Universidad de Cuenca

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

A case study of a public and a private school: analysis of classroom routines and procedures during the teaching process

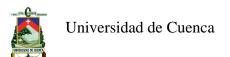**Autoras:**
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Resumen

Este trabajo de investigación estudia las diferentes rutinas y procedimientos, relacionados al manejo de la clase, que los profesores de Inglés de una institución pública – Unidad Educativa Miguel Moreno – y una privada – Unidad Educativa Liceo Americano Católico – en Cuenca aplican en Tercero de Bachillerato, con el objetivo de examinar las diferencias y similitudes que existen entre las dos. En este estudio, se intenta identificar las situaciones que los profesores enfrentan relacionadas con rutinas y procedimientos al momento de manejar una clase. Además, se pretende reconocer la presencia o ausencia del uso de rutinas y procedimientos por parte de los profesores y el conocimiento y práctica de las mismas por parte de sus estudiantes. Se presentan resultados significativos mediante el uso de tres instrumentos, observación, cuestionarios y entrevistas que permiten triangular la información obtenida. Los resultados indican la falta de procedimientos y rutinas en ambos ambientes educativos. Estas diferencias pueden ser apreciadas en dos aspectos – control de disciplina y actividades para el aprendizaje. En la institución pública, fue más notable el control de disciplina por parte del docente, mientras que en la institución privada el profesor aplicó una gran variedad de actividades durante sus clases. Las autoras presentan algunas recomendaciones dirigidas a los profesores de inglés en ambas instituciones promoviendo posibles soluciones a las distintas situaciones relacionadas al manejo de la clase, que pueden suscitarse dentro del proceso de enseñanza y aprendizaje.

Palabras clave: Manejo de clase. Rutinas. Procedimientos.

Gusñay Siavichay Angélica Magaly
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Abstract

This research study analyzes the different routines and procedures related to the classroom management English teachers of a public institution – Unidad Educativa Miguel Moreno – and a private one – Unidad Educativa Liceo Americano Católico – applied during a senior year which will examine the differences and similarities that exist between both institutions. In this study, the researchers aim to identify the situations that teachers face related to classroom management routines and procedures. In addition, it endeavors to recognize the presence or absence of the application of routines and procedures by teachers and the knowledge and practice of them by their students. Significant results are presented through the use of three instruments, observation checklists, questionnaires and interviews that allow to triangulate the gathered information. The results indicate the lack and differences between procedures and routines in both educational environments. This differences could be seen in two aspects – control of behavior and learning activities. In the public institution, there is more teacher control of students' behavior than in the private one. Besides, the teacher in the private institution applies a variety of activities during her classes, something that the public teacher did not do most of the time. The authors present some recommendations addressed to English teachers in both institutions, promoting possible solutions to the issues related to classroom management which may emerge during the teaching and learning process.

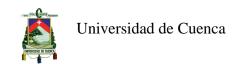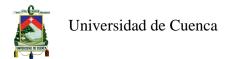*Key words:* Classroom management. Routines. Procedures.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Table of Contents

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

List of Tables and Figures

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

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Acknowledgment

Thanks to my parents, Alicia, and Enrique, to my sisters Any, Joha, and Karol and a special

thanks to the most important person in my life, my grandma Carmen.

You have always been my strength and my support.

Paula

I would like to thank my parents, Luis and Lilia for their love and patience.

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Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Dedication

To Jehovah who never fails, and never leaves me alone.

To my beloved family whose love and care have helped me to reach this goal.

To my favorite person, Israel, and my friends who understand me and are with me in each

step of my life

Thanks for your patience, love, and support.

Paula

It is dedicated to my sisters and their children.

Thanks for your support and for being my inspiration every day. To all my friends whose

loyalty and help have encouraged me to go straight toward my goals without looking back.

Angélica

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Introduction

Classroom management plays a crucial role inside the educational environment. At the moment of the teaching and learning process, educators and students get involved in this aspect. However, despite their importance, routines and procedures are often not included during a class**.**

This research is aimed to examine the differences and similarities between classroom management routines and procedures that teachers of a public and a private high school employ in Cuenca.

This research study is developed in five chapters. The first chapter includes the reason for achieving this project. It also presents the background, justification, research questions, and objectives.

The second chapter consists of the pertinent literature and the theoretical framework which are focused on classroom management, proper classroom management, routines, procedure types and differences, and education in public and private institutions.

The third chapter involves the research approach and design which includes the methodology applied in this study – a mixed method. In this chapter is also included the participants, data collection and analysis, procedures, and ethical considerations employed to conduct this study.

The results and their discussions are detailed in chapter four. Finally, the fifth chapter contains conclusions and recommendations for educators related to classroom management. Additionally, appendices are included to ensure the reliability of this work.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Chapter 1

Description of the Research

1.1 Statement of the Problem

Classroom management involves different features inside the teaching and learning practice. The routines and procedures teachers apply during their classes are significant to support and facilitate learning. There could exist some issues that teachers might face related to classroom management routines and procedures. Addressing these two aspects is essential to develop a classroom free of complex situations and will help teachers to be efficient professionals. In addition, students might be affected by the way teachers manage a classroom in many aspects, and one of them is if they have low English performance. In other words, the influence of classroom management is prone to have an effect on performance. The paragraphs to follow address this issue, particularly in regard to English learning in Cuenca, Ecuador which is the city where this project has been developed.

In Latin America, English abilities continue to be impoverished and Ecuador is not an exception. According to the Education First (EF) English Proficiency Index (EPI) (2017), Ecuador is one of the three countries with the lowest English Level in the Latin American ranking. Furthermore, the EF EPI emphasizes the fact that, in order to develop students' English proficiency, Latin American countries must aid teachers' professional development. However, the educators' preparation might not be enough because the learners' accomplishments are also linked to the environment where the class is performed. According to Ostrosky et al., "[i]n the development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the

15

classrooms where students feel safe and learn how to work together effectively as individuals" (as cited in Al-Zu'bi, 2013, p. 142).

Moreover, effective classroom management is an important part of the teaching process. According to Brown (2012), classroom management and student performance have become a significant concern due to the increased number of learners who perform poorly. Although educators have used different techniques to give instructions to students, poor performance continues. The author also suggests that this is a consequence of poor classroom management strategies which have affected students' academic fulfillment in a deficient way.

Furthermore, the current situation of English teachers in private and public institutions in Ecuador can be demanding, mainly because of the different new reforms implemented by the Ministry of Education. The educational reforms started in 2006 with the Ten Year Education Plan. Two years later, the National Plan for Good Living followed. Then in 2011, the Intercultural Education Law was approved. Several national changes to increase both the access to and quality of education have taken place due to these documents (Harvey, 2016). In spite of the different programs such as the Curriculum Reform Aimed at the Development of the Learning of English (CRADLE), only since 2016 was the National Curriculum created and adapted for the first time. Therefore, changes teachers may face could cause them instability and low performance creating an inadequate and difficult environment for their work.

Another aspect to consider is that teaching nowadays becomes a challenge if teachers are not well prepared inside the educational field. Calle et al. (2012) suggests that

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

the low English level in high school students in Cuenca is caused, among other reasons, by use of inefficient traditional strategies, a lack of communicative activities, and the use of the target language employed by the teachers in the EFL classroom. One can link these factors to deficient academic teacher training.

Besides, in Ecuador, it is important to take into account that there might be certain differences between English teachers in private and public institutions at the time of managing a classroom. Cuenca is a city in which the distinction between both institutions can be clearly appreciated in the students' accomplishments. In 2017, *El Mercurio*, one of the most important newspapers of the city, published an article about the ranking of high schools in Cuenca. This ranking is related to the results of the *Ser Bachiller* test. The results indicate that private institutions rank significatively better than public ones. It is interesting to notice that the top private institutions pride themselves - not without reason - by the quality of the language instruction that they provide, such as bilingual education and international certifications of English proficiency.

All in all, as discussed above, poor classroom management can affect the learners' performance. The low English level of the learners in the Ecuadorian context might be one of the consequences of the failure in the use of routines and procedures in the teaching and learning process. Therefore, strategies and methods must be employed in order to create a good classroom environment for both students and teachers.

1.2 Background and Justification

A good education is implemented by parents, students, teachers, and the entire resources that an educational institution can provide. In Ecuador, the public and private

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

educational systems have had shortcomings. Moreover, problems that English teachers have been facing have become a significant issue and challenge at the moment of teaching in public and private institutions.

As mentioned above, some of the problems teachers face are related to classroom management. Aliakbari and Bozorgmanesh (2015) state that, "classroom management entails the activities to organize and direct classes to achieve specific goals" (p. 2). It is an important part of the teaching process, and its main agent is the teacher. Hence, teachers have to be aware of the strategies and methods they use at the moment of managing a classroom.

Classroom management involves more than setting rules, giving rewards or facing consequences. It is a reflection of teachers' preparation, and the decisions they make about their classrooms. Teachers must be proactive. They have to prepare their classes in advance in order to avoid disruptions which may occur at the moment of teaching. Teachers should be also attentive to some specific features inside the classroom, especially with students' behavior. As Aliakbari and Bozorgmanesh (2015) mention, "when teachers appropriately manage the environment, there is little chaos, disorder, and negative behavior in the class. Needless to say, in unorganized environments, effective teaching and learning processes would not happen" (p. 2).

Student behavior plays an important role when talking about classroom management. In a classroom, procedures and routines adapted to teacher's needs should be established in order to avoid indiscipline. As stated by Jones, Bailey, and Jacob (2014), "[r]outines [...] help students manage themselves by reinforcing expectations and

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

promoting positive behavior even when the teacher is unavailable" (p. 20). Therefore, students can improve their attitudes by using these two elements, procedures and routines as they know what they have to do in a foreseeable, embedded environment.

Taking the above ideas into consideration, this research study has identified and classified the factors and elements that are involved in the EFL teaching and learning processes such as routines and procedures inside the classrooms of a public and a private high school in Cuenca. These include different features such as classroom material, students' background, teacher's experience, the number of students in the class, resources, among others.

This research is of evident interest for English teachers and everyone implicated in teaching English as a foreign language because of the fact that it has examined the differences and similarities between classroom management routines and procedures which teachers of a public and a private high school employ in order to recognize which routines and procedures work better for each institution be they public or private. This information is likely to aid those interested in improving their teaching practice.

In addition, this study is original because of the lack of research studies regarding classroom management routines and procedures in Cuenca. Ecuador is not country which is rich in research, especially in the educational field. As Embleton (2012) mentions, educational research in Ecuador has started only recently. Furthermore, there are many ways in which classroom management can be handled by the teachers in order to have an effective learning environment. In Jones, Bailey, and Jacob´s words (2014), "[c]lassroom management is not about controlling students or demanding perfect behavior. Instead,

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

effective management is about supporting students so that they may manage themselves throughout daily learning and activities" (p. 19).

According to Kazemi and Soleimani (2016), "[c]lassroom management approaches can change depending on instructional style and teaching practices" (p. 90). Therefore, the importance of this research resides in the fact that English teachers of different institutions may have dissimilar points of view about classroom management resulting in different performances that can affect students. This fact could explain the differences in performance between private and public institutions in Cuenca which were mentioned above. Therefore, identifying and understanding these differences is important.

The impact of this research focuses on recognizing the differences and similarities between teachers´ methodologies in public and private institutions which can help teachers to choose their routines and procedures. In addition, there might also be some characteristics of these institutions that could be used as a reference to improve such methodologies and strategies in Cuenca, Ecuador.

The immediate beneficiaries of this project are the students and educators of a high school senior year in a public (Miguel Moreno High School) and a private institution (Liceo Americano Católico High School) in Cuenca. The reason is that this study attempts to provide a helpful support to the English teachers of both institutions offering ideas of different routines and procedures educators could use in the teaching and learning process. Moreover, this research can also benefit anybody in the educational field who is interested in improving classroom management because the report of this research has been published in accord with public access parameters so anyone can use it.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Finally, the feasibility of this research has been exhibited in the support that the authorities at Miguel Moreno and Liceo Americano Católico high schools have provided for the development of this project. Furthermore, the availability with which teachers and students have endowed during the different activities has made possible the accomplishment of this project.

1.3 Research Question

What are the routines and procedures regarding classroom management that teachers of a private and a public high school in Cuenca apply and how are they related to the literature?

1.4 Objectives

1.4.1 General Objective

To examine the differences and similarities between classroom management routines and procedures that teachers of a public and a private high school employ in Cuenca.

1.4.2 Specific Objectives

- To identify the situations teachers face during the teaching process as related to classroom management in both educational environments.

- To ascertain the strategies and techniques teachers employ during the teaching process related to classroom management in both educational environments.

- To compare classroom management routines and procedures of a high school senior year in a private and a public institution in Cuenca.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

- To assess the identified strategies as compared to what is reported in the pertinent

  literature.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Chapter 2

Theoretical Framework and Literature Review

2.1 Theoretical Framework

This research attempts to analyze procedures and routines applied by English teachers in a high school senior year through a case study conducted in a private and a public high school as well as to explore different classroom management strategies that can be used in each institution. This chapter provides a deeper understanding about classroom management and its principles. In addition, it explains what an ideal teacher is and his/her characteristics, the national curriculum of education that governs private and public high schools regarding classroom management and the different routines and procedures according to some authors are also points to be described in this chapter.

2.1.1 Classroom Management

Classroom management is an essential part of the teaching process. According to the American Psychological Association, classroom management is the process by which educators and educational institutions develop and maintain appropriate students behavior in the classroom. Furthermore, the act of managing a classroom is a process that involves, not only different activities executed by teachers and students, but also teaching subjects that have to be coordinated with the needs and abilities of the learner and the previously established teaching goals (Delceva, 2014).

Moreover, Greenberg et al. (2014) examine 150 studies about classroom management that were conducted over the last six decades. All these researchers concluded

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

that some methods are more adequate than others. The authors also suggest that there are five strategies which are the most important to train novice teachers. These are: rules, routines, praise, misbehavior, and engagement.

These strategies proposed by Greenberg are called the "Big Five". They are used as indicators that measure the extent to which preparation programs are training educators in connection to classroom management. First, it is necessary to establish classroom rules and build routines in order to lead and inform students about behavioral expectations. Second, it is also important to reinforce positive behavior praising learners and establish consequences for misbehavior. Lastly, teachers must promote student engagement by teaching interesting and dynamic lessons that include opportunities for communicative activities.

