral instructions.
- Teachers can write up messages, exercises, short texts or items for correction from oral activities
- The board can be used to provide records of new words, structures, how a word is used. Or brainstorm new vocabulary with the class.

Review section (for key points from last lesson)	Scratchpad for drawing, displaying words as they come up, etc	Key vocabulary and grammar
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(Figure 7, Board organization)

- **Displaying**

Teachers can use the board to display all sorts of items - posters, pictures and flashcards.

- **Playing games**

Teachers can make students play many different games using just the board. Teachers can have many board games as warmers, fillers or lesson-ending activities which require no preparation.

RAPPORT AND DISCIPLINE

In a classroom the teacher is in charge of establishing rapport, and modeling students' behavior. Rapport is a really important factor in which the success of a class depends on. According to Scriverener (2003), "the most important job as a teacher is to create the conditions in which learning can take place". It means that students learn better in a friendly atmosphere where there is a good teacher-student relationship and vice versa; this implies having right manners, treating students naturally, not prejudging a class and really enjoying the job as a teacher, among others. Because of that they can feel free to participate and be part of the class as an important element. Furthermore, maintaining a good rapport or relationship between students and teacher implies setting rules, because it is an essential part of the management of a class. "While the students play a large part in determining the atmosphere in the classroom, it can nevertheless be encouraged or deterred by your general attitude". (Gower, R., Phillips, D., & Walters, S. (2005).

DISCIPLINE

Language instructors have always represented a figure of authority in the classroom, whereas in the past they even got to the point to use physical punishments to the students with misbehavior problems. Nowadays, discipline or the correction procedures for misbehavior, even though not in the

antique/traditional way, is only part of the many aspects a teacher has to include in the management of a classroom. Discipline in the classroom includes a set of rules that the teacher and students have agreed upon, the breaking of those rules, and the consequences of breaking those rules. Much of what a teacher deals with in discipline has to do with misbehavior from a student (Arends, 1997). Discipline problems often occur due to a lack of classroom management practices, especially during transitions (Wolfgang, 2009, p 333).

DELIVERING INSTRUCTIONS

Delivering instructions is fundamental when setting up an activity. Penny Ur (1996), in her book 'A course of language teaching' claimed that problems sometimes happen due to student's uncertainty about what they are supposed to be doing. The necessary needs to be communicated clearly and quickly, courteously but assertively: this is precisely what the task involves (p.265). According to Harmer (2007) there are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. The success of an activity or task will depend on how the instructions are delivered by the professor. For instance, the development of a simple task might become quite confusing if the professor in the first place has not attracted the students' attention. "Whereas teachers often invest energy into finding better ways to word their instructions, they may overlook the need to win attention before the instruction is given" Scrivener (2011).

For this, language instructors must have some techniques which they can use for getting learners' attention. Before delivering instructions, make some gestures that indicates you want to speak, to use and specific word such as "ok", "listen!" and wait as long as necessary until there is silence. In addition to gathering learners' attentions as the first step to make the delivering of instructions effective, instructions should be expressed in simple language and short expressions, instead of using complicated language; besides instructions should be clear and consistent. To reinforce the instructions, make visual or

written clues, such as drawings and graphics, this will facilitate students' understanding. Sometimes, it is better to demonstrate rather than just saying what we want students to do. Another technique is to give the instructions in segments or steps when the instructions are large or complex. At the end, professors can check if students have the instructions clear by asking one of them what they are supposed to do.

STUDENT TALKING TIME / TEACHER TALKING TIME

In the past, language instructors were the ones who knew everything, got all the answers, and carried out all the class while students were there just to listen. This approach was named teacher-centered. In his book *Teacher Talking Time*, Baker (2012) concluded that: "Rather than set an arbitrary goal for how much time the teacher speaks and how much time the student speaks, it might be more beneficial for both teachers and students to be guided by common sense, speaking as much as necessary, as little as possible". (p. 29). According to Declan Cooley, teacher trainer on the CELTA course at the British Council in Poland; "reducing the amount teachers talk in the classroom is one of the most frequent issues teachers deal with throughout a training course". She explains that "The tendency new teachers have to 'lecture' students probably come from their own experience of learning at school. One of the tasks of a teacher trainer is therefore to help new teachers 'unlearn' the idea that teachers are people whose job it is to talk a lot". Even though the teacher is a valuable source of language used in an authentic situation particularly in which English is not the native language; it is important to have a balance between Teacher Talking Time (TTT) and Student Talking Time (STT). "Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practice their own speaking - and it is the students who need the practice, not the teacher" Harmer, (2007).

Claudia Pesce (2008) has addressed the matter several times, writing articles exposing her ideas and the ones of other fellow colleagues. She again

refers to the term rule of thumb when stating that “students should speak for 70% of the class time, while teachers speak for the remaining 30%” (para. 3). According to her, these values can be modified in cases where learners might be absolute beginners, in which she suggests a 50%-50%. Moreover, she adds that in the case of advanced learners in need of thorough speaking practice 90% - 10% would be an ideal ratio (being the former STT and the latter TTT). This means that in most cases, “teachers’ participation should be limited to giving instructions and explaining essential points, but above all to eliciting response from students and facilitating all types of speaking activities” (ibid.).

Having students participate in the class is helpful somehow to develop an air of confidence and motivation to use English Language. In addition, the main aim of the class is to have them using the language they are learning will be fulfilled. For this, the language instructor must set up the environment and elicit students in order to get students’ participating actively in the class. “Eliciting is when the teacher brings out student knowledge, suggestions and ideas. You can do this by asking questions and guiding contributions. By eliciting, you can use a little ‘Teacher Talking Time’ to increase ‘Student Talking Time’”. Gower, R., Phillips, D., & Walters, S. (2005). Some of the advantages of including students’ opinions in the class are that they get involved and interested in the class and increase the amount they talk.

MONITORING

Monitoring is an essential skill that every language instructor must develop to be aware of what is going on during the different stages of the class. Some instructors make students even feel that they are being observed at any time, as if their instructor got eyes on their backs. “However, giving the students appropriate tasks, knowing how and when to leave them alone and providing suitable follow-up requires sensitivity, intelligence and confidence.” Gower, R., Phillips, D., & Walters, S. (2005). In this stage of the class, the instructor has to monitor the groups or pairs and the degree of interference as an observer and a resource on which students can rely on every time they need depends on the

type of task students are working on. While students work on a task, the new job of the teacher according to Brown, D (2015), becomes one of facilitator and resource, he adds that to carry out this new role, the instructor has to tread a fine line between inhibiting the group process and being a helper or guide.

It is also important to briefly check all of the groups or pairs, walking around and listening to each group to be sure they have understood and are working on that. It is really important not to interrupt students work, unless they really seem to be a little lost “Discreet monitoring is when you maintain a presence in the room, but do not overtly offer help, interfere, correct, etc. Your aim is that students know you are there, but your watching and listening does not in any way disturb them.” Scriverener (2011). Sometimes, it is necessary that the teacher *vanishes* from the eye of the students, because this, help students to work freely and feel less pressure, and the results will be more effective. Language instructors must be aware of the activities, the learner types to apply the monitoring techniques that better applies to them.

Even though the professor is not specifically in one position regarding one group, his task is to be aware of what is going on in each of the groups, pairs or student individually “keeping an ear on what they are saying or glance at what they are doing” to keep the class in control, gather data for feedback and to show accessibility to each of the group work in the class. Often just being in the room and giving the students the feeling that they are observed/supervised is enough. Gower, R., Phillips, D., & Walters, S. (2005).

NATIVE LANGUAGE USE

Using students’ mother tongue or **L1** has been most of the time a problematic issue that language instructors have dealt with. “All learners of English, whatever their situation, come to the classroom with at least one other language, their mother tongue (often called their **L1**). We need to ask ourselves, therefore, whether it is appropriate for them to use the LI in class when their main object is, after all to learn an **L2** (in our case English)” Harmer (2007).

Since the origins of teaching a foreign Language with the Grammar-Translation method in the nineteenth century, in which students were taught grammar rules and applied them by translating sentences or complete texts word by word, from the foreign language to their native language. This, of course was hardly criticized and avoided with the birth of new methods we know until today with an emphasis on involving the students in a more active learning process. Harmer (2001), states that the overuse of L1 restricts students' exposure to the target language.

Nowadays, the use of the native language has been minimized, this with the aim of having students practicing more the target language and consequently acquiring the capacity of listening, understanding and producing the target language. But sometimes using native language becomes necessary, if students do not get an idea, or an instruction "Once we have given instructions for an activity, for example, we can ask students to repeat the instructions back to us in the L1 - and this will tell us whether they have understood what they have to do" Harmer (2007). There is when L1 appears, according to Scriverener (2011), in a monolingual class the professor has a choice; to use English, native language -or a mixture of those.

EXPERIENCED AND INEXPERIENCED TEACHERS ON CLASSROOM MANAGEMENT

Classroom management represents an important skill and knowledge set for achieving students' learning, but it can be considered as a big challenge for beginning teachers. Years of experience can be a relevant factor for teachers to enhance knowledge, skills and good control of a classroom. It is believed that experienced teachers have better classroom management strategies since they have developed and improved them through many years of practices. "Greater experience in front of a classroom is often considered important to develop the skills required for effective teaching" (OECD, Organization for Economic Co-operation and Development, 2005).

In the other hand, inexperienced teachers can have more difficulties dealing with problems of student discipline, behavior, and classroom management losing more class time than experienced teachers. However, there can be inexperienced teachers with some effective classroom management strategies. Martin and Baldwin`s (1996) revealed and described novice teachers as significantly more controlling than their more experienced counterparts.

CLASSROOM MANAGEMENT AS A CORECOMPONENT OF TEACHING EXPERTISE

According to Bosch (2006), Classroom management is not a gift for some teachers and though it is true that some teachers adapt to classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field. Successful teaching requires synthesizing various forms of knowledge and developing the practical knowledge and skills needed to effectively manage the classroom. *Practical knowledge* is the knowledge that teachers themselves develop as they gain experience, and as they reflect on their teaching experiences (Fenstermacher, 1994). In this sense, classroom management can be considered fundamental practical knowledge of teaching.

Classroom management is a complex enterprise that is consistently cited as a characteristic stumbling block for beginning teachers (Doyle, 1990; van Tartwijk et al., 2011; Zuckerman, 2007). It can mean different things to different teachers, somewhat irrespective of their level of expertise. There are differing perspectives on the function it serves, the strategies involved, and its association with other elements of effective teaching (Emmer & Stough, 2001; Martin, 2004; Wolfgang, 2005). In training and in practice, teachers show wide variation in their preconceptions, knowledge, and beliefs about classroom management.