Moreover, Dunbar (2004) proposes several strategies in order to maintain an effective environment. These strategies are:

- Communicate and maintain high behavioral expectations.
- Establish clear rules and procedures and instruct students as to how to follow them; give primary-level children and those with low socioeconomic status, in particular, a great deal of instruction, practice and reminders.
- Make clear to students the consequences of misbehavior.
- Enforce classroom rules promptly, consistently and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
- Maintain a brisk instructional pace and make smooth transitions between activities.

24

- Monitor classroom activities; give students feedback and reinforcement regarding their behavior.

- Create opportunities for students – particularly those with behavioral problems – to experience success in their learning and social behavior.

- Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.

- Make use of cooperative learning groups, as appropriate.

- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions. Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress. (p. 5)

According to Adams and Ray (2016), "[g]ood classroom management may be the most fundamental factor in student learning.[...] All classroom management actions and procedures used by teachers must be executed within a school's parameters for appropriate action" (p.1).

2.1.1.1 Aspects and Principles

Marzano provides a five-section outline about classroom management. Each one of these aspects is explained below (as cited in Kukuru, 2011):

1. **Physical management of the classroom:** it connects the teacher's approach to managing instruction and learning. This section includes seating, furniture, and object placement, learning centers, technology and equipment required for a class.

2. **Establish a small set of rules and procedures:** Marzano (2007) suggests between five to eight rules and procedures for the next areas: general classroom behavior,

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

beginning and ending of a period, transitions and interruptions, use of materials and equipment, group work, seatwork and teacher-led activities.

3. **Interact with students on classroom rules and procedures:** there are two ways of achieving this. First, by explaining rules and procedures that the teacher has outlined and allowing students to discuss them. Second, developing all rules and procedures with learners. In addition, the author emphasizes that this should be done at the beginning of the school year.

4. **Review rules and procedures:** Marzano (2007) emphasizes the fact that it is important to periodically review rules and procedures and to make changes where and when it is necessary.

5. **Use of classroom meetings that are regularly scheduled:** 10 to 15 min for this, are suggested. It is said that the practice will convey the message that the students have input in developing the rules and procedures.

Similarly, Rabadi and Ray (2017) also propose five principles of outstanding classroom management:

1. **Take care of yourself to take care of your students:** to teach effectively, educators need to be in good condition physically and mentally. In order to give a good example to their students, they must get enough sleep, eat healthy food, and take steps to attend to their own well-being. The benefits of self-care include qualities that will help a teacher to make better decisions at the moment of confronting challenging classroom situations. The authors also mention that innumerable studies confirm the idea that self-care reduces stress. In this way, their students will also learn effectively.

26

2. **Focus on building relationships:** building good student-teacher relationships is essential for a successful classroom environment and even for academic achievements. Simple efforts like greeting students outside the room play an important role. A teacher's ability to balance warmth and strong borders--which means, to be consistent but flexible – is a key point to accomplish successful relationships and good classroom management.

3. **Set rules, boundaries, and expectations (and do it early):** Rabadi and Ray (2017) claim that "[s]tudents don't thrive amid chaos. They need some basic structure and consistency to feel safe and to focus" (par. 8). Moreover, the authors explain that maintaining a culture of mutual respect doesn't mean that the teacher's aim is to be their friend but to be their teacher. Therefore, educators must establish the code of conduct at the initial point of the year, and be sure that both the students and the teacher make an effort to follow it.

4. **Take a strength-based approach:** a strength-based vision means always remember to look below the surface of students' behavior, even when it is inconvenient. The author suggest that teachers should find the root of the problem because there might be many things inside them when they engage in bad behavior. In addition, educators must be mindful of the context and use language thoughtfully in order not to hurt learners in any way.

5. **Involve parents and guardians:** involving parents in the learning process is a helpful method for students' achievement. Most of the teachers send home reports of both positive and negative behaviors of learners. They also use different media such as email and text services to communicate about upcoming events, due dates,

and student progress. In short, parental communication is important because, in this way, they can know what's happening with their children's education and support and reinforce it at home.

2.1.1.2 Teaching and Classroom Management in the EFL curriculum for the BGU (General Unified Baccalaureate)

The General Unified Baccalaureate (BGU) is a program that was created by the Ecuadorian Ministry of Education. It consists of first, second and third courses of baccalaureate with a common subject core. This common core allows students to acquire basic knowledge. This system – The General Unified Baccalaureate – ensures equality in education where learners are able to study in any institution in the country due to standardized education (2018).

In the English as a Foreign Language for Senior Year Curriculum (2017) it is emphasized that when learners start the last part of their high school education, it is relevant to remember that if they are able to communicate effectively in English, they will be prepared for an academic future and career opportunities, responsibilities and experiences. Moreover, the EFL curriculum for the BGU sublevel tries to identify the competencies and skills that learners who present English proficiency have. Therefore, in the introduction of the English as a Foreign language Curriculum (2017), it is stated that "the EFL curriculum for BGU has taken into consideration the cognitive, social, emotional, and physical growth of the learners as well as their language abilities as they progress from level A2.2 to B1.2 of the CEFR" (p.2).

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

In the curriculum, it also said that in the process of learning a foreign language, teachers play an important role model as they might be able to generate different actions inside the EFL classroom. These actions include making sure that activities are relevant and meaningful, making learner-centered lessons in order to help students get interested and motivated in the language class. In addition, it is relevant to provide learners with the insight they need through a variety of collaborative and cooperative group projects to build their own learning.

Inside the English as a foreign language curricular proposal, there exist some core principles such as the communicative language approach, student-centered approach, thinking skills, Content and Language Integrated Learning (CLIL) and international standards which are necessary to achieve an efficient communication in the EFL environment. Furthermore, the main objectives of the English as a foreign language curriculum include: to develop students' understanding of the world, other cultures, and their own culture, to expand their ability to communicate their points of view through the use of the foreign language, to achieve the proposed exit profile in the national curriculum for BGU, among others (Ministry of Education, 2017).

As the two institutions apply the same National Curriculum, all the principles and objectives will be considered at the moment of identifying the routines and procedures educators use in order to help their students to accomplish the B1 level. Furthermore, this research will analyze which routine or procedure works better for each teacher in the public and the private institution; the differences between them and which ones lead to achieve the best results in their classes.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

In accordance with the National Curriculum and this study, it is vital to have a better understanding of certain factors and elements such as classroom management and routines and procedures inside the frame of teaching a target language. According to Duke (as cited in Lester et al., 2017), **"classroom management constitutes the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. Routines ensure a safe and secure environment and have a direct impact on students' academic learning"** (p. 399).

2.1.1.3 A Well-managed Classroom

Students and teachers are fundamental in the teaching and learning process as they are both submerged into this educational aspect. However, they must fulfill certain characteristics in order to create a good environment inside the classroom which, most of the time, may be challenging. Consequently, educators should know different ways of having a well-managed classroom which involves a variety of aspects including routines and procedures.

For her part, Rinkel (2011) talks about the importance of not wasting time in the learning process and the first impression of teachers building a good relation with the students to create a well-managed classroom. The author also suggests four elements professors must fulfil in their classes to constitute a well-managed classroom. These elements are to establish expectations, credibility, professionalism and value.

Establishing clear expectations is the first step for a well-managed classroom. It makes students know what is right and what is not in order to avoid complex situations. Learners will understand what goals their teachers want them to achieve. Furthermore, it is

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

necessary for professors to have a command of the subject matter being taught demonstrating credibility and interest in the students. Another important element is professionalism; it is vital to take the profession seriously enacting a well-managed classroom. Lastly, teachers have the obligation to show the learning value to students which will thus make their classes meaningful.

It is important for this study to have a notion of what the teachers could think about what a well-managed classroom is and the characteristics they think best fit to it. Nevertheless, as mentioned before, it may be subjective and that is why different surveys and interviews directed to the English teachers of the institutions will be worth doing. As Wong (2007) mentions in his work, the act of establishing a well-managed classroom at the initial part of the school year can be a helpful way for a teacher in order to avoid being part of the 40 percent each year who leave the profession. Most of the time, people believe that the main problem in the classroom is discipline. However, the number one problem is the lack of procedures and routines.

2.1.1.4 Characteristics of a Well-Managed Classroom

When talking about a good environment, teachers usually refer to a well-managed classroom. The meaning of this term may be subjective for most of the people. Notwithstanding, certain authors state some characteristics that a well-managed classroom should have. These main characteristics are as follows:

- Teachers should involve students in their work, especially with academic, teacher – led instruction.

31

- Teachers should let students know what is expected of them in order to become successful.

- Teachers should manage the class in order to avoid wasted time, confusion, or disruption.

- Teachers should develop the climate of the classroom in a work-oriented but relaxed and pleasant way (Wong, 2007, p.1).

Thompson (2018) suggests five characteristics of a well-managed 21st century classroom. These characteristics are:

1. **The physical environment is invitating**: effective teachers can create an attractive classroom environment for the learning process without investing too much money.

2. **Students understand the rules and procedures they are expected to follow:** teachers have to build a well-organized atmosphere and help students to fulfil the class rules and procedures through posting them in convenient places reminding students of their goals and responsibilities.

3. **Students are actively engaged in the pursuit of knowledge:** active classrooms are noisier than the traditional ones, and students should talk more than their teachers in a variety of interesting activities that encourage them to think and discover. A well-disciplined and organized classroom is not a quiet place; rather, it is a place of laughter involving movement.

4. **There is a persistent tone of mutual respect:** Respect is one of the most important parts of a well-managed classroom. In the homeroom each one is treated with respect; teachers and students, students among them generating an atmosphere

of courtesy when students feel comfortable and resolve their conflicts in an appropriate way.

5. **Students take responsibility for their learning:** effective teachers lead students to understand the importance of good behavior without punishments and employ strategies to create self-reliant students. Inside a well-managed and disciplined classroom, self-directed students work with their teachers to achieve academic and behavioral goals and encourage each other.

2.1.3 The Ideal Teacher

Teachers are the main actors of education. As it has been already mentioned, effective classroom management is important to obtain an education with excellence and quality through well-prepared teachers that are able to share their knowledge with their students. Moreover, according to Porter and Brophy (1988),

> [t]he ability of the teacher to be liked, to motivate students, to help them understand and assimilate information received depends on the quality of teaching and learning. Effective school learning requires good teaching and good teaching requires value judgments that build professionals to educate their students (as cited in Lupascua, Pânisoarăa, & Pânisoară, 2014, p. 534).

Dunbar (2014) explains four teacher's management styles. The author also points out the importance of teachers knowing their teaching styles and limitations in order to increase their skills to address inappropriate behavior before it becomes a serious issue. The teacher's management styles are classified into authoritarian, authoritative, indifferent, and laissez-faire teachers.

The *authoritarian* teacher is the one who sets rigid limits and controls on the students who only follow directions without asking why. The *authoritative* teacher sets limits and controls just as the authoritarian one, but this teacher, at the same time, encourages independence. In addition, the environment presents students the opportunity to interrupt the teacher if they have a relevant question or comment. On the other side, the *indifferent* teacher sets few requests and is not very interested in the classroom. This type of teacher does not occupy his/her time on planning or preparation because he/she uses the same materials, year after year. Lastly, the *laissez-faire teacher* sets requests or controls the students, and accepts their interruption asserting students must add something valuable to the class.

2.1.3.1 Characteristics of an Ideal Teacher

Talking about an 'ideal' teacher is a deeper and more subjective situation to debate. Azer (2005) indicates that twelve characteristics make an ideal teacher. These features include: to encourage and appreciate diversity, motivate students and co-workers, interact and communicate with respect, demonstrate leadership in teaching, foster critical thinking, encourage creative work, among others.

For his part, Baw (2014) states that, "the qualities of a good teacher are classified into four areas; namely, effective characteristics, skills, classroom management techniques, and academic knowledge" (pp.71-72). It can be appreciated that the ideas proposed by these two authors – Azer and Baw – present similar notions. Therefore, both of them suggest that an ideal teacher must create an educational environment of high level and excellence.

34

With all these clear and even somewhat obvious ideas proposed by Azer and Baw, it can be said that teachers may become effective classroom managers if they consider them. However, according to R. Marzano, J. Marzano, and Pickering (2003), there is a question most of the teachers must ask themselves regarding how to become effective classroom managers, "[a]re effective classroom managers born, or can you become one if you are not one already?" (p. 10).

To the above mentioned authors, the answer to this question is that effective classroom managers are made rather than born. They also mention that good classroom managers are educators who understand and use specific techniques, which they must be aware of and trained in in order to change teacher behavior for the good. In this way, there can also be positive changes in student behavior and achievement. Thus, it can be said that everyone has his/her own way of thinking, but the characteristics of an 'ideal teacher' cannot be changed.

The purpose of this research to find out if English teachers of a public and a private high school show the characteristics of an 'ideal teacher' through the procedures and routines applied in their classes. This finding, on one hand, will be relevant for this study due to the fact that if teachers do not show certain characteristics in their procedures and routines, they might not be able to manage their classroom properly. On the other hand, if they demonstrate them, they might be able to find many other ways of managing a classroom and improve their teaching process in each class.

2.1.4 Routines and Procedures Teachers Use in the Teaching and Learning Process

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Routines are the foundation of classroom management. Students require structure in every part of their lives. Routines provide activities in all of their life from the time they awake until the time they go to bed. Routines in a school and in the classroom provide the environment for learning to take place (Lester; Allanson; & Notar, 2017, p. 398).

Therefore, when the teaching and learning processes occur, routines play a transcendental role. They are essential to establish students´ behaviors and teachers´ schedules because if teachers set routines, the class will become efficient.

Procedures are also transcendental in the teaching process. Each time the teacher wants students to do something; there must be a procedure or a set of procedures. A procedure is defined as, "a fixed, step-by-step sequence of activities or course of action (with definite start and end points) that must be followed in the same order to correctly perform a task. Repetitive procedures are called routines" (Business Dictionary, n.d.).

H. Wong and R. Wong (2005), in their newsletter, Successful Teaching, suggest a three-step method for teaching classroom procedures: explain, rehearse, and reinforce. *Explaining* means that teachers state, explain, demonstrate, and model the procedure. *Rehearsing* is about practicing the procedure under the teacher's supervision. *Reinforcing* refers to restating, rehearsing, practicing, and reinforcing the classroom procedure until students become habituated.

Furthermore, in order to teach those different routines and procedures, educators must follow certain steps such as *interactive modeling*, which means sitting safely and focusing on the teacher. Of course, as its name suggests, it has to be with the teacher being

36

a model for the student. Therefore, if teachers want their students to learn different routines from the beginning, they should be an example for them. It is really important to indicate this fact because there are certain people who may think that teachers must be perfect in all aspects, but it can be simply stated that there is no such thing as the 'perfect teacher'. However, some characteristics can make a teacher become better each day.

2.1.4.1 Difference between Procedures and Routines

Some teachers make the mistake of thinking and saying that these two terms, routines and procedures, are identical. In fact, they are two different ideas. As Guedry (2010) stated, "a procedure is how you are going to achieve a task; the routine is when it is going to take place and then it becomes routine because it takes place every day at a certain time." Therefore, establishing both of them in the classroom is necessary in order to have a good environment, meaningful instruction, and to save valuable time. In short, they facilitate the teaching and learning process.

2.1.4.2 Types of Routines and Procedures

Some educators have established a great number of routines and procedures, from the simplest ones that refer to the different materials used to the most complex ones such as students' organization and the activities inside the classroom. Others pay more attention to students' behaviors in order to maintain a comfortable environment between teachers and learners. According to Wong (2007), there is a variety of procedures teachers can set from the very beginning of the school year. The different types of procedures that Wong (2007) explains are described in the following paragraphs.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

- **<u>Procedure for when students are absent:</u>** effective teachers have a procedure for when a student is absent in order to avoid wasting time and class disruptions requiring the student to be responsible. The author mentions an example of a high school teacher in Texas who has a bulletin board with the daily worksheet and make-up work posted in envelopes, so the students who have been absent know where they can find their assignments.

- **<u>Procedure for quieting a class:</u>** effective teachers obtain control at the beginning of the year when it is the opportunity to regain control if the teacher has lost it. It is easier to start each class period with a quiet class than to quiet a noisy class. It is important to keep the class occupied to avoid discipline problems.

- **<u>Procedure for the beginning of the period or day:</u>** effective teachers plan in advance, so they have the assignment posted in the same place before the students enter. As a result, students know they begin working as soon as they are inside the classroom.

- **<u>Procedure for students seeking help:</u>** establishing procedures for seeking help is vital to maintain a well-organized and disciplined classroom. Teachers provide instructions when students need to ask questions and the teacher is busy. Students have a variety of resources to ask for help such as writing down the question, waiting until the teacher has finished or raising the hand and quietly and waiting to be acknowledged.

- **<u>Procedure for the movement of students and papers:</u>** effective teachers have procedures for movement of students and papers. Generally, teachers establish groups with a classroom manager. The classroom manager is the person who

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

collects and passes back papers to group members. Besides, teachers provide the necessary instructions for movement, so any such movement must have permission.

When talking about a well-managed classroom, there are also some routines that teachers should teach their students. As Wilson (2010) states, **"**[a]t the beginning of the year, teach those routines that will most concern your students and those that will get your classroom up and running quickly and efficiently" (p. 39). For the author, these routines can be divided into different groups. Wilson (2010) presents the most important ones upon which to focus on. These groups are illustrated in the figure presented below:

Fig 1. Classroom Routines. Adapted from *What Every 2nd Grade Teacher Needs to Know About Setting Up and Running a Classroom* by M. Wilson, 2010, Massachusetts: Northeast Foundation for Children, Inc.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

- **Responding to signals for attention**

According to Wilson (2010), it is important to have students' attention in order to be a good classroom manager. However, it must be done in a respectful way. Wilson (2010) states that there are two signals:

1. **Visual Signal:** raising a hand can be a way of getting the attention of students instead of saying their names or other different words.

2. **Auditory Signal:** when students are spread all around the classroom a wind chime, rain stick, or other pleasant sounding instrument can be a good idea to let students know that the activity has finished and that they must stop talking or making noise. On the other hand, there are also students' signals that they need to use in order to get the teacher's attention. According to Wilson (2010), the following signals might be helpful to teach students to use when they are working:

1. **Raising a hand:** this signal works when students want to tell the teacher something about what they are doing – especially in speaking activities. However, educators must teach them to wait until their classmates finish in order to continue with the next student.

2. **SOS for emergencies:** in every class there might exist some struggles students face. Thus, the teacher needs to establish some signals to realize if one of these SOS emergencies is happening. In addition, he/she might not forget to cover in detail what can be considered a real emergency.

- **Bathroom Routines**

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Wilson (2010) talks about using a routine for the bathroom according to the age of the students. Nevertheless, she states that one of the general routines must be allowing one student at a time to go to the bathroom. Furthermore, Wilson (2010) remarks that these students should be of different genders. Other routines that are mostly used with kids are the amount of toilet paper they use, the way they wash hands and how to wipe around the sinks.

- **Morning Routines**

According to Wilson (2010), the morning can be a good time in which teachers can ask students about their week, some personal events or only take attendance. Wilson (2010) suggests some morning routines such as:

1. **Manageable tasks:** the teacher can give students different tasks to be completed before classes, but avoiding making them work too much on these.
2. **Pleasant environment:** playing music or audio books is an agreeable routine to use as the students enter in the classroom.
3. **Individual activities:** when students arrive one by one, teachers can have them start working on different quiet activities such as journaling, reading, or just doing some puzzles.

- **Transitions**

Running a classroom in a soft way is very important in order to avoid disruption. Using efficient transitions is relevant when teachers want to go from one activity to other or move from one place to another. Wilson (2010) also focuses on the fact that the transitions

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

teachers use can be helpful to prevent wasting time in some things such as instruction, lunch or play. Inside and outside of the classroom teachers can:

1. Leave enough time to shift gears calmly

2. Model lining up and walking in hallways

3. Spell out what to do upon arriving back in the classroom

4. Model how to move from the circle to desks

5. Model how to move from desks to the circle

- **Independent work-time Routines**

The time these types of routines can take will depend on the students. Wilson (2010) states that there are four main aspects teachers need to consider:

1. **Work place:** build confident places for each group of students. It will help them to work better.

2. **Changing places:** it is a good idea for a teacher to teach his/her students to remain in the same places where they started to work from the beginning.

3. **Work posture:** if students prefer to work standing, teachers should let them to do so. In this way, the students can feel comfortable and productive.

4. **Getting your attention:** a brief check-in around the classroom with students might help them in order to get the assistance they need while working on a task. Furthermore, they can ask for help to their classmates if they continue having problems with the task.

- **Read-aloud Routines**

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Wilson (2010) mentions that there exist some specific needs of students to take advantage of reading time:

1. **Try to read aloud several times each day:** teachers must select different types of books. The readings can vary from picture books to nonfiction books or they can also be related to distinct subjects such as Science, Social Studies, Math, among others.

2. **Schedule Effectively:** according to the author, the perfect time for reading-aloud is after an active period such as Physical Education classes.

3. **Scaffold for success:** readings must be short and simple at the beginning of the year, but they need to gradually get more complex through time.

4. **Keep the room focused and quiet:** students need a calm and quiet classroom when doing read-aloud in order to achieve better results.

- **<u>Emergency Routines</u>**

Teachers must be attentive to different problems that can happen inside the classroom such as vomiting, bloody noses, or any kind of accident. It is important for students to know what they have to do while educators are helping students with emergencies. Wilson (2010) suggests the next two steps. First, if the students were working on a certain task, they just have to keep working. Second, if they were working in groups or inside a circle, students must return to their seats and start reading.

- **<u>Dismissal Routines</u>**

Sometimes remembering all the things students have to do after a class period can be difficult for them, especially for kids. Therefore, Wilson (2010) claims that it can be a

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

good idea to have a list of all these things or start making them in advance, such as copying

or saving homework. Before dismissal, teachers should do some activities to end the class

or to say things about the next day that may be relevant for learners.

Finally, Wilson (2010) suggests other routines teachers may want to teach and

practice inside the classroom. These routines are as follows:

1. Indoor recess routines

2. Taking care of and putting away class supplies

3. Winning and losing a game graciously

4. Fire, earthquake, or tornado routines

5. Greeting former teachers, friends and family when children see them around the
   school

6. Completing class jobs

7. Turning in homework

8. Closing the circle (pp.39-50).

One of the most important things in applying certain procedures and routines inside

a classroom is that the teacher communicates them clearly; it means to make sure that

learners can understand and follow each one of them accurately. Teachers should also make

the whole class practice the routines until they can demonstrate them properly and

constantly, this being essential to reinforce these practices until they become habitual.

Barroso and Pon (2004) stated that inside the teaching and learning process, it is

necessary to plan ahead and according to Angelo and Cross (1993) teachers should employ

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

different assessment techniques. These two topics are explained more precisely in the paragraphs below.

- **Evidence of lesson planning:** Planning ahead to identify a course of action in order to reach different objectives is relevant in the teaching and learning process. In education, the planning tool is the lesson plan in which the educators write a description of his course of instruction for a lesson. This instrument helps them to organize content, materials, time, instructional strategies, and assistance in the classroom. Lesson plans also communicate to learners what they will learn and how they will be assessed to achieve a particular learning objective. (Barroso & Pon, 2004)

- **Classroom assessment techniques are used:** Classroom Assessment involves student and teachers in the process of learning. It provides feedback to the teachers about their effectiveness, and gives students a measure of their progress as learners. Classroom Assessments are created, administered and analyzed by teachers. It is recommended that only one or two Classroom Assessment Techniques are used in only one class when beginning the assessment. In most cases, only five to ten minutes of class time are going to be taken when applying a simple Classroom Assessment Technique. After trying one or two quick assessments, the decision as to whether this approach is worth further investments of time and energy can be made. (Angelo & Cross, 1993)

2.2 Literature Review

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Classroom management is an important part of the teaching process. Al-Zu'bi (2013) states that, "[classroom management] demands talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviors of learners" (p.142). Furthermore, in spite of the fact that there are many studies about classroom management, there are only few of them in Ecuador. In addition, there is one article about the Ecuadorian educational reforms. Most of the following studies had English teachers as the main participants of their research and some of the investigations used the same instruments for the compilation of the data. Moreover, the students and the variety of methodologies in each document constitute a helpful tool for the present study in order to obtain relevant and useful information related to the topic of teaching and learning. The paragraphs to follow encompass an analysis of the different research projects carried out regarding classroom management, EFL instruction in public and private institutions and general information about the Ecuadorian educational reforms.

2.2.1 Classroom Management

Regarding classroom management in the EFL classroom, Al-Zu'bi (2013) pursued the identification of classroom management problems among teacher trainees at Hashemite University, in Jordan. Data were collected by administering The Classroom Management Problems questionnaire (PCM) to 103 undergraduate students from the Faculty of Educational Sciences. The Classroom Management Problems questionnaire (PCM) contained 46 items of the four types of problems of classroom management: students, school management, curriculum, and teacher problems. The results showed a negative situation from the scores obtained from all the sub-scales of the classroom management

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

problems in the inventory. The sub-scales analyzed were teacher, students, school management and curriculum problems. The results exhibited that the level of recognition about classroom management skills in university students is not adequate. Moreover, the results concerning demographic variables demonstrated that gender and academic performance did not have an effect on students' recognition of classroom management problems.

In the same line of research, Kazemi and Soleimani (2016) ascertained the possible connections among EFL teachers' classroom management approaches at two dimensions – behavior management and instructional management – in Iran. This mixed method study collected its data by means of semi structured interview sessions, the Teaching Style Inventory (TSI) and the Behavior and Instructional Management Scale (BIMS). The participants in the study were thirteen clusters of 103 EFL teachers. The analysis of the collected data agreed with the idea that EFL teachers broadly use formal authority and teacher-centered style as classroom management techniques. In spite of the results, the authors vindicated the importance of the complexity of classroom management and asserted that "[i]n an EFL classroom, management goes well beyond setting discipline and exerting physical control" (p. 88).

For his part, Al-Amarat (2017) attempted to explore the classroom problems faced by public school teachers in Tafila province in Jordan. At the same time, the author intended to propose solutions based on the collected data. At the beginning, the participants of the study consisted of 240 male and female teachers (10% of the total teaching community). However, after all the questionnaires were applied, some of them did not meet the required

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

information and only 196 were analyzed. Hence, this study was addressed to 196 teachers from the public institutions in order to identify the most common behavioral and academic problems in their context.

The research instrument – questionnaires – consisted of 55 items: 19 items for behavioral problems, 16 items for academic problems, and 20 items for solution problems. As this was a statistical study, it had independent variables such as gender, school level, educational degree and teaching experience. Furthermore, it had some dependent variables, which are classroom problems faced by teachers in the public schools and proposed solutions. Statistics were ascertained in order to determine if there are significant differences between the variables.

The results of the study revealed that the mean of the behavioral problems was lower than the mean of the academic ones. The researcher established that there existed statistically significant differences regarding behavioral problems which referred to interaction between genders, level of schooling and teaching experience, for males in the elementary school. On the other hand, there were no statistical differences between gender, level of schooling, educational degree and teaching experience in the academic problems. Thus, Al-Amarat (2017) suggested that teachers must be trained on how to deal with the students' behavioral problems and develop different school rules to discipline learners' behavior in the classroom in order to build a comfortable physical environment for teaching and learning.

Taking into account all the problems teachers might face, Aliakbari and Bozorgmanesh (2015) ascertained that in many cases, teachers try to keep their classrooms free from

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

disruption and to achieve this goal, they need to manage the class and correct the students'

behavior in such a way that learners will be encouraged and motivated to retain only

positive behavior. With this study, the researchers aimed to examine the extent to which

teachers follow assertive classroom management strategies and if these strategies affect

students' performance. The subjects of this study were 123 female students within the age

range of 15–17, attending senior high schools in Boukan, west of Iran.

The authors of this study made use of a questionnaire as the data collection instrument.

This questionnaire was destined to collect information about the teaching process and the

teachers' characteristics in EFL classes. All of them referring to classroom management

variables and their dimensions, organizing, teaching management, teacher/student

relationship and teacher sanctioned/reward strategies. Based on the findings of their

research, Aliakbari and Bozorgmanesh (2015) indicated that teachers use strategies at

different degrees and their main priority is teaching and maintaining a good classroom

interaction. In addition, the researchers found that "there is a weak positive relationship

between applying assertive management strategies and the students' achievement" (p.7).

Moreover, Akbari and Yazdanmehr (2015) explored the different characteristics of

expert teachers of English in Iran, and one of those characteristics was teacher's classroom

management. In addition, the authors explained how expert English language teachers are

distinguished from other teachers in the management of their class and how they keep

discipline. This information can be useful in the design of teacher education programs and a

model of successful teaching in order to help novice teachers face complications in the

classroom. Furthermore, data are collected during interviews sessions addressed to 20

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

participants. They are teacher trainers and educators, university professors of applied linguistics, mentors, language institute supervisors and exemplary EFL teachers in Iran, in other words, expert people in the teaching field.