A further complicating factor is the contrast between teachers' conceptions of "good" classroom management versus students' conceptions and expectations of their teachers. Teachers tend to prioritize compliance, classroom order, and academic concerns over interpersonal relationships with students, whereas students' cooperation in the classroom often relies on their perception of their relationship with their teachers, namely how supportive and caring they consider the teacher (Woolfolk-Hoy & Weinstein, 2006). Although it certainly includes components linked to compliance and discipline, classroom management is arguably more extensive than these two basic dimensions. While deeply rooted in the classroom, it goes far beyond the rules and procedures employed for maintaining an orderly classroom. Doyle (1990) has described teaching as "a cognitive activity based on a knowledge of the probable trajectory of events in classrooms and the way specific actions affect situations" (p. 355). Accordingly, classroom management involves knowledge about, processing of, and representation of the full spectrum of classroom events. Likewise, it requires responding to and interacting effectively within this spectrum of events.

Classroom management is conceptualized as a multi-faceted skill set encompassing the structure and atmosphere of the classroom space, the instructional choices of the teacher, the pedagogical and practical knowledge driving these decisions, and the stream of interaction and exchange occurring inside (and outside) the classroom. In short, classroom management is explicitly bound to the enduring learning emerging from the classroom. It denotes one of the "major teaching functions," in league with instruction and socialization (Brophy, 1988).

Thus, classroom management is reinforced by disciplinary measures, but teachers have other means of effectively managing the classroom available to them. Classroom management is a challenge that disruptions and non-compliant behavior creates for teachers, especially those with limited classroom experience. A study demonstrated that experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while

interacting with students when making decisions (Ünal & Ünal 2012). Novices lack the specificity and depth of expert teachers' knowledge repertoire (Emmer & Stough, 2001). To improve other essential teaching skills and knowledge, beginning teachers must first advance their management skills to gain competency in their field. Researches identifying how expert teachers represent their classroom management knowledge, and how their representations differ from non-experts, can support novices in making these advances.

As a core skill and knowledge set for effective teaching, one which correlates with other components of effective teaching, it is asserted that developing and ultimately mastering classroom management constitutes a core component of teachers' expertise. As such, classroom management plays a leading role in the teaching performance as well as in teachers' expertise development.

IV. METHODOLOGY

A. TYPE OF STUDY

This is a descriptive study. A descriptive study is one in which information is collected without changing the environment (nothing is manipulated). The Office of Human Research Protections (OHRP) defines a descriptive study as “Any study that is not truly experimental”. It is used to obtain information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation.

B. RESEARCH DESIGN

The non-experimental approach is generally contingent to the nature of the research question. This research was non-experimental because it focused on a single variable rather than a statistical relationship between two variables. Although there is no widely shared term for this kind of research, it is called single-variable research. This method has its limitations. Generalization cannot be made outside the population selected; besides, the sample size must be representative in order to obtain valid results. In this case the team identified the application of classroom management strategies in the current groups of Intensive Intermediate English II classes by means of observation.

C. RESEARCH APPROACH

Mixed research is a general type of research (it's one of the three paradigms) in which quantitative and qualitative methods, techniques, or other paradigm characteristics are mixed in one overall study. Mixed method research – is research in which the researcher uses the qualitative research paradigm for one phase of a research study and the quantitative research paradigm for another phase of the study (Tashakkori & Teddlie, 2003).

In the first phase, which is the data gathering, the team applied the qualitative method. Then, once the team had collected the data used the quantitative method for the analysis and interpretation of it.

V. POPULATION AND SAMPLE

A. POPULATION

The current research was done in the Foreign Language Department of the University of El Salvador, semester I-2018, San Salvador, El Salvador. The population were students from English Language Teaching and Modern Languages majors; registered in the Intensive Intermediate English II courses.

B. SAMPLE

The sampling technique is non-probabilistic. It is not a product of a randomized selection processes. Subjects in a non-probability sample are usually selected on the basis of their accessibility or by the purposive personal judgment of the researcher.

The method of non-probability sampling applied in this research was convenience sampling. It means that the sample was selected because of its accessibility to the researcher. That is why the convenience sampling was taken from the students who are studying the Intensive Intermediate English II; in which there were 2 groups from English teaching major, 2 groups from Modern languages major; making a total of 4 groups with 112 intermediate students in total.

VI. DATA GATHERING PROCESS

A. RESEARCH TECHNIQUES AND INSTRUMENTS

For the collection of data, the researchers decided to apply three research techniques which are: observation, survey and interview.

- **Observation** is a technique for the collection of information by observing from first hand the phenomenon in study.

For this purpose, the team designed a checklist which is a reliable source of information to enrich the qualitative analysis. The checklist included the points regarding classroom management strategies to be covered through the investigation to validate the application of the different strategies applied in Intensive Intermediate English courses. (See annex 1).

This technique was the first one to be applied. The research group observed the different courses for a period of 64 class hours.

- **Survey** is to query (someone) in order to collect quantitative data for the analysis of some aspects of a group or area.

The survey technique was used by the research team with the purpose of collecting information about students' feelings, attitudes and concerns regarding classroom management strategies and their application by their instructors.

The survey was divided in two sections which included: students' personal information and the different classroom management items grouped into categories. The types of questions that the survey contained were: yes / no questions, multiple choice questions, and open questions. (See annex 3).

The survey was administered to the students of the different courses as a second technique after the class observation process.

- **Interview** is a technique for the collection of data through a professional conversation, furthermore for acquiring information about what is investigated.

The research team interviewed the instructors in charge of the different Intensive Intermediate English II courses. The interviews were structured, that is, with open and multiple-choice questions previously set, with the purpose of obtaining qualitative data as a secondary source to know the professors' point of view regarding the application of classroom management strategies in their courses. (See annex 2).

The interview was the last step in the data gathering process. After that, the team proceeded to the data analysis.

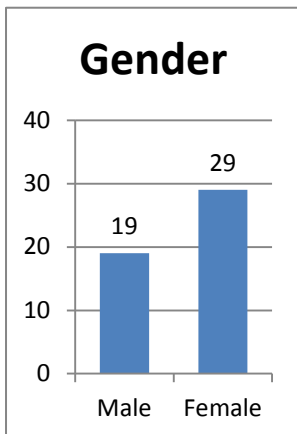
VII. DATA ANALYSIS

INSTRUMENT ANALYSIS

1. Personal Information

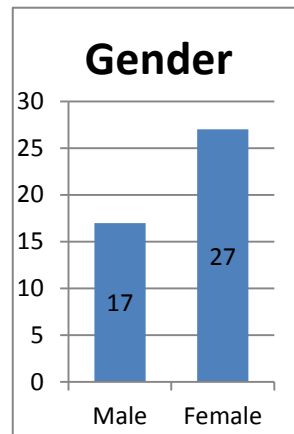
English Teaching Major

1. Gender	
Male	19
Female	29
Total	48



Modern Languages Specialization in French and English

1. Gender	
Male	17
Female	27
Total	44



These graphs represent the population interviewed in the B.A in ELT (English Language Teaching) where 60% of the students were women and 40% were men. While in the B.A. in M.L (Modern Languages specialization in French and English 61% of the students were women and 39% were men. This shows that women are the predominant gender in both majors, having similar percentages of women and men students in the four groups observed.

English Teaching Major

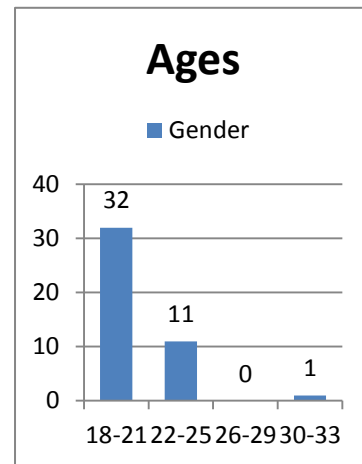
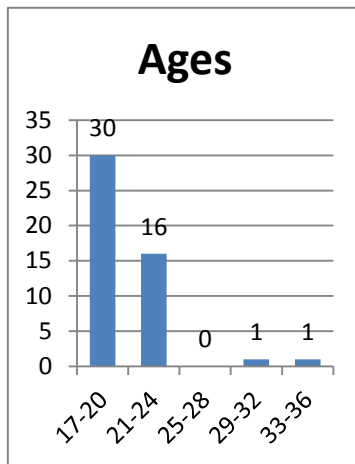
Modern Languages specialization in French and English

Average age: 20.6

Average age: 20.3

2. Ages	
17 - 20	30
21 - 24	16
25 - 28	0
29 - 32	1
33 - 36	1
Total	48

2. Ages	
18 - 21	32
22 - 25	11
26 - 29	0
30- 33	1
Total	44



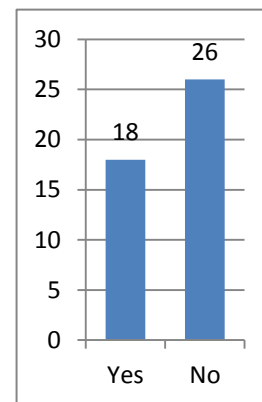
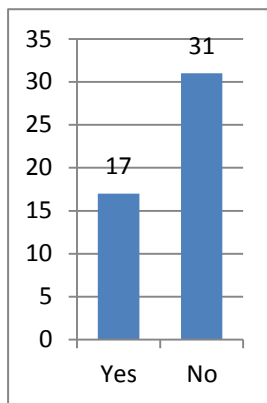
These graphs illustrate the results obtained in the B.A in ELT, regarding the age of the students interviewed in the two groups: 63% of the respondents are between 17-21 years old, 33% were between 21-24, 2% were between 29-32, 2% were between 33-36, having none student between 25-28. Whereas in the B.A. in M.L the results obtained were 73% were between the ages of 18-21, 25% were between 22-25, 2% were between 30-33 having none student between the age of 26-29. This shows that ages in both majors are very similar, having an average age of 20 years old among the four groups interviewed.

English Teaching Major

Modern Languages Specialization in French and English

3. Students who have changed major	
Male	19
Female	29
Total	48

3. Students who have changed major	
Male	17
Female	27
Total	44



These graphs represent the results of students who have changed major in the B.A in ELT where 65% of the interviewed students have changed major and 35% have not. While in the B.A. in Modern Languages specialization in French and English 59% of the interviewed students have changed major and 41% have not. This shows that most of the students of both majors have moved from a different major. It is inferred from the results obtained that students have changed major for three possible reasons: First, they did not get the required points to enter at the first try at the University, so they were sent to a different major which was not the one they wanted as their first option. Second, there were not enough spots for them in the Foreign Language Department even when they get the required points to enter in the University. Third, the students might have not liked the first major that they chose, so they changed their minds and moved to the majors offered by the Foreign Language Department.

QUANTITATIVE ANALYSIS

Source A:

Analysis of the survey administered to the students who were observed.