The results emerged with a number of management skills and sub-skills. The formers included teacher's identification power, use of external control, use of preventive strategies and monitoring student behavior. The latter included clarification of expectations, establishing rules and routines and use of body language. Akbari and Yazdanmehr (2015) concluded that expert teachers have enough preparation and expertise and "[they] are supposed to act as models for other members of their profession. Coming to know how they think and behave in different aspects of their job elucidates the secret of their outstanding performance" (p. 12).

Smith (1978) examined the role of the teacher as a socializing agent in the United States. This researcher suggested that teacher behavior can be explained and predicted on the basis of a model of teaching formulated upon the teacher's style of socialization. The data were collected by applying the Classroom Management Questionnaire to 200 teachers and non-teachers. The questionnaire had 36 items which were divided into three areas – aggressive, dependent and academic – with 12 items in each one. The objective of the questionnaire was to evaluate the style of socialization that was used by teachers through their answers. The scores on the questionnaire were evaluated based on the gender of student, behavior of student and classification of the teacher. The educators were classified in a teacher, a non-teacher and a special education teacher. The conclusion that ensued was that teachers employ more negative comments and criticism to male students than female

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

ones. The classroom management style changes when teachers are influenced by the nature, behavior, and sex of student.

2.2.2 EFL Instruction in Ecuadorian Public and Private Institutions

Goodloe (2005) attempted to learn more about the benefits, disadvantages and differences between public and private school systems in Cuenca, Ecuador. The data were collected by analyzing observations and interviews addressed to five teachers who were within the education system both public and private. The researcher indicated the advantages and disadvantages, perceptions concerning lack of funding, parental support, adequate facilities, student/instructor ratio and relationships, student success and learning outcomes. Both educational systems presented advantages and disadvantages. The researcher suggested that, the private school system could be the best option due to the available resources, consistency in the school year and teacher evaluation, whereas the public one presented many shortcomings – the main one being the lack of resources – despite having a lower cost, certification of teachers, and freedom of religion.

In addition, Burgin and Daniel (2017) examined the applied pedagogy of nine secondary level English teachers in Ecuador. The data were collected by using a classroom observation checklist and two open-ended questions to explore the level of multicultural understanding among the participants. The classroom observation checklist that was written in English had been modified and translated into Spanish and this instrument consisted of five categories (content, organization, interaction, verbal/non-verbal, use of media) with 39 items based on a five-point Likert scale. The findings of this study attempted to demonstrate that the curriculum used to prepare English teachers did not fill the educational

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

needs of teachers and students and the constant discussion about the influence of multicultural and multilingual factors in the Ecuadorian educational context.

For their part, Calle et al. (2012) also focused on the Ecuadorian system. The main objective of their study was to check the extent and to identify the reasons for the low English literacy performance of graduating high school students. The researchers claimed that the main reason for the restricted knowledge and low performance in English of the students is related to the absence and the lack of effective strategies used by the English language teachers. This happened in public schools in Cuenca. This mixed method exploratory research contained a paper questionnaire-based survey which has the purpose of collecting information about the different teachers' conceptions about the teaching and learning process. In this study, 215 English language teachers of public schools participated. The results reported that the poor English literacy performance of high school students is negatively affected by many different factors including the use of traditional teaching strategies.

In the same line of research, Calle et al. (2015) sought to determine the impact of training in relation to communicative strategies in the English classroom. As the background of this study, the researchers advocated for implementing a training program directed to develop communication and centered on task-based learning. At the beginning, 215 urban teachers were the participants of this study. However, after evaluating 97 educators, through observations, only 19 of them were selected to participate in the Enhancing Communicative Teaching Strategies (ECTS) program. Finally, two years later, 12 teachers were the ones that decided to continue being part of this research. Therefore, 12

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

teachers of different public institutions participated in this study and a quasi-experimental longitudinal research was conducted.

The techniques used in the program were action-reflection and task-based methodology. In order to solve some teachers' problems, they prepared, before each session of the workshop, a class plan that included a communicative strategy learned in the course. The members of each group contributed with ideas regarding the implementation of the plan. In this way, the teacher received a wealth of ideas for the improvement of the problems that arose during the execution of his class.

Observations were administered before and after the completion of the intensive ECTS training. This research is considered prospective-longitudinal as it was measured on three different instances. There was a pre-observation, a post-observation and a re-observation. The observation *in situ* was the technique used for each of the measurements. For this method, an observation card with a Likert Scale was designed. The research is finally considered as an explanatory level since it demonstrated the effectiveness of an intervention in nine study variables by comparing the three occasions.

According to Calle et al. (2015) significant changes in the teachers' use of communicative strategies occurred after the ECTS program. In any case, the participants returned to the initial situation, so, the training maintained lasting positive effects mainly in the use of activities related to the teaching of EFL. This happened in the short term, but after two years of the program, the activities were not used with the same significance as before. Therefore, the researchers concluded that when training is not permanent and continuous, it diminishes its influence.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Lastly, Calle et al. (2017) expressed in their study that after the new curricular reform of English in 2010, task-based language teaching can be applied to reach the curricular objectives. Therefore, the primary aim of this research study was to determine whether the participants employ communicative strategies within TBLT (Task-Based Language Teaching) after a training program. This program, In-Service Training Program (INSET), was based on the use of communicative strategies and the Task-Based Language Teaching (TBLT) approach for teaching English as a foreign language.

It is important to mention that the participants of this study were the same from the research conducted by Calle et al. in 2015. Twelve out of the twenty-three participants who attended the 110-hour training course were able to participate in this study. The researchers employed a mixed method in which the data were collected in two phases. The first phase consisted in observing one class and later conducting a semi-structured interview. The observations were conducted by two researchers and a checklist was employed in order to quantify the communicative strategies used by teachers.

According to Calle et al. (2017), the findings of the study indicated that there was an increase in the employment of communicative strategies by the educators after the training program. This demonstrated that the participants felt that communication and interaction among students is preferable in the teaching and learning process. Finally, Calle et al. (2017) concluded their study by declaring that, based on the observations and interviews conducted, it was possible that educators adapt new methodologies and strategies to their beliefs and frequent practices inside the classroom.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

2.2.3 Reforms

According to Harvey (2016) "[f]rom 2006 to 2015, Ecuador went through a large-scale education reform" (p.7). In his article, Harvey (2016) attempted to acquire a deep understanding of the education reform that took place in Ecuador between 2006 and 2015 identifying strengths and weaknesses in it. Besides, Harvey (2016) certified that this reform could help other countries to implement some advancements in their own education policies. Moreover, this study was non-intrusive; the data were collected from public access documents, reports, and assessments.

The findings of this research addressed different aspects such as the quality of learners and environments, the content, the different processes and the student's outcomes which were discussed through two frameworks; policy analysis and quality analysis. The researcher concluded that Ecuador focuses on each of the components mentioned before to enhance education reform. However, due to some limitations and shortcomings, there are still gaps in providing a quality education for all.

In relation to the present study, Harvey (2016) mentioned the quality processes which are the methods and strategies that teachers use to employ the inputs available to them. He indicated that through these processes educators use child-centered teaching approaches in well managed classrooms and skillful assessment to facilitate learning and reduce disparities. Moreover, when teachers utilize quality processes, meaningful learning experiences are more likely to take place.

Finally, Harvey (2016) declared that education has the power to contribute to different areas in the life of a person as well as a society. Over the last years, there has been a global

55

focus on making primary education universal for all. Many countries across the world reformed education policies to make this a reality, including Ecuador. However, although the universal status of education is almost attained in Latin America, there is still a significant need to focus on the quality of education to which the students have access.

Throughout the analysis of studies, a few areas were identified that need to be explored and analyzed in Ecuador. Some of the main areas included the different types of methodologies educators use in order to manage a classroom. Future research should include the best ways of managing a classroom, and perhaps the conflict between public and private institutions and their popularity related to classroom management. Research in foreign teachers could help to acquire a deep understanding of their way of managing a classroom in the Ecuadorian context.

Lastly, the different findings in the above studies give an idea about classroom management and its implications; characteristics about expert teaching, the differences public and private institutions have and the effects of the different changes in Ecuadorian educational reform. Besides, knowing the impact that different teacher training programs can have on them is also important because it could be seen that teachers might be opened to the change. Different places and contexts have been beneficial in the sense that they provide support for the development of the literature review.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Chapter 3

Research Methodology

3.1 Research Approach

The purpose of this study was to understand the different routines and procedures educators use during the teaching and learning process as the basis for proper classroom management. In order to accomplish this project, a mixed method research was held. Creswell and Clark (2011) define:

As a method, it focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either an approach alone (as cited in Bian, 2011, p.4).

On the one hand, the qualitative research tried to identify the best routines and procedures teachers think should be used inside classrooms, and their judgments and opinions about them by means of observations and semi-structured interviews. On the other hand, the quantitative research was used to obtain the number of routines and procedures teachers use within the teaching process. These data were collected through three instruments – classroom observation checklists, questionnaires and interviews – applied in two high schools--a private and a public one.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

3.2 Research Design

The research design was a case study. According to Bernal (2010), a case study is defined as a research modality that is widely used with excellent results from the beginning of the 21st century, in the social sciences, especially in psychology, education, health, sociology, anthropology, and more recently, in the fields of economics and administration. The objective of a case study, better known as the case method, is to study in depth or in detail a specific unit of analysis taken from a population universe. "Case study research involves detailed descriptions and analysis of an individual subject from whom observations, interviews and histories provide the database" (Nunan, 1992, p. 76).

For the case method, the unit of analysis, 'the case' object of study, is understood as an integrated system that interacts in a specific context with its own characteristics. The unit of analysis can be a person, an institution, a group and so on. As a methodological research procedure, the case study is developed through a cyclic and progressive process which starts from the definition of a relevant subject(s) that the researcher wants to investigate. These subjects are studied in depth in the unit of analysis, data are collected, analyzed, interpreted and validated; and then, the case is written (Bernal, 2010). The units of analysis of this study were two institutions, which were compared. Goodrick (2014) stated that a comparative case study "involve[s] the analysis and synthesis of the similarities, differences and patterns across two or more cases that share a common focus or goal" (p.1). The authors also mentioned that this type of study – a comparative case study – could be quantitative and qualitative using observations and interviews as data collection instruments.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

3.3 Participants

The participants of this study were senior year teachers and students from a public – Unidad Educativa "Miguel Moreno" – and a private high school – Unidad Educativa "Liceo Americano Católico" – in Cuenca. This study analyzed the routines and procedures teachers employ to manage a classroom during the teaching and learning process. The teachers were observed during one and one half months. The participants of both institutions were a sample group of 30 seniors in the public high school and 29 seniors in the private one whose ages ranged from 17-19 years old attending a regular last high school year in the mornings.

High School	Classes
Unidad Educativa "Miguel Moreno"	3rd "A" BGU (30 students)
Unidad Educativa "Liceo Americano Católico"	3rd "A" BGU (29 students)

Table 1. Students' number

Teachers of both institutions were also participants in this study (one per institution). For purposes of confidentiality, a code was assigned to each teacher. **TPU** was the identification code for the teacher in the public institution and **TPR** was the identification code for the teacher in the private one. Table 2 presents additional information about the participants.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

High School	Teacher Code	Age	Time of Teaching Experience
Unidad Educativa "Miguel Moreno"	TPU	33	10 years
Unidad Educativa "Liceo Americano Católico"	TPR	26	4 years

Table 2. Teachers' information

3.4 Data Collection

Three instruments were used in order to gather the necessary information to accomplish the objectives of this study: a classroom observation checklist, a questionnaire and a semi-structured interview.

Classroom Observation Checklist

According to Richards and Farrell (2012), a classroom observation checklist "contains a list of different features of a lesson which you complete while observing a lesson. Checklists provide a clear focus for observation; however, they can only be used for certain aspects of a lesson" (p. 94). The classroom observation checklist of this research consisted of a paper with a code for each teacher observed, the class, the date and the time in which the observation was accomplished. Furthermore, it included some routines and procedures that, according to the literature, are often used by teachers to manage a classroom and had an extra checkbox to write the routines and procedures that were not included in the ones mentioned above. Finally, three boxes of scales to be checked

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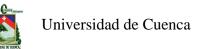Vélez Yanza Paula Agustina

according to the routines and procedures used were also added. The observation checklist can be seen in Appendix 3.

The three sections in the classroom observation checklist include *Class Structure* and the *Routines and Procedures* that teachers use in order to manage a classroom.

The first section: *Class Structure* involves two parts. The first part, *Evidence of lesson planning* refers to teachers planning ahead to identify a course of action in order to reach different objectives. The planning tool is the lesson plan. The second part includes different activities teachers employ to give them and their students useful feedback on the teaching-learning process, this part is called *Classroom Assessment Techniques*.

In the second section, some of the routines in the observation checklist are *Responding to signals for attention*, which means teachers trying to call students attention in a respectful way, also *Transitions*, when teachers use different strategies to go from one activity to another and try to avoid disruptions. Some routines that teachers usually do like *Taking Attendance, Bathroom Routines, Morning Routines* and *Dismissal Routines* are also included in the checklist. Other routines related directly to students are called *Independent work-time Routines* and *Read - aloud Routines*, in which students take advantage of their time. Finally, there could always exist some *Emergency Routines* of which both have to be aware in the case that any kind of accident happens (Wilson, 2010).

In the case of the procedures, there are certain procedures teachers use from the very beginning of their classes such as *Procedure for the beginning of the period or day* and *Procedure for when students are absent* for which teachers should plan in advance in order to avoid wasting time and class disruptions. Furthermore, during the classes other procedures might appear such as *Procedure for the movement of students and papers,*

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Procedure for students seeking help, and *Procedure for quieting a class.* All of them are important to keep the class occupied without noise and to avoid discipline problems (Wong, 2007).

Questionnaire

Ong'anya and Ododa (2010) claimed, "[a] questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents. Questionnaires have been termed differently, including surveys, schedules, indexes/indicators, profiles, studies, opinionnaires, batteries, tests, checklists, scales, inventories, forms, inter alia". The questionnaire of this research consisted of four main questions: three-closed ended (Ranking- Checklist) and one open ended question related to the routines and procedures teachers of the public and private institutions employ.

Semi-structured Interview

Finally, the type of interview the researchers used was a semi-structured interview. As Canals (2017) mentioned, semi-structured interviews allow the interviewer to have more flexibility to add other questions or ask for any clarification. Furthermore, the author stated that these interviews tend to be used to obtain qualitative data. The interviews of this research contained five main questions as a basis to start the interview. All these questions were revised by three expert teachers of the major of English at the University of Cuenca before the application.