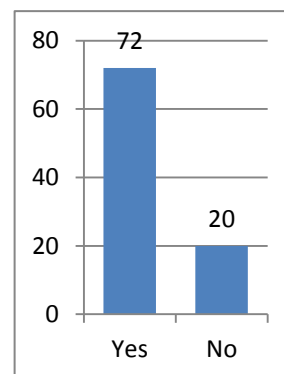
GRAPH'S ANALYSIS

SEATING ARRANGEMENT

TABLE 1

Does the instructor use different seating arrangements for the lessons?

Data	Frequency	Percentage%
Yes	72	78
No	20	22
Total	92	100

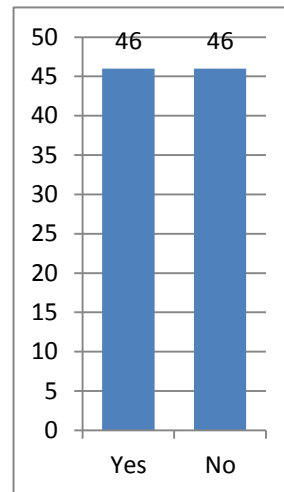


This graph shows the results obtained of the surveyed students where 78% of students responded that the instructor uses different seating arrangements. On the other side, 22% of the students said that the instructor does not use different seating arrangements. This represents that the instructors in charge of the Intensive Intermediate English II courses of both majors at the Foreign Languages Department use different seating arrangements in their classes, not maintaining the same pattern for all the classes during the semester.

TABLE 2

Do you like changing seating arrangement?

Data	Frequency	Percentage %
Yes	46	50
No	46	50
Total	92	100

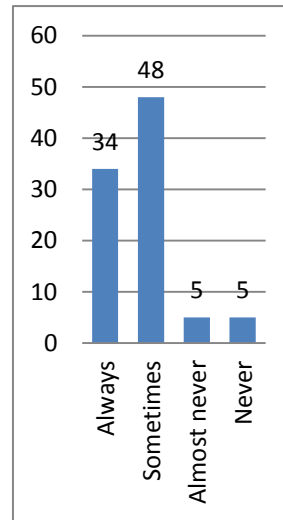


This graph shows the results obtained in the two majors where 50% of students responded that they like changing seating arrangements. Whereas the other 50% of the students said that they do not like changing seating arrangement. From the results it can be inferred that a half of the students interviewed from both majors in the Intensive Intermediate II courses do not like changing seating in a class for three possible reasons: First, comfort, second laziness and third because they do not like interacting with different classmates.

TABLE 3

Do you consider the seating arrangement the instructor uses is in accordance to the type of activity you are working on?

Data	Frequency	Percentage%
Always	34	37
Sometimes	48	52
Almost never	5	6
Never	5	5
Total	92	100



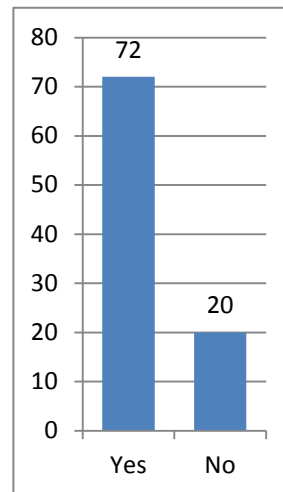
This graph represents the results obtained in the B.A in ELT and the B.A. in M.L majors where 37% of students responded that the instructor always uses different seating arrangements in accordance to the type of activity they are working on. The other 52% of the students answered that sometimes the seating arrangement is in accordance to the type of activity they are working on; 6% of the students answered that almost never, and the rest 5% answered never. From the results of both majors, it can be inferred that a huge majority of students think that the teacher in charge of their courses always or sometimes applies appropriate seating arrangements according to the activity they work. Meanwhile, the minority of the students perceived that the type of the activity they work in a class does almost never or never fit with the seating arrangement in which they are.

VOICE AND BODY LANGUAGE

TABLE 4

Does the instructor maintain good voice projection throughout the class?

Data	Frequency	Percentage%
Yes	72	78
No	20	22
Total	92	100

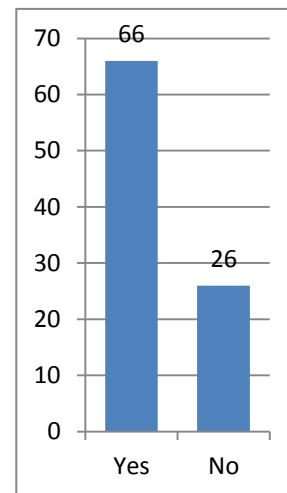


This graph shows the results obtained in the two majors where 78% of students responded that their instructor maintains good voice projection during the class. Whereas the other 22% of the students answered that their instructor does not maintain good voice projection during the class. From the results it can be inferred that the majority of the students interviewed from both majors in the Intensive Intermediate II courses perceive that their instructor uses an adequate tone of voice during the class, not like that the third part of the students interviewed who think their instructors are not using an adequate tone of voice at the moment of teaching and it is difficult for them to hear them.

TABLE 5

Does the instructor use gestures to clarify meaning when you do not understand the instructions?

Data	Frequency	Percentage%
Yes	66	72
No	26	28
Total	92	100

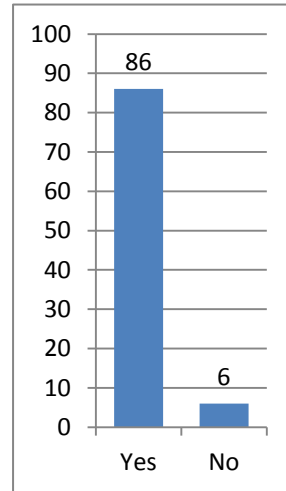


This graph illustrates the results obtained in the B.A in ELT and the B.A. in M.L majors where 72% of students responded that their instructor uses gestures to clarify meaning or to give complicated instructions. Whereas the other 28% of the students said that their instructor does not do it. From the results it can be interpreted that more than a half of the students interviewed from both majors in the Intensive Intermediate II courses consider that their instructors do not make use of body language gestures to clarify meaning or give instructions, which complicates their process of understanding the target language.

TABLE 6

Do you think that the teacher's rate of delivery (speaking speed) is in accordance to your English course?

Data	Frequency	Percentage%
Yes	86	93
No	6	7
Total	92	100

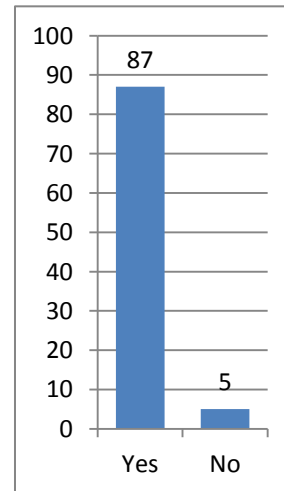


This graph shows the results obtained of the interviewed students where 93% of students responded that their instruction's rate of delivery is in accordance to their English Course. Whereas the other 7% of the students said that their instruction's rate of delivery is not in accordance. From the results, it can be interpreted that the majority of students interviewed from both majors in the Intensive Intermediate II courses consider their instructors are applying good speaking delivery in the Intensive Intermediate English II Courses, which facilitates their language learning.

TABLE 7

Does the instructor make frequent eye contact with the students during the class?

Data	Frequency	Percentage%
Yes	87	95
No	5	5
Total	92	100

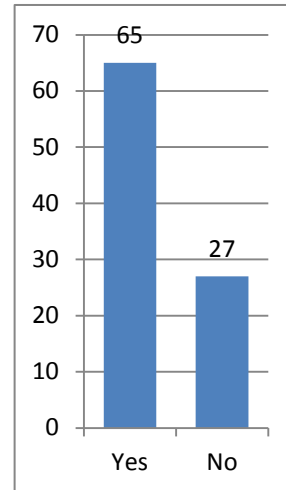


This graph represents the results obtained in the B.A in ELT and the B.A. in M.L majors where 95% of the students responded that their instructors make frequent eye contact with the students during the class. Whereas the other 5% said that their instructors do not do it. From the results, it can be interpreted that almost all students interviewed from both majors in the Intensive Intermediate II courses think their instructors are making good use of eye contact that can be useful for maintaining good control of the class.

TABLE 8

Does the instructor articulate his/her speech clearly?

Data	Frequency	Percentage%
Yes	65	71
No	27	29
Total	92	100



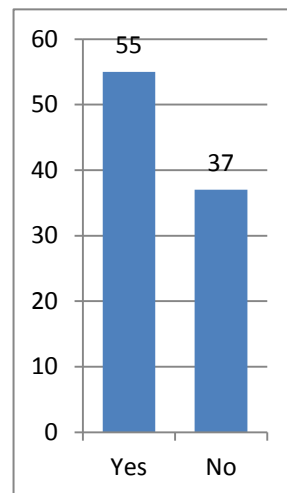
This graph shows the results obtained in the B.A in ELT and the B.A. in M.L majors where 71% of the students responded that their instructors articulate their speech clearly. While the other 29% of the students responded that their instructors do not articulate their speech clearly. From the results, it can be interpreted that the majority of the interviewed students from both majors in the Intensive Intermediate II courses consider their instructors are articulating clearly, but almost the third part of the students consider that their instructions are not articulating clearly so students probably are having problems understanding their instructors.

USE OF THE BOARD

TABLE 9

Does the instructor divide and use the white board in an organized way?

Data	Frequency	Percentage %
Yes	55	60
No	37	40
Total	92	100

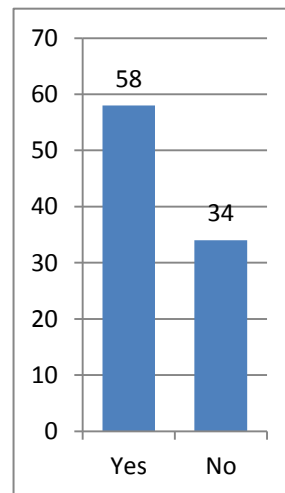


This graph shows the results obtained in the two majors where 60% of the students responded that their instructor divides and uses the board in an organized way; while 40% of the students responded that their instructors are not using the white board in an organized way. From the results, it can be interpreted that the majority of students interviewed from both majors in the Intensive Intermediate II courses that consider that their instructors are using the board in an organized way, but more that the third part of the students consider their instructor are not. This can be because some instructors do not write anything on the board or because the instructors do not write on the board efficiently.

TABLE 10

Does the instructor interact with the students while writing on the board in order not to lose control of the class?

Data	Frequency	Percentage %
Yes	58	63
No	34	37
Total	92	100

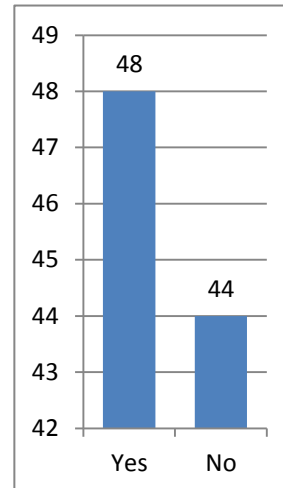


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where the 63% of the students responded that their instructor interacts with them while writing on the board in order not to lose control of the class; while, the other 37% of the students responded that the instructors do not. From the results it can be interpreted that the majority of the students interviewed from both majors in the Intensive Intermediate II courses consider their instructors are trying not to lose control of the class while writing on the board, but almost the third part of the students consider their instructors do not interact with them while writing on the board. It can be said that some teacher lose control while they write on the board or some teacher do not use the board at all.