3.5 Procedure

The observations were held by using a classroom observation checklist that focused on routines and procedures which is an adapted document that was piloted and validated in the same high schools with different participants in order to ensure the reliability of the

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

information. After the validation, the researchers found it important to make some changes in the observation template due to some situations during the pilot study. These changes included the elimination of the checkbox of *time* and to reduce all the scales into *yes, no* and *no opportunity to observe*. The observations were done at least two times a week during five weeks. The hours of the observations were according to the students' schedules of each institution.

In addition, the questionnaires were applied once the data obtained through the observations were gathered. This instrument was revised before the application by three teachers of the major of English at the University of Cuenca. The questionnaires were filled out by the students of both high schools on two different dates. The questionnaire was conducted in order to know what the routines and procedures related to classroom management teachers used.

Finally, the teachers were interviewed by the researchers. The interviews contained questions based on the observations. Additionally, the questions were about the different management problems they have faced, their thoughts about the routines and procedures teachers use and the way they use them in order to manage their classroom.

After all the instruments were applied, the data were triangulated in order to obtain reliability in this study. It means that the information collected in the observation was compared to the data collected in the interviews and the questionnaires. In that way, the researchers found the results to be discussed.
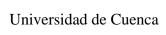
3.6 Data Analysis

Classroom Observation Checklist

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

The information obtained through the checklist was analyzed by means of comparison in order to establish differences and patterns across the two institutions; to do this, a chart with three rows was developed. The information concerning the public institution was assigned in the first row, the information of the private institution in the second and the information in terms of what was found in the development of the literature review and theoretical framework was placed in the third row. This information was analyzed and compared. This comparison was developed on the basis of the frequency of occurrence of specific routines and procedures, as revealed by percentages which were calculated from the total number of observations (7). Conclusions were drawn from the comparison and contrast of what was identified in each institution as well as in the development of the literature review and theoretical framework of this project. Therefore, the researchers first obtained the percentages with the most and least used routines and procedures in both institutions.

Questionnaire

This instrument was analyzed in a perceptual way that allowed the researchers to compare the information with the one from the observation and the literature at the same time. The questionnaire was analyzed question by question according to the number of responses for each option (always, sometimes and never) to the first two questions. The perceptual analysis was developed on the basis of the total number of responses of each institution as well as on the total number of both. The third question was multiple choice in which the students chose only three options from the routines listed in the instrument and three from the listed procedures. Likewise, the percentages were calculated in terms of the total number of responses of each institution and generally. Finally, the last question was

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

analyzed by examining each answer and placing them into categories from the answers of the students that were prone inductively from the analysis.

Semi-structured Interview

To analyze the data collected through the semi-structured interview, the audio-recorded information was transcribed in a Word document. This transcription allowed the researchers to do a preliminary analysis when different categories emerged. These categories are classroom management, problems in classroom management and routines and procedures. In this analysis the researchers also took into account the concurrences of each statement. This analysis was developed using the qualitative analysis software Atlas.ti 8.

3.7 Triangulation

As stated by Olsen (2004) "Social science triangulation is defined as the mixing of data or methods so that the diverse viewpoints or standpoints cast light upon a topic." (p.3). The author also claims that data triangulation helps to validate the affirmations that can arise from an initial study. Triangulation means mixing approaches to get two or three viewpoints about the topics that are being studied.

Yeasmin and Rahman (2012) stated that the triangulation technique is helpful to increase the reliability and validity of the project results in order to obtain confirmation of the findings gathering different perspectives. At the same time, the triangulation technique helps researchers by allowing them to be more confident of their results.

In this research, the data triangulation was conducted by comparing the data collected from the three instruments, observations, questionnaires and interviews in order to obtain more credibility of the gathered data.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

3.8 Ethical Considerations

An informed consent – Appendix 2 – was designed for the students; it was written in their native language in order to avoid misunderstandings. The consent form included information regarding the project and the activity that involved the students. As most of the students were underage; therefore, their parents signed the document agreeing to the students' participation in the questionnaire. To protect students' confidentiality and anonymity, their names were not shown and the information obtained was kept strictly confidential. It was established that the students' participation would be voluntary without affecting their grades in the English class since all the data gathered would be used for the purposes of the research project only.

3.9 Limitations

Inside this research study, the researchers found one limitation to accomplish the given objectives. This was that students did not have classes due to the fact that they attended different cultural events inside each high school, therefore, it was complicated to carry out this investigation. Because of the support from the teachers and students of both institutions, this was the only limitation.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Chapter 4

Data Analysis and Discussion

4.1 *Questionnaire*

General Analysis (both institutions)

Total students: 57

High School: Unidad Educativa Liceo Americano Católico and Miguel Moreno

1. **How often does your teacher use the next routines? Mark with a check.**

Routines:

Taking Attendance	Both	Always	Sometimes	Never
Number of responses	57	51	6	0
Percentages	100%	89.5%	10.5%	0%

*Table 3.*Taking Attendance

Responding to signals for attention	Both	Always	Sometimes	Never
Number of responses	57	39	18	0
Percentages	100%	68.4%	31.6%	0%

Table 4. Responding to signals for attention

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Bathroom Routines	Both	Always	Sometimes	Never
Number of responses	57	27	26	4
Percentages	100%	47.4%	45.6%	7%

Table 5. Bathroom Routines

Morning Routines	Both	Always	Sometimes	Never
Number of responses	57	29	26	2
Percentages	100%	50.9%	45.6%	3.5%

Table 6. Morning Routines

Transitions	Both	Always	Sometimes	Never
Number of responses	57	38	16	3
Percentages	100%	66.7%	28%	5.3%

Table 7. Transitions

Independent work-time routines	Both	Always	Sometimes	Never
Number of responses	57	51	6	0

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Percentages	100%	89.5%	10.5%	0%

Table 8. Independent work-time routines

Read-aloud Routines	Both	Always	Sometimes	Never
Number of responses	57	28	26	3
Percentages	100%	49.1%	45.6%	5.3%

Table 9. Read-aloud Routines

Emergency Routines	Both	Always	Sometimes	Never
Number of responses	57	0	57	0
Percentages	100%	0%	100%	0%

Table 10. Emergency Routines

Dismissal Routines	Both	Always	Sometimes	Never
Number of responses	57	4	13	40
Percentages	100%	7%	22.8%	70.2%

Table 11. Dismissal Routines

2. **How often does your teacher use the next procedures? Mark with a check.**

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Procedures:

Procedure for when students are absent	Both	Always	Sometimes	Never
Number of responses	57	30	13	14
Percentages	100%	52.6%	22.8%	24.6%

Table 12. Procedure for when students are absent

Procedure for quieting a class	Both	Always	Sometimes	Never
Number of responses	57	52	5	0
Percentages	100%	91.2%	8.8%	0%

Table 13. Procedure for quieting a class

Procedure for the beginning of the period or day	Both	Always	Sometimes	Never
Number of responses	57	2	22	33
Percentages	100%	3.5%	38.6%	57.9%

Table 14. Procedure for the beginning of the period or day

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Procedure for students seeking help	Both	Always	Sometimes	Never
Number of responses	57	46	11	0
Percentages	100%	80.7%	19.3%	0%

Table 15. Procedure for students seeking help

Procedure for the movement of students and papers	Both	Always	Sometimes	Never
Number of responses	57	49	8	0
Percentages	100%	86%	14%	0%

Table 16. Procedure for the movement of students and papers

3. Put a cross (X) next to the THREE routines and procedures you like the most.

Routines	Independent work-time routines	Taking Attendance	Responding to signals for attention	Other Routines
Percentage	18.1%	17%	17%	47.9 %

Table 17. Most liked Routines

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

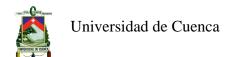| Procedures	Procedure for the movement of students and papers	Procedure for students seeking help	Procedure for when students are absent	Other Procedures
Percentages	25.1 %	24 %	17.5 %	33.4%

Table 18. Most liked Procedures

4. Is there another procedure or routine you would like your teacher to use?

Category	Music	Games and Activities	A Dynamic Class	Others	No Answer
Number of Students	14	12	13	8	10
Percentages	24.6%	21.1%	22.8%	14%	17.5%

Table 19. Desired Procedures and Routines

At the moment that the questionnaires were used with the students in order to obtain the insights they have about their teachers, learners provided answers related to the idea while the educators of both institutions actually apply different routines and strategies during the teaching process. Despite this result, the researchers observed that routines and procedures were not fully applied during the classes. For example, in Table 5 it can be seen that a bathroom routine was not used in almost any of the observed classes.

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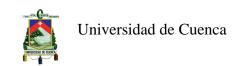Vélez Yanza Paula Agustina

Furthermore, most of the students agreed that the routines and procedures they like the most were the ones that included movement and individual activities during classes (Table 17 and Table 18). This result can be explained by the fact that their teachers employed, most of the time, this type of activities. What was a surprise for the researchers of the project was the fact that what students answered in the questionnaire was not the same as what they had observed.

Moreover, a dynamic class with games, different fun activities, and music was suggested by students in the open-ended question proposed (Table 19). Through the responses, students demonstrated that they generally expect English classes to be interesting and motivating. During the observations, it could be appreciated that some of the classes were to a degree repetitive because teachers applied the same activities day after day with all the courses.

Finally, these assertions could explain the results gathered through the questionnaires showing different information in contrast with the observation checklist because at the moment of the questionnaire, students presented different answers, stating that their teachers used all the routines and procedures asked, whereas the researchers observed the opposite. This discrepancy between the two results could be because despite of the explanation the researchers gave before that the observed students did not have a clear idea about what a procedure and a routine are. Another reason for this difference could be explained through students' lack of observation during their English classes.

4.2 *Classroom Observation Checklist*

Class Structure

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Evidence of lesson planning	Yes	No	No opportunity to observe
Public	85.7%	14.3%	0%
Private	100%	0%	0%

Table 20. Class Structure

Discussion: The evidence of lesson planning plays an important role in the teaching process. Teachers of both institutions planned ahead their classes. In all the observations, the private school teacher followed his lesson plans, so his preparation was evident. On the other hand, the public school teacher used lesson plans, but not in all his classes. As is stated in *Chapter II,* teachers use lesson plans in order to organize their classes and help students reach specific goals.

Barroso and Pon (2004) declare that planning ahead to identify a course of action in order to reach different objectives is relevant in the teaching and learning process. In education the planning tool is the lesson plan in which the educators write a description of his course of instruction for a lesson and help them to organize content, materials, time, instructional strategies, and assistance in the classroom.

There exist different types of lesson planning according to the rules of each institution. They could be daily and weekly lesson plans. In both cases, the observed teachers used daily lesson plans. Barroso and Pon (2004) claim that lesson plans also communicate to learners what they will learn and how they will be assessed to achieve a particular learning objective. During the observations, at the beginning of his classes, the public school teacher sometimes mentioned the activities students were going to do such as reading and writing related to a certain topic. Therefore, the educator provided an idea of

74

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

the aims of the class sessions through the use and application of a daily lesson plan. This kind of daily planning is very useful in the sense of helping teachers to cover the topics in an easy way because the planning reflects students' individual needs and it is guided towards teachers' interest.

All in all, as Nesari and Heidari (2014) mention, a lesson plan helps the teacher to manage his time. According to the authors, planning a class could be difficult because it requires effort, resources, energy, and time to accomplish. However, it helps teachers to save time in future class sessions due to the fact that a developed lesson plan can be applied many times with proper updates. Besides, it is a good way to make the class and the teaching process not monotonous and redundant because when teachers plan in advance, the class occurs in a dynamic and varying course of action avoiding disruptions and wasting time. As mentioned above, the private school teacher prepared lesson plans in advance. As a result, the classes were different and dynamic involving students in some activities that made the classes interesting for them.

Classroom Assessment Techniques

Classroom assessment Techniques are used	Yes	No	No opportunity to observe
Public	85.7%	0%	14.3%
Private	85.7%	14.3%	0%

Table 21. Classroom Assessment Techniques

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Discussion: Classroom assessment was used by teachers of both institutions. This assessment was performed through asking questions orally and a variety of reading and writing worksheets. The observers noticed that teachers of both institutions took less than five minutes to employ this routine. Notwithstanding, Angelo and Cross (1993) mention that classroom assessment must take between five to ten minutes to be applied as a simple Classroom Assessment Technique.

According to what the authors say, Classroom Assessment involves students and teachers in the process of learning. It provides feedback to teachers about their effectiveness, and gives students a measure of their progress as learners. The authors report that Classroom Assessment processes are created, administered, and analyzed by teachers. It is recommended that only one or two Classroom Assessment Techniques be tried in only one class when beginning the assessment. The public school teacher was made to understand his assessments techniques clearly. Moreover, the observers could realize his preparation because the questions he asked were clear and understood by the students, who answered right most of the time. The questions were related to vocabulary and information given in previous classes. In this way, the educator and the learners could see their progress.

Jabbarifar (2009) asserts that for educators, assessing and evaluating students' progress during the teaching and learning process has been a major concern of teaching English language. The author also claims that the results of the assessments are of great importance for the teachers and their own teaching because teachers themselves develop, administer and analyze the questions. Therefore, it provides feedback on the success of

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

instruction and gives students a measure of their progress during their courses of study as well as their classroom achievements at the end of it. In accordance with what the author states, the private school teacher could assess and evaluate students by the use of short writing exercises. Some of the exercises were crucial in order to know their previous knowledge and others to check the progress of learned lessons.

According to Black and William (1998), there could exist some causes for teachers not using classroom assessment techniques. Some of them are current practices and beliefs of teachers such as the fact that classroom assessment motivates students to superficial and memorizing learning, concentrating only on recall of isolated details. Also, during the assessments, the grading function is over-emphasized because there is a tendency to use a normative rather than a criterion approach, which emphasizes competition among students instead of personal improvement. However, in this study, both teachers applied assessment techniques in their classes.

Routines teacher applies

Taking Attendance	Yes	No	No opportunity to observe
Public	28.6%	71.4%	0%
Private	28.6%	71.4%	0%

Table 22. Taking Attendance

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Discussion: Wilson (2010), clarifies that taking attendance is a part of the morning routines. However, for this discussion, taking attendance was analyzed separately due to its importance. Teachers of both institutions hardly ever apply this routine, and sometimes they asked students who attended classes if someone was absent. The reason for this teachers´ behavior can be explained by the fact that they know their students and it was not necessary to call the roll or also for the need of managing class time. According to the author, the morning can be a good time in which teachers can ask students about their week, some personal events or only take attendance.

The experts from the Schreyer Institute for Teaching Excellence (2007) mention that the fact that some teachers do not take attendance at the beginning of the class session, rather, they do it at the end of it so as to discourage students from signing in or being signed in and then leaving. Another way of taking attendance can be at irregular intervals, especially if there is a clear policy for lowering grades when students start to have many absences. It is relevant to mention that there were more absences in the public high school than in the private one and in any case there were students that leave the classroom earlier or without telling the teacher.

The experts from the Schreyer Institute for Teaching Excellence (2007) state that the lack of taking attendance in each class can lead to some effects such as students missing classes more often or students having lower grades because of their excessive absences. As mentioned before, in each institution there were students absent, but there were no more than two students in each class and the effects explained before could not be observed.

Responding to signals for attention	Yes	No	No

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

			opportunity to observe
Public	57.1%	42.9%	0%
Private	85.7%	14.3%	0%

Table 23. Responding to signals for attention

Discussion: Teachers of both institutions applied this routine in a similar way because they called students' attention by raising their tone of voice, asking them some questions or making them participate in different activities such as warm ups, some games, and pair work. According to Wilson (2010), it is important to call students' attention in order to be a good classroom manager. However, it must be done in a respectful way, as it was observed in the classes of both teachers. For example, according to what one of the observed teachers mentioned in the interview, she uses some words such as "ok","keep calm", "relax". (see below)

Jennings (2016) states that teachers have to be prepared before they get students' attention. They should remember to stand somewhere in the classroom where the whole class can see them and they can see their students. It is a golden rule to call their attention by telling them what they need to do next, what tools they need, and where they should go. The author remarks that when educators teach and practice these attention signals in the classroom, they will have the tools everyone in the class needs to maintain a controlled and respectful learning environment. The public school teacher walked through the classroom

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

while giving classes, so all students paid attention to the lesson. On the other hand, the private school teacher stayed, most of the time, in the same place, but the attention signals were good enough in order to call students´ attention.

Jennings (2016) also claims that without attention signals, learning time is often lost in the process of different activities and also students' expectations could be imprecise and misunderstood. Nevertheless, the effects of the lack of applying this routine were not observed in none of the institutions.

Bathroom Routines	Yes	No	No opportunity to observe
Public	14.3%	0%	85.7%
Private	28.6%	42.9%	28.6%

Table 24. Bathroom Routines

Discussion: This routine was rarely applied in both institutions. At the moment when the routine happened, teachers followed what Wilson (2010) states, which is allowing one student at a time to go to the bathroom.

Wilson (2010) suggests using a routine for the bathroom according to the age of the students. As mentioned above, she declares that one of the general routines must be to allow one student at a time to go to the bathroom. Furthermore, the author remarks that these students should be of different genders. This was easy to observe because not many

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

students asked to go to the bathroom at the same time and most of the students were of the same age.

Smith and Dearborn (2016) express that it is a good idea to establish a bathroom procedure at the beginning of the day or as soon as the first student needs to go. However, in both institutions there was no evidence of determining a bathroom procedure at the beginning. If teachers use the first student as a model, they should make sure all students in the class know what they are doing. The authors also suggest some points educators have to consider before they review their bathroom procedure. These points are the number of students allowed to go to the bathroom, if they can go at the moment that educators are teaching, and the times students can go. It is also important to remember that younger students will need to use the restroom more often than older students and when they need to go they should go right away in order to avoid any kind of accident. All the points were clear for students of both institutions because they were used to it, as a habit, not exactly because their educator told them.

There are some effects teachers could face because of the lack of bathroom routines. Cox (n.d.) mentions that sometimes students ask to go to the bathroom as an excuse to get out of class and meet with friends. However, teachers who do not let their students use the bathroom, for any reason, are punished. Therefore, teachers have to decide when students really have to go to the bathroom or if they just want to get out of class.

Morning Routines	Yes	No	No opportunity to observe
Public	42.9%	57.1%	0%

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Private	28.6%	28.6%	42.9%

Table 25. Morning Routines

Discussion: It is important to mention that the morning routines do not refer in necessarily to the morning, but at the beginning of the class day. During the observations, both teachers did not demonstrate that they apply this type of routine. It was rare that one of them took attendance, employing instead a warm up or an activity to start the class session. Furthermore, in spite of being a Catholic institution, the private school did not pray at the beginning of the class.

Conforming to Wilson (2010), some morning routines teachers can use are asking students about their week, some personal events or only taking attendance. For their part, Smith and Dearborn (2016) declare that the way a class begins can most of the times define the entire course of the class. The authors also mention that during the first week of school, teachers should establish and teach a certain routine for the beginning of the day.

According to the Smith and Dearborn (2016), before establishing this routine, it is important to take time to decide on different aspects such as the tasks to be completed before students sit down, greetings, turning in homework, working silently on an assignment, such as writing or reading, among others. From the different activities the authors propose that teachers could use, only greeting was sometimes applied. Finally, Smith and Dearborn (2016) mention that once teachers have determined what they want, they should decide how to explain it to all the students and practice it. In this way, learners will know how teachers want them to enter and begin class.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Transitions	Yes	No	No opportunity to observe
Public	57.1%	28.6%	14.3%
Private	85.7%	14.3%	0%

Table 26. Transitions

Discussion: The application of efficient transitions is important to guide teachers when they require to move from one activity to another. Both teachers used them in a very natural way. However, in the case of the public school teacher, these transitions were not used as often as in the case of the private one. This can happen especially because of the fact that in most classes, the observed teachers did not apply a variety of activities in which they could use transitions. Most of the time the private school teacher utilized warm ups or games to make a transition towards a different activity or part of the class.

Using productive transitions is relevant when teachers want to go from one activity to another or move from one physical place to another. Wilson (2010) focuses on the reality that the transitions teachers use can be helpful to prevent wasting time in some things such as instruction, lunch, or play.

Banerjee and Horn (2012) assert that classroom transition times are challenging for most teachers and may be singularly difficult for beginning teachers. The authors give a list of some challenging behaviors that may occur during transitions and that may be avoided through careful transition planning. The list includes behaviors like refusing to stop the current activity or to move to the next activity, disturbing or distracting peers, being impatient to move and not waiting for one's turn, among others. Some of these behaviors

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

could be seen during the observations and that could be another reason why teachers did not use transitions. In the public institution, as mentioned before, the researchers observed a notorious lack of transitions, whereas in the private one there existed an evident use of transitions such as games, but some students were distracted and impatient while the transition was performed. Therefore, educators need to plan, use transitions and make the students understand the purpose of each of them.

Independent work-time routines	Yes	No	No opportunity to observe
Public	42.9%	57.1%	0%
Private	77.6%	0%	28.6%

Table 27. Independent work-time routines

Discussion: Teachers of both institutions applied independent work-time routines by covering different activities in the book and worksheets about the topics studied. They took into account the four main aspects given by Wilson (2010): workplace, changing places, work posture, and getting students' attention. The author also states that the time this type of routines can take will depend on the students' predisposition. The students from the public institution were willing to work on independent activities. Nevertheless, the teacher of the public institution did not use this routine regularly. The private school teacher applied the four aspects stated by Wilson (2010) with more frequency, especially getting students' attention because the educator designated one learner for column to help the other students with the activities they considered difficult.

In connection with this, the experts from the Academic Development Institute (2011) declare that work time is ideal for personalized instruction in order to best match

84

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

students' previous learning and readiness. In these type of routines, students are engaged in learning through the instructional modes other than whole-class instruction. The experts highlight that independent work time allows the teacher to give assistance and monitor the achievement of individual students toward mastery of the proposed objective. Furthermore, it helps the teacher to pay attention to the individual learning needs or difficulties each student displays in a certain task. In both institutions, teachers supported their students, while they were working on the different activities, answering all their questions and explaining what they had to do. In this way, every student achieved the objectives at the end of the class sessions.

Read-aloud Routines	Yes	No	No opportunity to observe
Public	85.7%	0%	14.3%
Private	28.6%	0%	77.6%

Table 28. Read-aloud Routines

Discussion: Both English teachers took advantage of reading time in their classes. In the public institution there was more opportunity to see the application of this routine. The public school teacher made students read aloud, one by one reading passages their book includes. On the other hand, in the private institution, the school teacher did not have many opportunities for making reading activities. A reason for this can be the time reading activities can take or the lesson plan the teacher had and that did not include a reading activity. In agreement with Wilson and the observed classes, Rhalmi (2010) also manifests that reading aloud is an enormous waste and consumes time. Besides this, the author states

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

that students do not even understand the purpose of this activity - reading aloud. Learners only read thus because the teachers told them to do it.

Wilson (2010) mentions that there exist some specific needs of students that need to be met in order to take advantage of reading time: try to read aloud several times each day, schedule effectively, scaffold for success, and keep the room focused and quiet. The public school teacher used some reading activities related to a certain topic at the beginning of the class and in this way the environment of the classroom became ready to continue with the next activities. As is reported by Wilson, thanks to reading, the class can concentrate in the tasks and activities they are learning.

Stevens (2012), in her article, mentions author Collinge (2012) who discussed the importance of reading aloud to students of all reading levels and the impact this simple practice can have on increasing students' reading levels. The author discusses how this simple classroom practice builds students' reading levels by exposing learners to texts above their current reading level, creating collaboration, and modeling fluent reading. Contrary to what the author says, despite the difference in the application of reading activities, in both institutions the reading level was similar. This aspect can be caused because of the lack of reading processes inside each institution, especially the private one, or the fact that students were not used to reading as much as the teacher wanted them to read.

Emergency Routines	Yes	No	No opportunity to observe
Public	0%	0%	100%

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Private	0%	0%	100%

Table 29. Emergency Routines

Discussion: During the month of observations, the teachers did not have to apply this routine at any time because there was not any emergency.

For Wilson (2010), teachers must be attentive to different problems that can happen inside the classroom such as vomiting, bloody noses, or any kind of accident. It is important for students to know what they have to do while educators are helping students with emergencies. The author suggests two steps. First, if the students were working on a certain task, they just have to keep working. Second, if they were working in groups or inside a circle, students must return to their seats and start reading. Besides in Ecuador, the different types of emergencies are controlled by a committee called Risk Management Committee, which, according to the Ministry of Education (2016), is a team committed to the prevention of different emergencies inside the educational institution, led by the Security Coordinator.

Dismissal Routines	Yes	No	No opportunity to observe
Public	14.3%	57.1%	28.6%
Private	85.7%	14.3%	0%

Table 30. Dismissal Routines

Discussion: Dismissal routines were used by the private school teacher more than by the public one. The teacher in the private institution followed the ideas that Wilson

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

(2010) proposes such as doing some activities to end the class or saying things about the next day.

Wilson (2010) claims that it can be a good idea to have a list of all these things or start making them in advance, such as copying or saving homework. Before dismissal, teachers should do some activities to end the class or to say things about the next day that may be relevant for learners. Wilson (2010) also asserts that teachers may forget to practice this routine. At the moment they forget, educators are denying students the time and support they need to have an effective calm end of the day. That could be a reason why, at the end of the classes, students from both high schools were impatient and sometimes worried about what they have to do for the next day or if they achieved the objectives of the class session.

Procedures teacher applies

Procedure for when students are absent	Yes	No	No opportunity to observe
Public	14.3%	28.6%	57.1%
Private	0%	57.1%	42.9%

Table 31. Procedure for when students are absent

Discussion: In both institutions, this procedure was not employed frequently. The private and the public school teachers did not take attendance in all the classes, but they sometimes left the worksheets they worked in class with other students to give to those who did not attend classes. Wong (2007) suggests that this procedure is necessary in order to

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

avoid wasting time. Also, the author states that this procedure prevents them from wasting time and class disruptions thereby making the students responsible.

Railsback (2004) makes some suggestions about procedures when a student is absent. The first and most important is to immediately talk to their family member in person—by personal phone call during the day or the evening. A second procedure is to let children know that when they are not in school, they are missed. Railsback (2004) also argues that it is a good idea to talk to them about why they were gone, and if there is anything you can do to help. Finally, it is important to reward and recognize good attendance in order to improve it and not to increase it. None of the teachers followed these suggestions during the time the observations were held, so the observers could realize that no absence procedures had been taught before.

According to the Art. 169 in the LOEI (2017), the registration of the attendance of students in all the types of educational institutions - public, partially paid and private - is mandatory. A reason to the lack of the application of this procedure can be that in each course there is a specific teacher named tutor, who is in charge of the attendance of the students, so through the use of a legal document called a lectionary where the names of the missing students are written the subject teachers only check the daily attendance.

Procedure for quieting a class	Yes	No	No opportunity to observe
Public	71.4%	14.3%	14.3%
Private	28.6%	71.4%	0%

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Table 32. Procedures for quieting a class

Discussion: At the moment that the observations were held in both institutions, the control of discipline was noticeable in the public institution in which the teacher demonstrated different strategies, whereas in the private institution the lack of discipline control was really evident because some disrespectful behaviors could be seen from the students to their teacher, such as too much noise, students talking when the teacher was giving classes, students using the cellphones in class, among others.

According to Wong (2007), effective teachers must control the discipline since the beginning of the year and they must set rules. Effective teachers obtain control at the beginning of the year which is the best opportunity to gain it. It is easier to start each class period with a quiet class than to quiet a noisy class. It is important to keep the class occupied to avoid discipline problems. In accordance with what the author says, the public school teacher took into consideration each one of the authors' suggestions in order to create a calm and organized environment in his classes. For example, sometimes the teacher asked students to work in some activities in the book while he was checking homework or when students started to make some noise.

Sometimes, the public school teacher made students work in groups to do some activities. Broughton, et al. (1980) recognize that a number of other benefits result from working in small groups instead of working as a whole class. Many opportunities can arise for practicing the language in groups than any full class situation can, and students can learn a great deal from each other. However, the authors explain that in some ways, group work constitutes issues that not all teachers are happy to face. They refer to the time when classes become too noisy, and that it is not possible for the teachers to have the control of

90

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

the class or check the work which is being carried out in groups. Contrary to what the Broughton, et al. (1980) explain, group activities in the public institution were held in a harmonious environment due to the application of this procedure.

Broughton, et al. (1980) also declares that, in order to achieve concentration from the students without a noisy class, well organized group activities must be applied and that the most important points to remember are that the activities should be clearly related to the aim of the lesson, and that the reasons for working in groups and in silence should be made absolutely clear. In both institutions the number of students was almost the same, but the public school practiced more group activities in a more silent atmosphere than the private one.