TABLE 11

Does the instructor give you his/her back when he/she is writing on the board?

Data	Frequency	Percentage %
Yes	48	52
No	44	48
Total	92	100

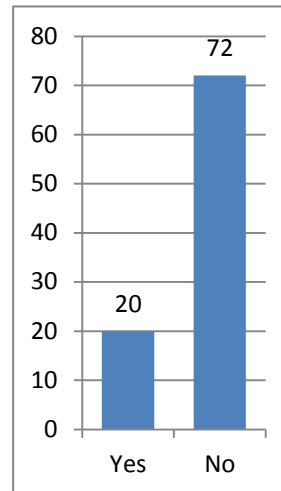


This graph shows the results obtained from two majors where 52% of the students responded that their instructors give them the back when writing on the board. Whereas the other 48% of the students responded their instructors do not do it. From the results, it can be said that students interviewed from both majors in the Intensive Intermediate II courses consider some instructors are not aware of giving the back when writing on the board so this can probably distract some students.

TABLE 12

Does the instructor give students the opportunity to write on the board?

Data	Frequency	Percentage%
Yes	20	22
No	72	78
Total	92	100



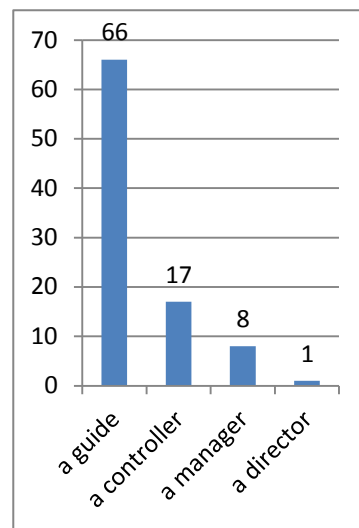
The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where the 22% of the students responded that their instructors give them the opportunity to write on the board. While 78% of the students said their instructors do not give them the opportunity. From the results, it can be interpreted that the majority of instructors are not giving students the opportunities to write on the board. Giving students the opportunity to write on the board can be good since the instructors can see the extent on students` understanding and correct (or help the students correct) what students have not understood.

RAPPORT AND DISCIPLINE

TABLE 13

Which ones of the following roles better (generally) describe your instructor?

Data	Frequency	Percentage%
A guide	66	72
A controller	17	18
A manager	8	9
A director	1	1
Total	92	100

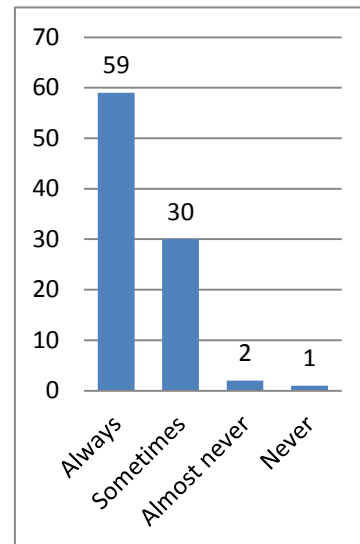


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where the 72% of the students describe their instructors as a guide, 18% describe their instructors as a controller, 9% of the students describe their instructors as a manager and just 1% of the interviewed students consider their instructors as a director. From the results it can be said that the majority of the students interviewed from both majors in the Intensive Intermediate II courses consider their instructors as a guide so instructors are giving students the opportunity or freedom to create their own learning.

TABLE 14

Does the instructor treat each of the students respectfully?

Data	Frequency	Percentage %
Always	59	52
Sometimes	30	37
Almost never	2	6
Never	1	5
Total	92	100

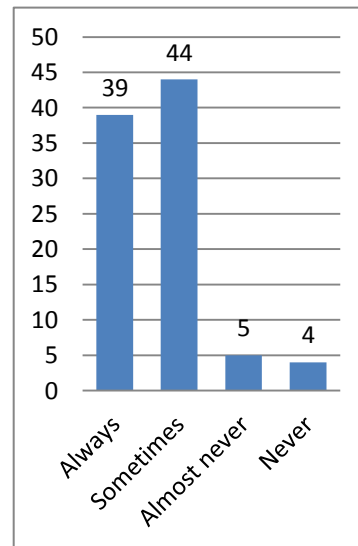


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where 37% of the students said that their instructors always treat them respectfully; 52 % responded that sometimes; 6% said almost never and just 5% of the students said never. From the results, it can be said that the majority of the students interviewed from both majors in the Intensive Intermediate II courses consider that their instructors are treating them respectfully. This is good since respecting students can be essential for maintaining a good rapport and for teacher's effectiveness when managing a class.

TABLE 15

Does the instructor represent a figure of authority regarding discipline for you?

Data	Frequency	Percentage %
Always	39	42
Sometimes	44	48
Almost never	5	6
Never	4	4
Total	92	100

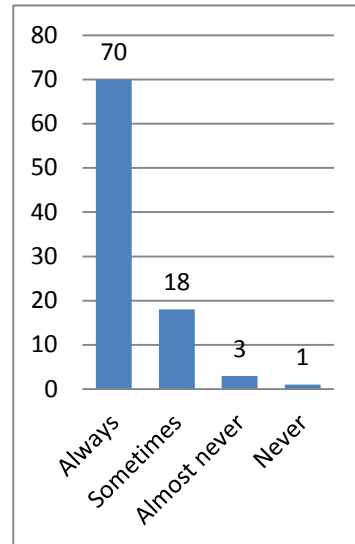


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where the 42% of the students said that their instructor represents a figure of authority regarding discipline, 48% said sometimes, 6% said almost never, and 4% said never. From the results it can be interpreted that the majority of the students interviewed from both majors in the Intensive Intermediate II courses think their instructor represents a figure of authority regarding discipline. Instructors playing the role of authority can have a big impact in students` learning.

TABLE 16

Does the instructor involve all students in participating in the class?

Data	Frequency	Percentage %
Always	70	52
Sometimes	18	37
Almost never	3	6
Never	1	5
Total	92	100

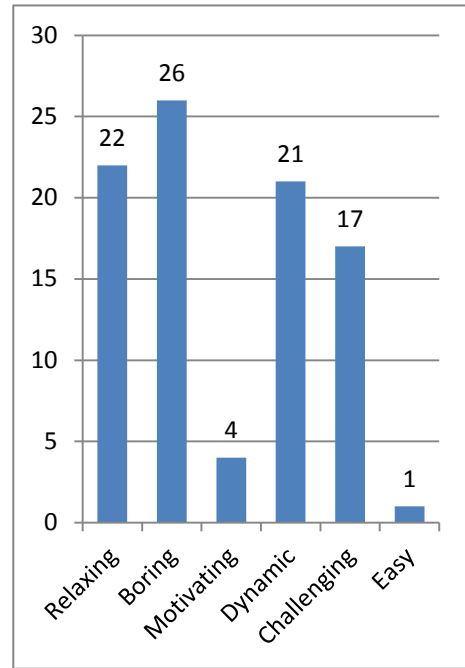


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where the 37% of the students responded that their instructors always involve them in participating in the class, 52% said that sometimes, 6% said that almost never and just 5% said that never. From the results, it can be inferred that the majority of the students interviewed from both majors in the Intensive Intermediate II courses consider their instructors are involving them to participate in class. Participation can engage students, get them to create interest, get them to think and motivates them to make connections with the content.

TABLE 17

Do you consider that the classroom atmosphere most of the time is:

Data	Frequency	Percentage %
Relaxing	22	24
Boring	26	29
Motivating	4	4
Dynamic	21	23
Challenging	17	19
Easy	1	1
Total	92	100

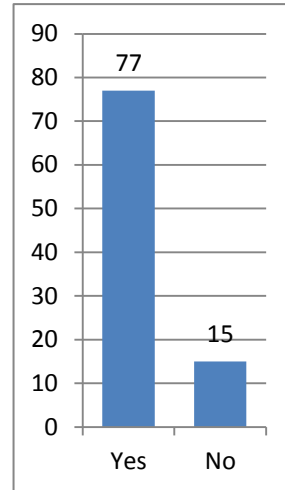


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where the 24% of the students consider the classroom atmosphere most of the time is relaxing, 29% of the students consider it boring, 4% consider it motivating, 23% consider it dynamic, 19% consider it challenging and just 1% considers it easy. From the results, it can be interpreted that a big percentage of students interviewed from both majors in the Intensive Intermediate II courses are considering that the classroom atmosphere is boring. This can be because students are not being challenged enough or because they are not getting the instructor`s motivation, or the instructors are not preparing challenging classes.

TABLE 18

Does the instructor reinforce positively appropriate students' behavior?

Data	Frequency	Percentage %
Yes	77	84
No	15	16
Total	92	100



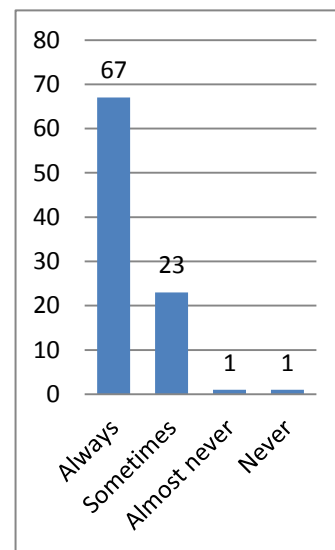
The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where 84% of the interviewed students responded that their instructors reinforce positively appropriate their behavior. Whereas the other 16% responded that their instructors do not reinforce appropriate behavior. From the results, it can be interpreted that the majority of the students interviewed from both majors in the Intensive Intermediate II courses consider that their instructors are reinforcing positively behavior so in this way instructors could strengthen students' motivation.

DELIVERING INSTRUCTIONS

TABLE 19

Does the instructor provide clear and concise instructions when assigning a task?

Data	Frequency	Percentage %
Always	67	73
Sometimes	23	25
Almost never	1	1
Never	1	1
Total	92	100

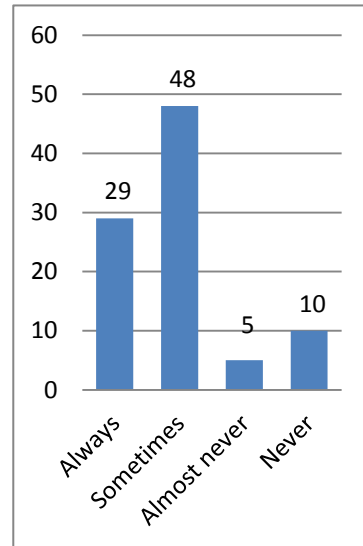


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where 73% of the interviewed students responded that their instructor always provides clear and concise instructions when assigning a task; 25% responded that sometimes; 1% said almost never and another 1% said never. From the results, it can be interpreted that almost all instructor`s instructions are being clear when assigning a task so instructors ensure students understanding in what they have to do.