Moreover, Hannah (2013) mentions that the classroom learning environment can have effects in student`s behavior. One important aspect mentioned by the author is classroom organization which is related to students' discipline. Hannah (2013) states that

> "(w)hen a student walks into a classroom and sees that there is a large mess on the teacher's desk and items scattered around the floor the student can get the idea that the teacher doesn't pay a lot of attention to detail. With this mindset, the student may begin to look at what other flaws teacher might have. If a teacher does not show that they care about organization, then a student will most likely develop that attitude as well" (p.5).

In both institutions, it could be appreciated that teachers were well organized placing their items such as books, markers, or any other school supply in an efficient way.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Procedure for the beginning of the period or day	Yes	No	No opportunity to observe
Public	57.1%	42.9%	0%
Private	28.6%	57.1%	14.3%

Table 33. Procedures for the beginning of the period or day

Discussion: In both institutions, a procedure for the beginning of the period or day, was not evident all the time.

Wong (2007) declares that effective teachers plan in advance, so they have the assignment posted in the same place before the students enter. As a result, students know they will work as soon as they are inside the classroom. None of the teachers had anything that told their students what they were going to work on during the class.

R. Marzano, J. Marzano, and Pickering (2003) ensure that beginning a class in a valuable way is really important in a classroom where students begin and end the day in classes taught by different teachers. Consequently, rules and procedures might be set for the beginning of the period or day. Some procedures that can be applied at this time are taking attendance, addressing students who missed the work from the previous day because of absence and dealing with students who are tardy. In both institutions, the teachers observed did not apply the aforementioned procedures, but they sometimes did activities at the beginning of the classes such as warm ups or asking questions. Some of them were related to the topic they were learning, and some others were totally different. Therefore, students of each observed teacher were not totally engaged in the topic or the class session from the

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

beginning and they also did not know what to do at the moment that the teachers started the

English class.

Procedure for students seeking help	Yes	No	No opportunity to observe
Public	71.4%	28.6%	0%
Private	100%	0%	0%

Table 34. Procedures for students seeking help

Discussion: Teachers in both institutions were always applying this procedure

through answering questions and doubts of the different topics discussed in class. Wong

(2007) manifests that this procedure is important because it keeps the class organized.

For the author, establishing procedures for seeking help is vital to maintain a well-

organized and disciplined classroom. Wong (2007) also mentions that teachers provide

instructions for when students need to ask questions and the teacher is busy. Learners have

a variety of resources to ask for help such as writing down the question, waiting until the

teacher has finished, or raising the hand and quietly waiting to be acknowledged. Learners

from the two institutions had different questions and doubts while working in classes and

most of the time, they raised their hands to get answers. The researchers observed that in

this way, both teachers could help their students during their classes.

When referring to obtaining help with assignments, Murray (2002) suggests

teachers make their students, quietly, ask the nearest person for help with instruction if they

need it. However, if they are working on an individual project, they cannot ask their

classmates because that is a form of cheating, instead, they must raise their hand to get help

93

from the teacher. Murray (2002) also claims that if students are working with a group, they can ask other students for help in order to understand how to do the assignment before asking the teacher. Students from the two institutions often sought their teachers help, but sometimes, as Murray (2002) mentions, they asked their classmates because asking for help among themselves was also allowed. It is important to mention that this strategy of seeking help among classmates mentioned by the author could be very beneficial, but in some cases it can cause disturbances in class, or students can answer incorrectly, creating misunderstandings and confusion.

Procedure for the movement of students and papers	Yes	No	No opportunity to observe
Public	42.9%	57.1%	0%
Private	57.1%	14.3	28.9%

Table 35. Procedures for the movement of students and papers

Discussion: In both institutions, the researchers could appreciate the procedures for the movement of papers. One student was in charge of collecting the papers of each column thereby avoiding disruptions or noisy classrooms. For Wong (2007) it is necessary to establish a procedure for the movement of students and papers. Generally, teachers form groups with a classroom manager who is the person who collects and passes back papers to group members. Besides, teachers provided the necessary instructions for movement, so everyone must have their permission.

Murray (2002) explains a specific procedure to follow at the time of turning in papers. In this procedure, the students will place their papers (classwork or homework)

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

upside down in a specific place asked for the teacher beforehand. In the case of some students that are not finished with their worksheet papers during the specified time, they can finish them afterwards if appropriate or keep it in their notebooks until the teachers asks for it. This procedure was not followed by the teachers in the example, but, as mentioned before, they used a different way.

Murray (2002) also talks about procedures for students entering and leaving the room. In the first case, students must enter quietly and politely, not interrupting their classmates and generally following the appropriate procedures for each time of day (e.g., morning, after lunch, after a special class). Students in both institutions did not demonstrate having or following a specific procedure to enter in the classroom. Some of the learners were already there and others just waited for the teacher to enter first.

In the second case, leaving the room, the author suggests that students should tell the teacher where they are going and not to run or play in the hallways or restrooms. They must always remember that they are not allowed to go out of the classroom without permission. As mentioned before, there was not a specific procedure for going to the bathroom, but students asked their teachers when they wanted to go out of the classroom.

Moreover, Kayes (2015) mentions that students 'movement inside the classroom is important too because students are usually anxious to move around and often are loathe to stay in a specific place for long periods of time. The author also remarks that students work better in the classroom if they move around. Therefore, student's movement can help teachers vary their classes. According to Kayes (2015), movement is advantageous for students because it allows them go beyond a change in behavior and help them with concentration on what they are learning.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Despite of the fact that none of the teachers followed the procedures as the author's state, the movement of students and papers was applied without any problem of disruption, misbehavior or difficult situations during all the observations. This could be because even without a specific procedure, there was movement of the students inside the classroom.

4.3 Interview

"Effective classroom management is a requirement for effective education." (Korpershoek et. al., 2016, pg.5) The next paragraphs explain different conceptions of some authors related to three categories – classroom management, problems in classroom management, and routines and procedures – that emerged from the interviews about classroom management and a comparison with what the teachers from a public and private institution stated:

4.3.1 Classroom Management

The teachers from both institutions understand the importance of classroom management and its implications during the teaching process. They provided some comments about this topic, but while making references to other themes related to education.

"*how I manage my classroom is to say: ok, keep calm, relax, in that way because they are teenagers, so I try to act like a teenager too*". (Private School Teacher, 20-06-2018, survey response)

"*it depends on how I master my students (sic.) on the group specifically say. for example; if I have students with a very high level of English that is really good I start with some funny activities and then start and then continue with activities that can engage them in the*

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

learning process, and if I have students with a low level English what I try to do with then

is just to interact with vocabulary first and then to go little by little engage (sic.) them in the

learning process". (Public School Teacher, 13-06-2018, survey response)

Al-Zu'bi (2013) requests that classroom management involves different characteristics such as talent, skills, energy and ability from teachers when managing a classroom because of the fact that it directly deals with learners' behaviors. Kazemi and Soleimani (2016) also talk about behavior related to classroom management by establishing possible connections among EFL teachers' classroom management approaches at two dimensions – behavior management and instructional management. Meanwhile, Greenberg et al. (2014) concluded that some methods in managing a classroom are more adequate than others. Both of the observed teachers applied different methods, as it could be appreciated in the answers of the teachers about the way they manage their class (see above). The authors also suggest that there are five strategies which are the most important to train novice teachers. These are: rules, routines, praise, misbehavior, and engagement. In the interview, the public school teacher mentioned different aspects related to engagement and classroom management. However, these strategies were not always used inside the classroom during the observations.

4.3.2 Problems in Classroom Management

The teachers interviewed stated that they face situations related to these types of problems pointing out the fact that being in a public or private institution does not have any influence in management problems.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

"*...It doesn't depend too much on the institution even if you work in a public or private school you as a teacher if you motivate your students I think the students are going to listen to (sic.) they are going to feel encouraged to learn the language. I don't think the institution has too much to deal with this*". (Public School Teacher, 13-06-2018, survey response)

Al-Zu'bi (2013) in the identification of classroom management problems at Hashemite University in Jordan used a questionnaire called Classroom Management Problems (PCM) in which the author points out four types of problems related to classroom management, students, school management, curriculum, and teacher problems.

For the participating teachers, behavior is one of the main problems when talking about classroom management. However, they do their best in order to deal with this problem.

"*Definitely, student's behavior. They are teenagers, so behavior is terrible.*" (Private School Teacher, 20-06-2018, survey response)

Al-Amarat (2017) suggests that teachers must be trained on how to deal with student behavioral problems and develop different school rules to discipline learner's behavior in the classroom in order to build a comfortable physical environment for teaching and learning. In the case of the private teacher, a set of rules to discipline students was not evident while, the public school teacher could demonstrate that students were disciplined and quiet most of the time, during the observations.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

4.3.3 Routines and Procedures

"... It is very important to let students know how you are going to work, what are the rules, what are they allowed to do, so, and things like that". (Private School Teacher, 20-06-2018, survey response)

AliakbariBafrin and Bozorgmanesh (2015) indicated that teachers use strategies to different degrees and their main priority is teaching, and maintaining a good classroom interaction. Moreover, H. Wong and R. Wong. (2005), in their newsletter, Successful Teaching, suggest a three-step method for teaching classroom procedures: explain, rehearse, and reinforce. This method helps teachers to explain, demonstrate, and practice the procedure reinforcing it until students become habituated.

Teachers of both institutions thought that a routine and a procedure are the same, so they do not separate these two aspects.

"I used to find the procedure that, if I need to change the routine I do it. You know there are different classes, different English levels, different students, so if I need to change I really do it" (Public School Teacher, 13-06-2018, survey response)

Guedry (2010) delineates the difference between a procedure and a routine by stating that, "a procedure is how you are going to achieve a task; the routine is when it is going to take place and then it becomes routine because it takes place every day at a certain time".

At the moment of the interviews, the participating educators expressed that they usually employ a lot of techniques and strategies. However, during the observations, the

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

researchers were not able to observe all the strategies, activities, routines, and procedures the teachers manifested.

4.4 Final Remarks

From the three instruments applied in this project, observations, questionnaires, and interviews, the researchers are able to provide final remarks with information explained as follows.

First of all, the observations and questionnaires indicated contradictory results because when the questionnaires were applied to the students, they provided positive answers about routines and procedures that were not applied by the teachers during the observations. Nevertheless, the routines and procedures could be applied before the researchers started the observations for the present study, and that can be the reason why the students gave the existing answers (see above).

During the interviews, educators expressed different opinions about managing a classroom in general but they did not relate their answers to the proposed questions. Through their answers, the teachers interviewed demonstrated that only in theory that they had a very clear idea of how to manage a classroom, the difficult situations inside a classroom, and the fact of using routines and procedures during the teaching and learning process. However, these three aspects were not consistently observed during the classes in both institutions.

Finally, helping students get interested and motivated in the language class is significant for both, teachers and students. Furthermore, according to the curriculum of the Ministry of Education, teachers play an important role, and they must apply different

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

routines and procedures generating relevant and meaningful activities and making learner-

centered lessons inside the EFL classroom.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Chapter 5

Conclusions and Recommendations

5.1 Conclusions

After the completion of this study, it is relevant to provide conclusions along with certain recommendations and suggestions for further research within the educational field.

First of all, teachers of both institutions faced difficult situations related to classroom management most of the time, especially with students' behavior. It is important to know that in neither of the two institutions was there a well-disciplined and organized classroom all the time. Despite this, in the case of the public institution, the educator's system for controlling these kinds of situations was better than the private one. This can be explained by the fact that in the public institution, the teacher has a high level of authority over students' discipline, as was observed in his tone of voice and the way he managed the class.

Besides, both teachers only employed a few routines and procedures during their classes and this is why their students were not aware of the meaning of what and how is a routine or a procedure applied. This could also explain the contradiction between the questionnaires and the observation checklists applied.

Some contradictions were present between questionnaires and observation checklists because the answers in those instruments were not consistent. Students manifested that their teachers applied all the routines and procedures, whereas the researchers observed that there was a lack of using different strategies and techniques related to classroom management during the teaching process.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Furthermore, the routines and procedures of the educators of both institutions were applied in a different way in some cases, and in some others, they were the same. On one hand, there was not a significant difference in routines like *taking attendance* or *bathroom routines*. On the other hand, in the case of procedures, the *procedure for quieting a class* was different. In the public institution the teacher had control in this aspect using some strategies, whereas in the private institution the lack of discipline control was noticeable because of the fact that the teacher only employed certain words without having any positive response from the students.

Finally, the researchers conclude that the type of institution - public or private - is not a determining factor for the teachers' classroom management or for the students' behavior. Both participants of the teaching and learning process play a significant role inside each institution. As most authors (Adams and Ray, 2016; Al-Zu'bi, 2013; Al-Amarat, 2017; AliakbariBafrin and Bozorgmanesh, 2015; Marzano, 2007; Rabadi and Ray, 2017; Wilson, 2010; and Wong, 2007) remark teachers are the main actors in the teaching and learning process, and therefore they bear the responsibility of being proactive and managing their classrooms in the best way possible.

Similarities between the present research and other studies were expounded upon. Goodloe (2005), in her study, attempted to learn more about the benefits, disadvantages, and differences between public and private school systems in Cuenca. In the present study, some differences between public and private schools, specifically English teachers, were also found such as the discipline control observed in the public institution, but not in the private one. In addition, the application of different activities, in order to call

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

students attention, that the private teacher did was a big difference compared to the public teacher.

Moreover, Calle et al. (2012) claims that the main reason for the restricted knowledge and low performance in English of the students is related to the absence and the lack of effective strategies used by the English language teachers. The present study showed similar results regarding the lack of teachers' strategies applied in each institution.

5.2 Recommendations

Based on the analysis of the results and the conclusions, it is imperative to provide some recommendations. These suggestions might help teachers improve their routines and procedures.

First of all, as mentioned before, the main problem inside the classroom is the lack of procedures and routines (Wong, 2007). Therefore, teachers need training in routines and procedures, and the TEFL curriculum at the universities should include a subject related to these topics in order to improve the use of them. Moreover, teachers should apply more routines and procedures while managing a classroom in order to avoid wasted time, confusion, or disruption, and especially when difficult situations such as unacceptable students´ behavior appear.

Second, teachers should always create an attractive classroom environment making students know about the management strategies that are going to be used inside the classroom at the beginning of each class period (Tomson, 2018). It is also crucial to keep a respectful environment among teachers and students thus generating an atmosphere of courtesy when students feel comfortable and resolve their conflicts in an appropriate way.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Therefore, teachers should make students aware of their behavior and the importance of discipline in order to achieve academic and behavioral goals.