TABLE 20

Does the instructor use visual clues when giving instructions?

Data	Frequency	Percentage %
Always	29	32
Sometimes	48	52
Almost never	5	5
Never	10	11
Total	92	100

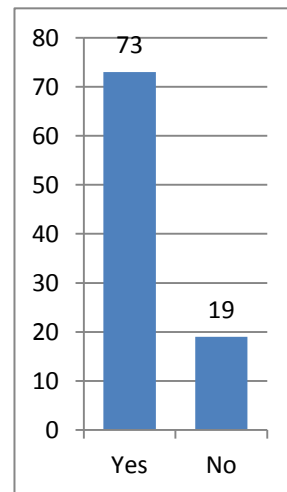


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where 32% of the interviewed students responded that instructors always use visual clues when giving instructions; 52% said that sometimes; 5% said that almost never, and 11% said that never. From the results, it can be inferred that the majority of the students interviewed from both majors in the Intensive Intermediate II courses consider their instructors are making good use of visual clues when giving instructions so this is facilitating students understanding.

TABLE 21

Does the instructor check for understanding once the instruction has been given?

Data	Frequency	Percentage %
Yes	73	79
No	19	21
Total	92	100



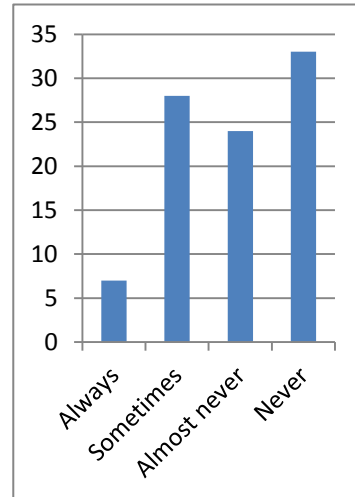
The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where 79% of the students responded that their instructor checks for understanding once the instruction has been given, whereas the other 21% of students said their instructor does not. From the results, it can be said that the majority of the instructors are checking for understanding when giving an instruction. Checking for understanding is important since instructors ensure that students are learning what is being taught.

NATIVE LANGUAGE USE

TABLE 22

Does the instructor allow you to use your native language in class?

Data	Frequency	Percentage %
Always	7	8
Sometimes	28	30
Almost never	24	26
Never	33	36
Total	92	100

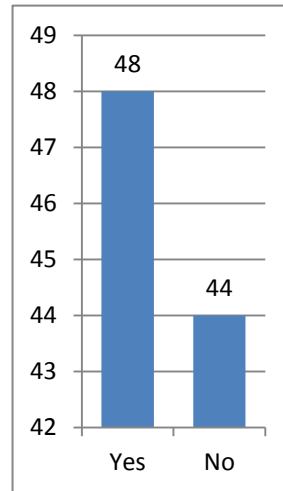


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where 8% of the interviewed students responded that their instructor always allows them to use their native language in class, 30% of the students said sometimes, 26% said almost never and 36% said never. From the results, it can be inferred that the majority of the students interviewed from both majors in the Intensive Intermediate II courses consider they are not allowed by their instructors to use their native language in class. This can be good since students need to practice the target language a lot and develop fluency. However, there are moments when the use of L1 is necessary. Maybe just one word translated to their mother tongue can help to understand an instruction. This can be a reason why 30% of the students said that sometimes their instructor allows them to use their L1.

TABLE 23

Does the instructor use Spanish in some circumstances during the English class?

Data	Frequency	Percentage %
Yes	48	52
No	44	48
Total	92	100

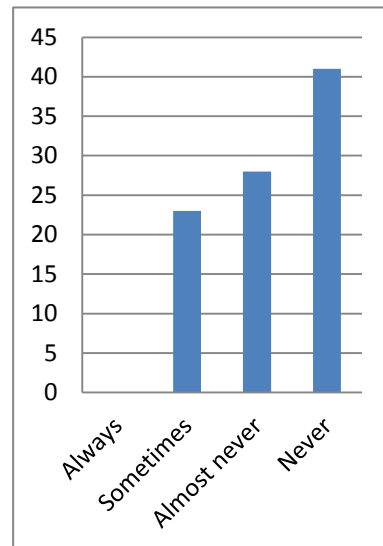


The graph shows the results obtained from the B.A in ELT and the B.A. in M.L majors where 52% of the interviewed students responded that their instructor uses Spanish in some circumstances during the English class while 48% responded that their instructor does not use Spanish in the class. From the results, it can be interpreted that the majority of the instructors are making use of Spanish. This can be because instructors want to clarify something and their students do not get it, so, much time can be wasted trying to explain or because instructors just like to use their native language. Since it is an Intermediate English course level, instructors should not use heavily the L1 because students are able to understand and speak the target language well.

TABLE 24

How often does the instructor use Spanish in the class?

Data	Frequency	Percentage %
Always	0	0
Sometimes	23	25
Almost never	28	30
Never	41	45
Total	92	100



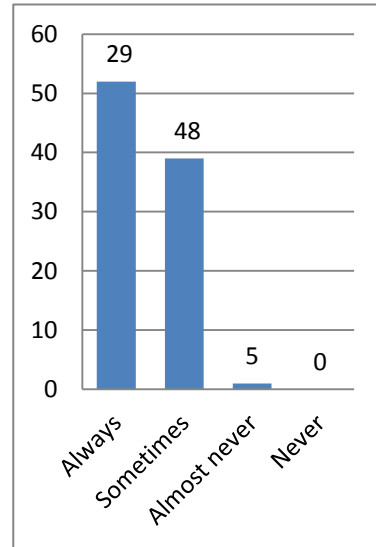
The graph shows the results from the B.A. in ELT and the B.A. in ML, in which 45% of the students, interviewed from the two majors above affirmed that their instructors do not speak their L1 or Spanish under any circumstance in class, while 30% of the students answered that their instructor almost never uses L1 in class, and the rest 25% said that their instructor uses their native language sometimes in the class. This means that instructors at the Foreign Language Department do not make frequent use of L2 or the Second Language, English and French respectively.

MOTIVATION

TABLE 25

How often does your instructor ask you to speak in classes?

Data	Frequency	Percentage %
Always	52	57
Sometimes	39	42
Almost never	1	1
Never	0	0
Total	92	100

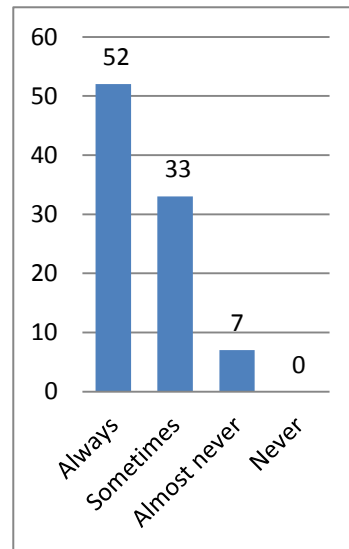


The results in this graph belong to the B.A in ELT and the B.A. in ML interviewed students in the Intensive Intermediate English II courses where almost all the population affirmed that they were asked to participate in the class, with the 57% of them answered that their instructors ask them for participation in the class, in terms of oral practice. Followed by a difference of only 15% with the total of 42% where the students said that they were sometimes asked for participation in the class, and 1% remaining of the students said that they were almost never asked to do it. It can be inferred that professors asked most of the students for participation in the different activities in the class, which is good for their learning process.

TABLE 26

Does the instructor foster you to get most conversation practice and interacting more with your partners?

Data	Frequency	Percentage %
Always	52	56
Sometimes	33	36
Almost never	7	8
Never	0	0
Total	92	100



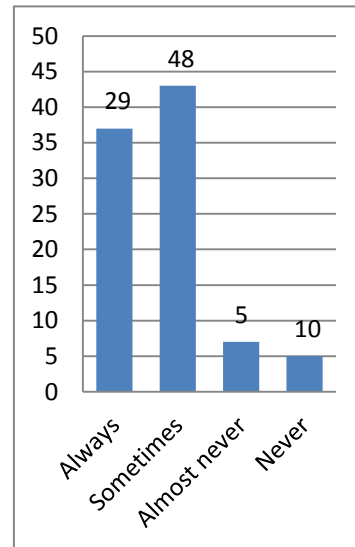
The graph shows the results obtained from the B.A. in .ELT and the B.A. in ML students interviewed in the Intensive Intermediate English II courses. Where most of the half of them; 56% answered that they were always fostered to get more conversation practice and interacting more with partners, followed by the second option: sometimes, in which the 36% of the students mark it. Besides, only 8% of the students interviewed affirmed that they are almost never fostered to do that. It can be inferred that students feel motivated by their instructors to practice conversation and interact with their partners in order to develop speaking skills in class.

MONITORING

TABLE 27

Does the instructor monitor and participate actively in the different group works in the class?

Data	Frequency	Percentage %
Always	37	40
Sometimes	43	47
Almost never	7	8
Never	5	5
Total	92	100

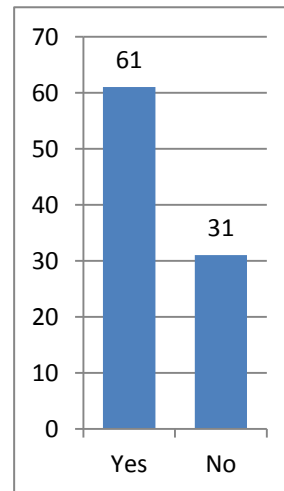


The graph demonstrates the results obtained from the B.A. in ELT and the B.A. in ML regarding to monitoring and the feeling among students in the Intensive Intermediate English II courses. 47% of the students interviewed affirmed that their instructors monitor and participate actively in the different group works in the class, followed by a 40% which indicates that their instructors do it always, and an 8% and 5% answered that almost never or never their instructors do so. From this it can be said that most of the instructors in the Intermediate English II courses, filled the role of monitor in their classes, especially in group works.

TABLE 28

Do you consider that you have the chance to ask the instructor for advice when you are working on a task?

Data	Frequency	Percentage %
Yes	61	66
No	31	34
Total	92	100

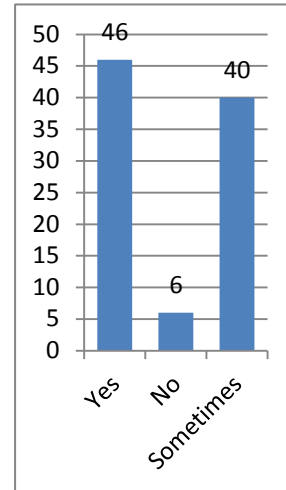


The results shown in the graph belong to the B.A. in ELT and the B.A. in ML students interviewed in the Intensive Intermediate English II courses, where more than a half of them 66% answered that they feel they have the chance to ask their instructors for advice while working in a task, followed by the 34% which affirmed that they do not have it. From this it can be interpreted that in more than a half of opportunities the instructors are giving their students the confidence to ask them for help or advice, while the rest of the students feel they do not have the opportunity to do it, or probably because of the shyness of the students who prefer to keep the doubt and do not ask for clarification.

TABLE 29

Is the instructor aware of what is happening in the whole class?

Data	Frequency	Percentage %
Yes	46	50
No	6	7
Sometimes	40	43
Total	92	100



The results shown in the graph belong to the B.A. in ELT and the B.A. in ML students interviewed in the Intensive Intermediate English II courses, where exactly a half of them answered that their instructors are aware of what is happening in the classroom, this followed by the 43% which affirmed that they are sometimes aware. While 7% affirmed that their instructors are not aware at all of what is happening in the classroom. From this, can be interpreted that almost 90% of the students agree that their instructors are aware and in control of the class almost every time in the class, while a minority of the students considered that their instructors are not aware of what students do in the classroom.

QUALITATIVE ANALYSIS

SOURCE B:

CLASS OBSERVATION ANALYSIS

Instructor 1

The instructor applied most of the classroom management strategies considered by the researchers. Even though the classroom setting was not suitable for the different seating arrangement, the instructor managed this situation by swapping students from one table to another. The instructor maintained a good voice projection, and appropriate body language. Regarding the use of the board, the instructor does not make use of the board, only when it is necessary for explaining things which are a little bit hard for students to understand. Furthermore, the instructor maintained a good relationship with students and created a positive environment where learning could take place. Besides, the students considered the instructor as a figure of authority. As to delivering instructions, the instructor seemed to be understood because students did the work they were required to do. Regarding the native language use, the instructor used it only when it was really needed, as to clarify meaning or instructions, but the instructor used more the target Language in class. Teacher Talking time and Student Talking Time was effectively used in the classroom, because the instructor applied speaking activities in which students participated actively in a 60% of the class approximately. Also, most of the time the instructor monitored group work activities in the classroom.

Instructor 2

The instructor applied most of the classroom management strategies considered by the researchers. The classroom setting was suitable for the different seating arrangement, but the instructor used most of the time the U shape or semicircle seating arrangement. Regarding voice projection and body

language, the instructor did not maintain a good voice projection during the class because most of the time it was difficult for the students to understand what the instructor was talking about. But the instructor used appropriate body language most of the time. Regarding the use of the board, the instructor did not make use of the board at all. Not like that, the instructor maintained a good relationship with students and created a positive environment where learning could take place. Besides, the students considered the instructor as a figure of authority. As to delivering instructions, the instructor sometimes seemed not to be understood because of the tone of voice she used, and the students asked their partners what the work they were required to do was about. Regarding the native language use, the Instructor always used the target Language in all classes. Teacher Talking time and Student Talking Time was effectively used in the classroom because the instructor applied speaking activities in which students participated actively in a 70% of the class approximately. Also, most of the time the instructor monitored group work activities in the classroom and answered students' questions.

Instructor 3

The instructor applied most of the classroom management strategies considered by the researchers. The classroom setting was suitable for the different seating arrangement, but the instructor used most of the time the row seating arrangement. Thus, the instructor did not use different seating arrangements; all of the different activities were carried out in the same seating arrangement. Regarding voice projection and body language, the instructor maintained a good voice projection throughout the class; the instructor also used appropriate body language most of the time. Regarding the use of the board, the instructor made use of the board, even though students did not have the chance to write on the board. The instructor established a good rapport with students and created a positive environment where learning could take place. Besides, the students considered the instructor as a figure of authority. As to delivering instructions, the instructor sometimes seemed not to be

understood because of the tone of voice she used, and the students asked their partners what the work they were required to do was about. Regarding the native language use, the instructor used the Native Language in classes to clarify meaning. Teacher Talking time and Student Talking Time was not efficiently used in the classroom since the instructor spoke most of the time while students remained silent, have not taken advantage of the activities to have students speaking, students appeared to be shy and unwilling to participate. Also, most of the time the instructor monitored group work activities in the classroom and answered students' questions, giving feedback right on time.

Instructor 4

The instructor applied most of the classroom management strategies considered by the researchers. The classroom setting was not suitable for the different seating arrangement but the instructor found ways to make students work and interact with different students, sometimes using just their chairs. The instructor maintained a good voice projection, and appropriate body language, which facilitated students to understand better the instructions. Regarding the use of the board, the instructor used the board to write the date, agenda, grammar points, games and for giving explanations the instructor considered necessary. Moreover, the instructor maintained a good relationship with students and created a positive environment that motivated the students to learn. Besides, the students considered the instructor as a figure of authority. As to delivering instructions, students understood what they were expected to do. Regarding the native language use, the instructor almost never used it, only when was really necessary for clarifying meaning, but the instructor used

more the target Language in class. Teacher Talking time and Student Talking Time was effectively used in the classroom because the instructor gave the students a lot of opportunities to practice the target language applying different speaking activities. Also, the instructor monitored when an activity was set up to see if students understood what they had to do and if all students were working.

The team observed the different courses reaching to the conclusion that all of the instructors applied different classroom management strategies, which help to the learning environment of the students. Nonetheless, instructors applied them in different ways; that is, that they might use or not the strategies depending on the experience, personality, the mastering on management skills they possess.

SOURCE C:

ANALYSIS OF THE INSTRUCTORS' INTERVIEW

An interview administered to four professors in charge of the observed groups regarding the different classroom management strategies they apply.

QUESTION # 1

How many students do you have in the Intensive Intermediate English II class?	
<ul style="list-style-type: none">• Instructor 1• 26 students	<ul style="list-style-type: none">• Instructor 2• 27 students
<ul style="list-style-type: none">• Instructor 3• 24 students	<ul style="list-style-type: none">• Instructor 428 students

QUESTION # 2

How many years of teaching experience (in general) do you have?	
<ul style="list-style-type: none">• Instructor 1• 27 years	<ul style="list-style-type: none">• Instructor 2• 26 years
<ul style="list-style-type: none">• Instructor 3• 2 years	<ul style="list-style-type: none">• Instructor 413 years

QUESTION # 3

<p>Has classroom management or controlling a class ever represented a challenge for you?</p> <p>Could you elaborate?</p>	
<ul style="list-style-type: none">• Instructor 1• “Yes. Sometimes it is not easy to control external and internal factors which affect the development and pace of the class.”	<ul style="list-style-type: none">• Instructor 2• “No, I understand that I have to give students the opportunity to participate. I keep track on their responds, I ask all the students making at least two rounds of responses in each class. Of course, I have to learn their names and know their names and know their strengths and weakness to make it more meaningful.”
<ul style="list-style-type: none">• Instructor 3• “Yes. At the beginning it was because I thought students probably won’t feel relax but then I realized they were comfortable.”	<ul style="list-style-type: none">• Instructor 4• “No. I try to implement a learner-centered classroom where students can develop the communication skills.”

According to professors’ opinions, for half of them, classroom management or controlling a class has at some point represented a challenge for them due to variables which are out of their hands which affect the classroom environment. Whereas the other half of the professors have not had issues regarding classroom management since they sustained that they have figured out how to create the conditions for students to feel comfortable and willing to participate in the class.

QUESTION # 4

How have you dealt with disruptive students, if you have had?	
<ul style="list-style-type: none">• Instructor 1• “Yes, so many times. I have tried to talk to them individually and in groups to make them conscious about this issue and how it affects their own and others learning process.”	<ul style="list-style-type: none">• Instructor 2• “I talk to them in class, not outside, but it is difficult as some people do not understand what they are doing at the university level.”
<ul style="list-style-type: none">• Instructor 3• “I have never had one but I think that is important to know first the reasons about student’s discomfort”	<ul style="list-style-type: none">• Instructor 4• “I always talk to these students by telling them what they are doing wrong, why it is a problem, and what the proper behavior is.”

Three out of four professors answered that they have dealt with disruptive students. They agree that trying to call their attentions and make them conscious about how their misbehavior affects their learning process; this is the way how professors have tried to solve this kind of situations. While only one of the professors answered that have not still had this issue in their classes.

QUESTION # 5

<p>Do you think that effective classroom management strategies are gained through experience?</p> <p>Could you elaborate?</p>	
<ul style="list-style-type: none">• Instructor 1• “Yes. It is a long process. Every time you teach a new group is full of challenges and opportunities to improve yourself as a teacher.”	<ul style="list-style-type: none">• Instructor 2• “No. Probably not gained, but polished. I listen to more attentively what students say in class and in the past I only listened. Now I take notes about their responses and comments. I try to keep track on everything.”
<ul style="list-style-type: none">• Instructor 3• “Yes. Because though experience you know how students work better, you learn about their likes and you as teacher can apply that.”	<ul style="list-style-type: none">• Instructor 4• “Yes. The skills associated with effective classroom management are only acquired with practice, feedback and a willingness to learn from mistakes.”

There is a common agreement in here, all of the professors said that effective classroom management are gained, polished, and/ or acquired through experience. This reflects that as the time goes by, professors improve their classroom management skills by learning from the mistakes made, since every new group represents an opportunity to grow as professionals.

QUESTION # 6

Do you consider there are differences between experienced and inexperienced teachers regarding the application of strategies for classroom management?	
<ul style="list-style-type: none">• Instructor 1• “Yes, if you are a reflective teacher.”	<ul style="list-style-type: none">• Instructor 2• “Yes, there are some differences as inexperienced teachers could worry more about content or what to teach. As an experienced teacher, I worry about content, organization, materials, time, learning and improvement.”
<ul style="list-style-type: none">• Instructor 3• “Yes, there are because sometimes inexperienced teachers do not know how to control their students, neither the things they like and experienced teachers do.”	<ul style="list-style-type: none">• Instructor 4• “Yes, I do. There are a lot of differences between experienced and inexperienced teachers in planning decisions, establishing interactions and managing students’ engagement and instructional climate.”

All the professors agreed that there is indeed a difference between experienced and inexperienced teachers regarding the application of classroom management strategies. They stated that professors with most years of experience in the area know better how to organize or manage a class, plan decisions and control their students.