Third, one reliable alternative is to employ the three-step method for teaching classroom procedures suggested by H. Wong and R. Wong (2005), in order to make their students learn, practice and become habituated to the procedures they are expected to follow. The educator can also help his students with the class routines and procedures through posting them in convenient places making students remember their goals and responsibilities.

Furthermore, referring to the procedures both teachers apply, there are many of them that can be improved by the use of new methods. A good example of this can be the procedure for quieting a class, in which teachers only used isolated words or interjections instead of applying creative ways to control the class. For example, teachers could establish a punishment-reward system related to the act of quieting a class.

Overall, educators need training inside each educational field. Teachers must continue increasing their knowledge through pertinent literature and different courses as a way of improving the aspects that involve the teaching and learning process such as classroom management and the use of routines and procedures.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

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Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Appendices

Appendix 1. Institutional Official Authorizations

Cuenca, 19 de Marzo de 2018

Magister Martha Sisalima
RECTORA DE LA UNIDAD EDUCATIVA
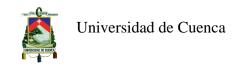**"MIGUEL MORENO"**
Ciudad

De mi consideración:

Reciba un cordial saludo por parte de quienes conformamos la Escuela de Lengua y Literatura Inglesa, el motivo de la misma es para solicitarle de la manera más comedida, la autorización para que la señorita PAULA AGUSTINA VELEZ YANZA con número de cédula 0106424914 y la señorita ANGELICA MAGALY GUSÑAY SIAVICHAY con número de cédula 0106435662, estudiantes de nuestra carrera, asistan como observadoras a las clases de la asignatura de Inglés y realicen los estudios necesarios en su institución como parte de su proyecto de graduación durante el lapso de dos meses después de aprobada esta petición

Por la favorable acogida anticipo mis agradecimientos y le deseo muchos éxitos en su jornada laboral.

Atentamente

_____

Mgst Esteban Heras Urgilez
Director de Carrera

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Universidad de Cuenca

Cuenca, 19 de Marzo de 2018

Lcda. Jacqueline Sarmiento
RECTORA DE LA UNIDAD EDUCATIVA
"LICEO AMERICANO CATOLICO"
Ciudad

De mi consideración:

Reciba un cordial saludo por parte de quienes conformamos la Escuela de Lengua y Literatura Inglesa, el motivo de la misma es para solicitarle de la manera más comedida, la autorización para que la señorita PAULA AGUSTINA VELEZ YANZA con número de cédula 0106424914 y la señorita ANGELICA MAGALY GUSÑAY SIAVICHAY con número de cédula 0106435662, estudiantes de nuestra carrera, asistan como observadoras a las clases de la asignatura de Inglés y realicen los estudios necesarios en su institución como parte de su proyecto de graduación durante el lapso de dos meses después de aprobada esta petición.

Por la favorable acogida anticipo mis agradecimientos y le deseo muchos éxitos en su jornada laboral.

Atentamente

_____

Mgst Esteban Heras Urgilez
Director de Carrera

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Appendix 2. Inform Consent

Dear parents,

The survey intends to collect information related to procedures and routines employed by teachers in a public and a private high school in Cuenca. The results will be used as basis for a research project entitled "A case study of a Public and a Private School: Analysis of classroom routines and procedures during the teaching process." To protect students' confidentiality and anonymity, their names will not be shown and the information obtained will be strictly confidential. The students' participation is voluntary without affecting their grades in the given subject since all the data gathered will be used for the purposes of the research project only.

_____
Signature

Consentimiento informado

Queridos padres de familia,

La encuesta pretende recopilar información relacionada con los procedimientos y rutinas empleados por los maestros en una escuela secundaria pública y privada en Cuenca. Los resultados se usarán como base para un proyecto de investigación titulado "Un estudio de caso de una escuela pública y privada: análisis de las rutinas y procedimientos del aula durante el proceso de enseñanza". Para proteger la confidencialidad y el anonimato de los estudiantes, sus nombres no se mostrarán y la información obtenida será estrictamente confidencial. La participación de los estudiantes es voluntaria sin afectar sus calificaciones en el tema dado, ya que todos los datos recopilados se utilizarán únicamente para los propósitos del proyecto de investigación.

_____
Firma

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Appendix 3. Classroom Observation Checklist

CRAVEN COMMUNITY COLLEGE

Classroom Observation Checklist
Basic Skills

Code: _____   Date: _____

Class
Observed: _____   Time: _____

	Yes	No	No opportunity to observe	Observations
Class Structure				
Evidence of lesson planning				
Classroom assessment Techniques are used				
Classroom Management				
a. Routines teacher applies:				
✓ Taking Attendance				
✓ Responding to signals for attention				
✓ Bathroom Routines				
✓ Morning Routines				
✓ Transitions				
✓ Independent work-time routines				
✓ Read-aloud Routines				
✓ Emergency Routines				
✓ Dismissal Routines				
Other routines:				
b. Procedures teacher applies:	Yes	No	No opportunity to observe	Observations
✓ Procedure for when students are absent				
✓ Procedure for quieting a class				
✓ Procedure for the beginning of the period or day				
✓ Procedure for students seeking help				
✓ Procedure for the movement of students and papers				
Other procedures:				

Comments:

_____
_____
_____
_____
_____

Observers Signatures _____   **Date** _____

Adapted from: http://cravencc.edu/wp-content/uploads/2014/04/Observation-Form.doc

114

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Appendix 4. Questionnaire
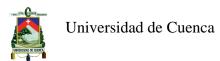
Universidad de Cuenca

Facultad de Filosofía y Ciencias de la Educación

The following survey intends to collect information related to procedures and routines employed by teachers in a public and a private high school in Cuenca. The results will be used as basis for a research project entitled "A case study of a Public and a Private School: Analysis of classroom routines and procedures during the teaching process."

High School: _____   **Date: _____**
Age: ___

Objective: The objective of this survey is to know about the routines and procedures the English teacher of your high school uses.

Instructions: Read carefully each question and answer as it is requested

1. **How often does your teacher use the next routines? Mark with a check**

Routines	Always	Sometimes	Never
Taking Attendance			
Responding to signals for attention			
athroom Routines			
Morning Routines			
ansitions			
lependent work-time routines			
Read-aloud Routines			
Emergency Routines			

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

	Always	Sometimes	Never
Dismissal Routines			

2. **How often does your teacher use the next procedures? Mark with a check**

Procedures	Always	Sometimes	Never
ocedure for when students are absent			
ocedure for quieting a class			
ocedure for the beginning of the period or day			
ocedure for students seeking help			
ocedure for the movement of students and papers			

3. Put a cross (X) next to the THREE routines and procedures you like the most

ROUTINES
Taking Attendance _____
Responding to signals for attention _____
Bathroom Routines _____
Morning Routines _____
Transitions _____
Independent work-time routines _____
Read-aloud Routines _____
Emergency Routines _____
Dismissal Routines _____
PROCEDURES
Procedure for when students are absent _____
Procedure for quieting a class _____
Procedure for the beginning of the period or day _____
Procedure for students seeking help _____
Procedure for the movement of students and papers _____

4. Is there another procedure or routine you would like your teacher to use?

_____
_____
_____
_____.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Appendix 5. Interview

Code:

Age:

Degree:

Number of Students:

1. How many years have you been teaching English?

2. How do you manage your classroom?

3. Which classroom management problems have you faced?

4. Which are the solutions you give to these problems?

5. Did you explain the routines and procedures to your students at the beginning of the year? Why? Why not?

6. Do you think the type of institution plays an important role in using routines and procedures?

7. What is the daily routine in your classroom? Do you think students get easily used to it?

8. Why do you use different routines each day? Why do you use the same routines?

9. Which routine or procedure works better with your students? Do you recycle routines?

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Appendix 6. Transcripts of the Teachers' Interviews

Code: TPR

Age: 26

Degree: Bachelor's degree

Number of Students: 29

Q: Hi, we are going to ask you some questions related to classroom management. First of all, how do you manage your classroom?

A: I work with third year of Bachillerato and this is a little bit difficult because the students are so difficult at this age, but I try to do my best so, how I manage my classroom is to say: ok, keep calm, relax, in that way because they are teeneagers, so I try to act like a teeneager too.

Q: How many years have you been teaching English?

A: I have been teaching English four years, exactly.

Q: During all these years, which classroom management problems have you faced?

A: definitely, students behaviour. They are teeneagers, so behaviour is terrible.

Q: Which are the solutions you give to these problems?

A: I talk to the authorities and also I work with the psychologist of the institution because sometimes there are problems that are difficult to manage by myself, so I work with all the other departments that the institution has.

Q: Did you explain the routines and procedures to your students at the beginning of the year? Why?

A: Yes, of course. It is very important to let students know how you are gonna work, what are the rules, what are they allowed to do, so, things like that.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Q: Do you think the type of institution plays an important role in using routines and procedures?

A: No, I don't think so. It is gonna depend on the teacher.

Q: on the teacher more than the students?

A: Yeah, definitely.

Q: What is the daily routine in your classroom?

A: Greet the students, say: ok did you understand the class?, things like that, maybe when you review the class, and also check the students' homework. Those are the daily routines I can say.

Q: Do you think students get easily used to it?

A:Yes, definitely because I work with all my coworkers, so we do the same in each level, so that is why this is so easy for them

Q: Do you use different routines each day?

A: I try to, but sometimes according to the class, according to students needs it is gonna be a little bit different. I try to do each class different because students get bored, they get distracted, things like that, so I try to do another thing each class, if it is possible.

Q: Which routine or procedure works better with your students?

A: Playing, making some things like mmm… different, listen to songs, things like that, dynamics, that is what the students like.

Q: Do you recycle routines?

A: sometimes, when one routine works better in a group, I repeat it with another group, so it is gonna depend. I try to recycle routines.

Q: ok, that would be it, thank you.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

A: you're welcome.

Code:TPU

Age:33

Degree: Master's degree

Number of Students: 30

Q: How many years have you been teaching English?

A: I have been working, I have been teaching English. for about ten years.

Q: Did you teach in public or private institutions?

A: In different institutions public and private institutions

Q: How do you manage your classroom?

A: Amm mostly with my students. it depends on how I master my students it depend on the group specifically say. For example; if I have students with a very high level of English what is really good I start with some funny activities and then start and then continue with activities that can engage them in the learning process, and if I have students with low level English what I try to do with then is just to interact with vocabulary first and then to go little by little engage them in the learning process.

Q: Which classroom management problems or issues have you faced?

A: Well, as I said to you, I have faced different different problems with my students. For example one of this is motivation, students lack of motivation.This I think is because many of them have the idea of that they don't need the language they don't need the English and then they don't pay attention to much to this subject I think, so these problems that I faced

120

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

have been difficult so I think that another one you see another one that I have faced is for example when students have a low level English, even when they want to learn English they have low level English and I think it is because they haven't have English in previous years so it's really difficult as you observed in third class or third year of bachillerato, students difficult to have a full English in class because they don't understand you too much, I think in summary this two problems are the most, are the biggest ones that I have faced during my career I think.

Q: Which are the solutions you give to these problems?

A: One of the best solutions that I can create to this problems is to motivate them try to motivate them I have done with them motivation I have told them that English is so important for example I also I have beaten them some funny activities for them in order to make them engage in the learning process and another since I have done with them to force to make them learn languages that I have tried to make language classes not too boring just try to feel good them in the English classes is difficult, but I have tried this.

Q: Did you explain the routines and procedures to your students at the beginning of the year? Why? Why not?

A: Yeah, yeah, I usually do this I usually tell students how eeee my methodology is how I I used to take my English classes with them then I what do I this. I do this because you know girl all English teachers use different methodologies and many students are accustomed to those methodologies so they have at the beginning of the year when you do this, see they know what they have to do, and if they know this, they, it's better for them it's better for them.

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

Q: Do you think the type of institution plays an important role in using routines and procedures?

A: I don't think so, i think it depends on the teacher. It doesn't depend too much on the institution even if you work in a public or private school you ahh as a teacher if you motivate your students I think the students are going to listen to they are going to feel encourage to learn the language I don't think the institution has too much to deal with this.

Q: What is the daily routine in your classroom?

A: Well, in my class what I do first at the beginning of the year I used to check the attendance, but then ahh through the year I just i used to like to get around the class and see if the students ae missed then what I do next is I start with the procedure when I started the topic for example like ahh presentation we have the presentation, practice, and production see this is what I do always and in the presentation for example I used to present some warm ups and I used to mix some games for them in order to feel motivated in order to make students how can I say, make students ready for the topic okay.

Q: Do you think students get easily used to it?

A: It's not easy because of the English level it is not so easy it's difficult for them but ahh little by little they get the idea they get the point they get what the teacher wants them to do.

Q: Why do you use different routines each day? Why do you use the same routines?

A: As I said to you, I used to find the procedure that if I need to change the routine I do it you know there are different classes, different English levels, different students, so if I need to change I really do it for example, let's suppose that today I prepared something for them and then they are like tired like boring and then what I do is ahhh I in that moment I

122

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

changed the activity even when I have planned before I change the activity I say for example, hey guys let's do something ahh let's stop our English classes or regular English classes let´s do other activity for example today I have a group for example they were really really boring ahh so I said let's go out to do other activity obviously in English, but it's other activity, so it depends on how your class is, but you dont do all the time you have to do sometimes this, okay.

Q: Which routine or procedure works better with your students?

A: With my students what really what I think that really works is when you use motivation when use a lot a lot of motivation they I hold I use I hold you usually motivate your students is by applying or by given them exercises that aah like them or for example you´re talking about aahh I don't know if you want to improve the reading activity for example you have to look for a reading that could be attractive for them I dont know some topics that can really called their attention and I think it's a very way that's the very way to work or for example with songs for example if you do a song with your students for example that is what I usually do, okay guys what do you want to listen if you want to practice listening activity because sometimes students usually ask you different activities they usually say, teacher let`s do something different tomorrow yeah so what do you usually say okay let's do it a listening activity lets` do it practice listening so what do you want to listen. If you do a survey and found out in that survey is that students want to listen to a specific music, sobring that music, bring that song. They are going to feel motivated motivated motivated. So, that's the way I usually work, so try to make them comfortable with the learning process ahhh try to them to make them motivated even when we have to follow a plan, but

Gusñay Siavichay Angélica Magaly
Vélez Yanza Paula Agustina

you can know the curriculum for example is flexible you can change some activities that can't call their attention, this is what I think.

Q: Do you recycle routines?

A: yeah, yeah I used to tend to recycle routines. Yes, I used to do it.

Q: Thanks for your time.

A: You`re welcome

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