QUESTION # 7

What are some of the difficulties that you and your students face or have faced regarding the classroom management strategies you apply?	
<ul style="list-style-type: none">• Instructor 1• “When they do not pay attention to instructions, classmate opinions or they are doing something different from class activities.”	<ul style="list-style-type: none">• Instructor 2• “Sometimes students do not want to move to work with a different peer, however, it depends on classroom organization as sometimes they are forced to work with different students, not only their friends.”
<ul style="list-style-type: none">• Instructor 3• “At the beginning they didn’t like to work alone, they preferred to work in little groups, so, I modified my strategy and let them work in groups, now they have shown improvement.”	<ul style="list-style-type: none">• Instructor 4• “One difficulty is every time I put the students in groups; they just talk in their L1 and usually about topics unrelated to the class. On the other hand, some students find the course book too easy for them, so they need more challenging activities.”

According to professors’ opinion, 100% of them have faced different kind of difficulties concerning their classroom management strategies they apply in their class. The most common one was the class interaction issues: students not being able to work in different groups, in second place the lack of focus, where the students did not pay attention to professors’ instructions or peers’ comments and they did not do what they were supposed to do or did it by using their L1.

QUESTION # 8

Do you think it is important to set rules at the beginning of the class?	
Why?	
<ul style="list-style-type: none">• Instructor 1• “Yes. Because it is necessary to know what to do and not to do during all classes. “	<ul style="list-style-type: none">• Instructor 2• ““Yes. It could be, but they forget them. So every day we have to talk about them and see their usefulness. I have told them to attend the lab as it is useful to improve their listening skills. Also, I keep calm in class no matter what.”
<ul style="list-style-type: none">• Instructor 3• “Yes. It is important to set rules because students need to know they have limits in classes and they have to respect those rules.”	<ul style="list-style-type: none">• Instructor 4• “Yes. Rules help to cover any possible misbehavior and provide a constant reminder to every student.”

It is clearly stated that setting the rules at the very beginning of the class is essential so the students are aware what they must attach themselves during the course. In this way the professor set limits with the aim of creating a good environment where learning can take place.

QUESTION # 9

How do you handle with unexpected situations in the classroom?	
<ul style="list-style-type: none">• Instructor 1• “I have to think carefully about future consequences of making a decision.”	<ul style="list-style-type: none">• Instructor 2• “I run away. If there is a big or terrible noise, I simply go as simply we do not want to hurt our throats.”
<ul style="list-style-type: none">• Instructor 3• “I try to understand why the situation born and then I find a solution that does affect neither my students nor me as teacher.”	<ul style="list-style-type: none">• Instructor 4• “I stayed focused in what I have planned, while remaining attentive and ready to make adjustments or to relax certain rules if it can contribute to students’ learning.”

Three out of four professors interviewed agreed that they make some adjustments and quick decisions if an unexpected situation happens in the classroom, as long as these do not affect students’ learning. While the only one of them answered that they rather try to avoid them.

QUESTION # 10

<p>Which of the following seating arrangements have you tried in the class?</p> <p>Semi-circle opposing teams face-to-face Pairs enemy corners buzz groups rows Others_____</p>	
<p>Instructor 1</p> <ul style="list-style-type: none"> • Semi-circle • Pairs • Opposing teams • Face-to-face • Buzz groups • Rows 	<p>Instructor 2</p> <ul style="list-style-type: none"> • Semi-circle • Pairs • Opposing teams • Face-to-face • Rows
<p>Instructor 3</p> <ul style="list-style-type: none"> • Pairs • Opposing teams • Face-to-face • Rows 	<p>Instructor 4</p> <ul style="list-style-type: none"> • Semi-circle • opposing teams • Face-to-face • Pairs • Rows

All of the professors stated that they have tried all of the different seating arrangements from the list. This of course depending of the kind of activity their students are working on.

QUESTION # 11

Do you consider it is important to change seating arrangement according to the activity?	
<ul style="list-style-type: none">• Instructor 1• “Yes, totally agree as long as the setting of the room allows it.”	<ul style="list-style-type: none">• Instructor 2• “Yes, I have done it during this semester in the written evaluations as they make a semi-circle. I make the exams to seven students per day, so I need four days to finish.”
<ul style="list-style-type: none">• Instructor 3• “Yes, because students sometimes need to work in pairs, other times they need to make groups so it’s really important to change seating depending on the students need.”	<ul style="list-style-type: none">• Instructor 4• “Yes, I do. I consider seating arrangement may cause a significant learning advantage since the comprehension and the retaining of information can be influenced by where student chooses to sit.”

There is a common agreement among the interviewed professors that changing the seating arrangement in their classes depending on the activity their students work is important because if they do not do so the results would be different, applying them allows an adjustment to their students’ needs and is beneficial for their learning.

QUESTION # 12

Do you consider the use of native language is necessary in some circumstances in the Intermediate English Class?	
<ul style="list-style-type: none">• Instructor 1• “Just in crucial or important moments of the class where the whole class is not responding as expected.”	<ul style="list-style-type: none">• Instructor 2• “It could be, but I use only English in my classes.”
<ul style="list-style-type: none">• Instructor 3• “No, because students have enough knowledge in English to understand any explanation; if they don’t understand something complex, the teacher can explain it with basic and simple words, so they can understand without problems.”	<ul style="list-style-type: none">• Instructor 4• “No, I don’t think so. As a teacher, I must find a way to be understood by using the target language.”

Half of the professors answered that they do not consider the use of the L1 in classes is necessary in an Intermediate English class, because the level of the students is adequate to understand English, and if not they as professors must find a most suitable way to be understood using the target language. While the other half of the professors think the use of L1 in classes could be necessary in some special cases as if the students seem confused and do not respond as expected.

QUESTION # 13

Do you consider there is a weak area you still have regarding classroom management?	
<ul style="list-style-type: none">• Instructor 1• “Yes, disruptive students and students who do not play the role as student”	<ul style="list-style-type: none">• Instructor 2• “No, sometimes students hide in the rows, but I keep track on their responses so they can’t escape as I make them participate in each class.”
<ul style="list-style-type: none">• Instructor 3• “No, because students look comfortable about seating arrangement, classroom management in general.”	<ul style="list-style-type: none">• Instructor 4• “I have to make sure I involve all the students. It’s very easy to let the strong and extrovert students dominate.”

Three out of the four professors considered that they do not have any weak area regarding classroom management; this because they know how to deal with all the aspects related with the organization of a class and the students’ needs for learning. While one of the professors said that they still have a weak area because it is difficult to them to deal with students’ misbehavior.

QUESTION # 14

Do you consider the classroom management strategies you use with students in the Intensive Intermediate English class are being effective in the teaching learning process?	
<ul style="list-style-type: none">• Instructor 1• “Yes, most of them follow instructions, behave and respond positively to all activities and tasks.”	<ul style="list-style-type: none">• Instructor 2• “Yes, they have worked in rows, pairs, and semi-circle. Students follow instructions and try to work in class. Most of them listen to me and understand that they have to work hard if they want to pass the course and go to the next level. Most of the students pay attention when I am talking in class about content.”
<ul style="list-style-type: none">• Instructor 3• “Yes, I consider it is effective because they are always involved in all the activities where they do different things and they look comfortable.”	<ul style="list-style-type: none">• Instructor 4• “Yes. I have used pair and group work. I like to plan my lessons so that every student has understood my instructions. I always set a time limit for every activity before the students begin and I moved around the class to give help as needed.

For this question, all of the professors stated that all of the strategies they applied in their class were effective, since their students followed instructions, worked well in groups as in pairs, seemed comfortable in the different seating arrangements applied. As well as the professors got involved in the different activities the students were working on, giving advice and help as needed.

VIII. FINDINGS

A. ANSWERS TO RESEARCH QUESTIONS

1. How do instructors apply classroom management strategies in Intensive Intermediate English II courses at The Foreign Language Department?

According to the data collected through observation, survey to students and interview to instructors, it can be said that instructors of Intermediate English II courses, at the Foreign Language Department are applying properly the different classroom management strategies taken into account by the research team. Nonetheless, each instructor applies different and specific strategies depending on the experience and skills and different personalities. This was noticeable in some circumstances where some instructors had classrooms which were not suitable for different seating arrangement and they found ways to make the students interact and work with different people. Furthermore, the majority of instructors maintained good voice projection and appropriate body language through the class. Regarding to the use of the board, half of the instructors observed did not make use of the it.

Even though, most of the instructors established good rapport with students, some of the students considered the classroom atmosphere was boring while others considered it as dynamic. Rules and procedures vary from instructor to instructor, the majority of the instructors considered necessary to set rules at the beginning of the course which they considered it is an important factor that interferes with the development of the course. Regarding discipline, instructors use effective classroom management strategies that decrease the disruptions in the class in most of the courses observed. It is important to realize however that there is not one particular model of good classroom management since all instructors have different skills and personalities, but effective instructors discover appropriate ways to help the students to learn.

2. How do classroom management strategies affect students' learning process?

Classroom management strategies affect students' learning positively for many reasons. As the team observed and the instructors stated, the results are noticeable when the instructor applies the different classroom management strategies properly; having an excellent rapport, an effective Student Talking Time and Teacher Talking Time, an adequate seating arrangement where students are able to interact with different partners and be focused on the class development, and in which the instructor has an adequate voice tone and excellent body language, etc. Students' learning is motivated and reinforced by the instructor. Consequently, all of the putting in practice by the instructors will have of course an impact on students' acquisition of the language, since they are involved, monitored, integrated with other classmates, provided with efficient feedback, motivation, and discipline.

3. Do experienced teachers apply different classroom management strategies better than inexperienced teachers?

Yes, they make good use of classroom management strategies. According to what was observed, the professors who have a considerable amount of years of experience in the teaching field, apply some classroom management strategies such as a good use Student Talking Time / Teacher Talking Time, which was one of the best classroom management strategies applied among most experimented instructor, since most of the time during the class, the students practiced and developed their speaking skill; followed by the different seating arrangement which depended on the type of activities. Besides, they seemed to have an assertive control of the behavior of the students; moreover, monitoring groupworks and delivering instructions were efficiently applied by them. Instructors left aside some of the classroom management strategies, for instance, the use of the board was not implemented by most experienced instructors, also the voice projection seemed to be difficult to maintain for one of the most experienced instructors. This was not a problem

for inexperienced teachers, who managed efficiently these classroom management strategies.

4. What is the importance of applying effective classroom management strategies in the Intensive Intermediate English II class?

Classroom management strategies are fundamental since the success of the class depends on their application. Instructors are in charge of creating the adequate environment in which students can feel comfortable and capable of giving their best regarding academic issues. As it is well-known, instructors play different roles in a classroom: a guide, a parent, a coach, a director, an advisor, etc. and students consider them as a reliable source in which they can trust on. If in a classroom, the students feel comfortable because they feel free and are not afraid to express their opinions and concerns; motivated, because their instructors are always pushing them to success; understood, because their instructors pay attention to what they say; and respected, because instructors treat everyone in the classroom as equals. As a result, their expectations are achieved, and their motivation to learn and their performance will increase.

IX. CONCLUSIONS

- ✓ After collecting all the data, it can be concluded that the following classroom management strategies: seating arrangement, voice and body language, use of the board, rapport and discipline, delivering instructions, native language use, student talking time/teacher talking time, and monitoring were properly administered in the Intensive Intermediate English classes the research team observed. These strategies were efficiently applied so it facilitated students' learning.

- ✓ Professors in charge of the Intensive Intermediate English II Courses were applying different classroom management strategies depending on the experience, skills and personalities. Experience was a relevant factor for professors to apply effective classroom management since experience helped them to have better organization, planning, and control of the class. These strategies professors applied helped the students achieve their academic goals since some professors stated that the learning objectives of the course had been accomplished.

- ✓ For new or less experienced instructors, classroom management in general has represented a challenge at the beginning of their career. This is because managing or controlling internal and external factors that affect the pace of the class can be sometimes really difficult if the instructor has not the experience needed to deal with them.

- ✓ Writing on the board was observed that was not well used. From the four instructors the research team observed, just one of them made well use of the board since the instructor wrote the agenda, objectives, grammar points, exercises for students, and used the board for some games. However, the rest of instructors did not use it at all.

- ✓ Findings show that in order to have a successful course in which learning can take place, Intensive Intermediate English II professors are setting rules at the beginning of the course so the students know their limits (what they have to do and not to do in class) professors stated that rules help them with misbehavior problems and to have better control of the class.

- ✓ Classroom management is very important in order to create the conditions in which the process of teaching and learning can take place. Effective classroom management is an essential component for students and teachers alike. It helps students to achieve their expectations; that's why, it is necessary for teachers to have a wide knowledge on classroom management.

X. RECOMMENDATIONS

- ✓ The research group suggests that classroom management strategies should be strengthened in the different courses at the Foreign Language Department through the whole major, it means from the Teaching English Foreign Language Courses to the Teaching Practice Courses. This will contribute to the professional development of future instructors or students who will apply all they have learnt regarding classroom management; firstly, in their social service and finally in their first job experience.

- ✓ Classroom settings have lately been a permanent problem at the Foreign Language Department causing issues for both, instructors and students to carry out a class, so that, the research team suggests to the correspondent authorities to facilitate an appropriate classroom setting; clean enough, with enough desks, with enough light, decorated if possible and well organized. This will help each instructor to develop the class without any inconvenience and of course contribute to a really important factor of classroom management.

- ✓ All of the instructors know that classroom management strategies are of such of great importance for a class, for that reason, the team recommends instructors not to leave aside the application of the different classroom management strategies in their courses because that affect classroom environment, consequently, students' learning.

- ✓ The team also suggests some teaching development courses for instructors to improve classroom management strategies, particularly for those less experienced teachers who are at the beginning of their professional career. As well as more experienced teachers who need to improve or adapt themselves to the new technological gadgets which help to the implementation of classroom management strategies.

- ✓ The team considers necessary a peer-class observation among instructors of the Foreign Language Department. This with the aim of improving instructors' classroom management strategies and developing new possibilities for those who are having troubles regarding this issue. The class observation could be carried out for the instructors, both majors' coordinators or the Head of the Department, periodically during the development of the different courses.

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ANNEXES

ANNEX 1

INSTRUMENT 1: CHECKLIST

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT
CLASS OBSERVATION CHECKLIST**



Universidad de El Salvador
Hacia la libertad por la cultura

Teacher's name: _____
Date: _____

Group: _____

Objective: to find out what classroom management strategies teachers are applying in Intensive Intermediate English II courses at the Foreign Language Department

Scale: 1: Never 2: Almost never 3: Sometimes 4: Almost always 5: Always

Seating Arrangement	1	2	3	4	5
The instructor uses a variety of students seating arrangement depending on the activity					
The instructor uses seating arrangement appropriate to the size of the class					
The instructor takes an appropriate position in the classroom according to the type of the activity					
Voice and Body Language					
The instructor maintains good voice projection throughout the class					
The instructor articulates clearly					
The rate of delivery is natural according to the English students' level					
The instructor uses body language to convey meaning					
The instructor's body language exhibits an air of confidence					
The instructor makes frequent eye contact with students during the class					
The instructor dresses appropriately					
Use of the Board					
The instructor divides and use the board in an organize way					
The instructor gives the back when writing on the board					
The instructor writes on the board while students are doing a task					
The instructor interacts with students while writing on the board for not losing control of the class					
The instructor gives students the opportunity to write on the board					
The instructor erases the board at the end of the class					
Rapport and Discipline					
The instructor call students by their names					

The instructor encourages peer corrections					
The instructor treats each of the students respectfully					
The instructor follows the conventional rules of proxemics (distance) and kinesthetic (touching)					
The instructor involves all of the students in participating in the class					
The instructor creates a positive classroom climate					
The instructor provides positive feedback whenever is necessary					
The instructor represents a figure of authority regarding discipline					
The instructor gains the respect of all the students by treating them with equal fairness					
The instructor states clearly and explicitly to the students about the expectations regarding their behavior in class					
The instructor positively reinforces appropriate students' behavior					
The instructor deals firmly and positively with behaviors					
Delivering Instructions					
The instructor uses different techniques to first attract the students' attention					
The instructor's instructions are clear and concise					
The instructor gives the instructions in segments and check understanding					
The instructor demonstrates rather than explaining					
The instructor uses visual clues wherever possible					
Native Language Use					
The instructor uses both, native and target language for giving instructions					
The instructor uses more native language than the target language					
The instructor allows students to use their native language					
Student Talking Time / The Instructor Talking Time					
The instructor makes effective use of The Instructor talking time					
The instructor makes effective use of student talking time					
The instructor fosters students to get most conversation practice in interacting more with among students					
The instructor elicits students in order to bring out students' knowledge and ideas to increase their talking time					
Monitoring					
The instructor checks around different groups once the activity is set up					
The instructor spreads attention to be aware of what is happening in the whole class					
All the students have the chance to ask the instructor for advice					
The instructor monitors actively and participate in the different groups					

ANNEX 2

INSTRUMENT 2: INSTRUCTORS' INTERVIEW

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Topic: *The Use of Classroom Management Strategies in the Intensive Intermediate English II Courses offered in the B.A in English Language Teaching and the B.A in Modern Languages Minor French and English at the Foreign Language Department, Semester I/2018*

TEACHER'S INTERVIEW

Objectives: *To analyze the different classroom management strategies that teachers use in the English Language Learning Process at the Foreign Language Department.*

**The information you provide will be strictly confidential and manipulated by the researchers by means of Academics purposes only.*

Instructions: Please answer the following questions.

1. How many students do you have in the Intensive Intermediate English II class?

2. How many years of teaching experience (in general) do you have?

3. Has classroom management or controlling a class ever represented a challenge for you?

a. Yes No

Could you elaborate?

4. How have you dealt with disruptive students, if you have had?

5. Do you think that effective classroom management strategies are gained through experience?

a. Yes No

Could you elaborate?

6. Do you consider there are differences between experienced and inexperienced teachers regarding the application of strategies for classroom management?

7. What are the difficulties you and your students face or have faced regarding classroom management?

8. Do you think it is important to set rules at the beginning of the class?

a. Yes No

Why?

9. How do you handle with unexpected situations in the classroom?

10. Which of the following seating arrangements have you tried in the class?

Semi-circle Opposing teams Face-to-face

Pairs Enemy corners Buzz groups Rows

Others _____

11. Do you consider it is important to change seating arrangement according to the activity?

12. Do you consider the use of native language is necessary in some circumstances in the Intermediate English Class?

13. Do you consider is there a weak area you still have regarding classroom management?

Why:

14. Do you consider the classroom management strategies you use with students in Intensive Intermediate English class are been effective in the teaching learning process?

a. Yes b. No

Explain:



STUDENTS' SURVEY

Topic: *The Use of Classroom Management Strategies in the Intensive Intermediate English II Courses offered in the B.A in English Language Teaching and the B.A in Modern Languages Specialization French and English at the Foreign Language Department, Semester I/2018*

Objective: *To analyze the use of classroom management strategies in the Intensive Intermediate English II courses, offered at the Foreign Language Department.*

* *The information you provide it is strictly confidential and will be exclusively manipulated by the researchers by means of Academic purposes only.*

Instructions: Please read and mark with an "X" the best answer for you and fill in the blanks where is required.

Major: English Language Teaching Modern Languages **Gender:** M F
Age: _____ **Have you changed major?** Yes No

1. Does the instructor use different seating arrangements for the lessons?

Yes No

2. Do you like changing seating arrangement?

Yes No

3. Do you consider the seating arrangement the instructor uses is in accordance to the type of activity you are working on?

Always Sometimes

Almost never Never

4. Does the instructor maintain good voice projection throughout the class?

Yes No

5. Does the instructor use gestures to clarify meaning when you do not understand the instructions?

Yes No

6. Do you think that the teacher's rate of delivery (speaking speed) is in accordance to this English course?

Yes No

7. Does the instructor make frequent eye contact with the students during the class?

Yes No

8. Does the instructor articulate his/her speech clearly?

Yes No

9. Does the instructor divide and use the white board in an organized way?

Yes No

10. Does the instructor interact with students while writing on the board in order not to lose control of the class?

Yes No

11. Does the instructor give you his/her back when he/she is writing on the board?

Yes No

12. Does the instructor give students the opportunity to write on the board?

Yes No

13. Which ones of the following roles better (generally) describe your instructor?

A guide A controller

A manager A director

14. Does the instructor treat each of the students respectfully?

Always Sometimes

Almost never Never

15. Does the instructor represent a figure of authority regarding discipline for you?

Always Sometimes

Almost never Never

16. Does the instructor involve all students in participating in the class?

Always Sometimes

Almost never Never

17. Do you consider that the classroom atmosphere most of the time is:

Relaxing Boring

Motivating Dynamic

Challenging Easy

18. Does the instructor reinforce positively appropriate students' behavior?

Yes No

19. Does the instructor provide clear and concise instructions when assigning a task?

Always Sometimes

Almost never Never

20. Does the instructor use visual clues when giving instructions?

Always Sometimes

Almost never Never

21. Does the instructor check for understanding once the instruction has been given?

Yes No

22. Does the instructor allow you to use your native language in class?

Always Sometimes

Almost never Never

23. Does the instructor use Spanish in some circumstances during in the Intermediate English Class?

Yes No

Why? Explain _____

Yes No

24. How often does the instructor use Spanish in the class?

Always Sometimes Never

25. How often does your instructor ask you to speak in classes?

Always Sometimes

Almost never Never

26. Does the instructor foster you to get most conversation practice and interacting more with your partners?

Always Sometimes

Almost never Never

27. Does the instructor monitor and participate actively in the different group works in the class?

Always Sometimes

Almost never Never

28. Do you consider that you have the chance to ask the instructor for advice when you are working on a task?

Yes No

29. Is the instructor aware of what is happening in the whole class?

Yes No Sometimes