



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“HOW TO MANAGE THE CLASSROOM TO CONTROL THE DISCIPLINE PROBLEM
DURING ENGLISH CLASS HOURS FOCUSED ON EIGHT-GRADE STUDENTS
PARALLEL “C” AT THE BILINGUE AMERICANO HIGH SCHOOL”**

COMPREHENSIVE EXAM REPORT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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La Libertad – Ecuador

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La Libertad, February 8th,2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title **“HOW TO MANAGE THE CLASSROOM TO CONTROL THE DISCIPLINE PROBLEM DURING ENGLISH CLASS HOURS FOCUSED ON EIGHT-GRADE STUDENTS PARALLEL “C” AT THE BILINGUE AMERICANO HIGH SCHOOL”** prepared by **GENESIS SOFIA NAVARRO ALEJANDRO** an undergraduate student of the Pedagogy of National and Foreign Languages Major, Faculty of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

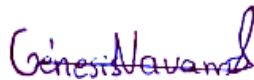


Msc. Sandra Caamaño López

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Statement of Autorship

I, GENESIS SOFIA NAVARRO ALEJANDRO with ID number 2450555590 undergraduate student from the Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as autor of the case estudy report titled "HOW TO MANAGE THE CLASSROOM TO CONTROL THE DISCIPLINE PROBLEM DURING ENGLISH CLASS HOURS FOCUSED ON EIGHT-GRADE STUDENTS PARALLEL "C" AT THE BILINGUE AMERICANO HIGH SCHOOL" certify that this work is of my autorship, except for the quotes and reflections used in this report.



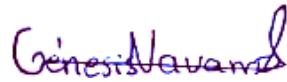
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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
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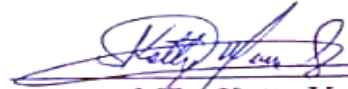
A handwritten signature in purple ink that reads "Genesis Navarro". The signature is written in a cursive style with a large initial 'G'.

Navarro Alejandro Genesis Sofia

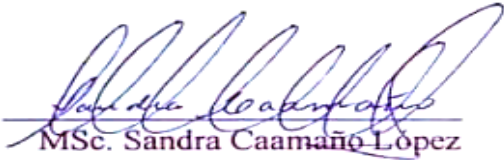
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Acknowledgement

In this report, I want to thank God for giving me health, strength, and wisdom to continue and not give up in these years of my university life.

Also, I want to thank my family, especially my parents for their unconditional support all this time, for being with me in my good and bad moments.

Finally, I thank my group of friends who have always been with me in every step I have taken, for supporting me and not leaving me alone when I wanted to give up, for teaching me the true value of friendship.

Abstract

The purpose of this research is to analyze how to control the classroom in eighth-grade students and to determine which is the problem in the student's behavior during English class hours and how to correct the problem in that period of time.

Therefore, after a brief analysis of the classroom it was observed that many students do not pay attention to the teacher's instructions, some are playing, others are doing homework, or simply are not involved in the class, without classroom management teacher cannot create a good learning environment. Classroom management is central to effective teaching. This means that effective learning and teaching cannot take place without good and effective proper instructions and can cause future problems such as students being able to do whatever they want, not respecting the teacher's rules, having a bad atmosphere in the classroom, or even having students perform poorly in their grades.

For these reasons, this research presents solutions while analyzing the problem, which will not only benefit the teachers and students of the Unidad Educativa Bilingue Americano but also future promotions so that these problems do not occur.

KEY WORDS: Classroom Management, Learning Environment, Effective Learning, Teacher-Students.

Resumen

El propósito de esta investigación es analizar y determinar cómo tener una clase exitosa en el aula con los estudiantes de octavo grado y decretar cuál es el problema en el comportamiento de los estudiantes durante las horas de clase de inglés y cómo corregir el problema en ese periodo de tiempo.

Por lo tanto, después de un breve análisis del aula a través del proceso de observación pude ver que muchos estudiantes cuando están escuchando la clase no prestan atención, algunos están jugando, otros están haciendo tareas, o simplemente no están involucrados en la clase, por lo que sin una buena gestión de la clase no se puede crear un buen ambiente de aprendizaje. La gestión de la clase es fundamental para una enseñanza eficaz. Esto significa que el aprendizaje y la enseñanza eficaces no pueden tener lugar sin una buena y eficaz gestión del aula y puede causar muchos problemas futuros, como que los alumnos puedan hacer lo que quieran, no respeten las normas del profesor, haya mal ambiente en el aula o incluso que los alumnos tengan un bajo rendimiento en sus notas.

Por estas razones, esta investigación presenta soluciones al analizar el problema, las cuales no solo beneficiarán a los maestros y alumnos de la Unidad Educativa Bilingüe Americano sino también a futuras promociones para que estos problemas no se presenten.

PALABRAS CLAVE: Gestión del aula, ambiente de aprendizaje, aprendizaje eficaz, profesor-alumnos.

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Introduction

Over the years, the problem of discipline in the classroom is an issue that never seems to go away, and this is mainly due to the behavior of students which can lead to problems not only on the educational side but also on the social side.

Failure to control the discipline problem can affect the functioning of the class and can manifest itself in many ways such as: disrespect for the teacher, lack of companionship, aggressiveness or inappropriate behavior. Students may exhibit strong behavior which can be presented in many ways, such as wanting to take control of the class, not being on time for class, talking during class time, arguing, or even ignoring the teacher, etc. (Varinder Unlu, 2017)

Nowadays, it is quite common in both public and public schools to have very small classrooms with a large number of students, so it is very difficult to supervise what the students are doing during class hours. However, the teacher in charge must take into account that good classroom management is important so that these problems do not occur.

According to (Elizabeth Mulvahill, 2018), "classroom management means having a wide range of skills and techniques that enable teachers to have a good classroom environment that runs smoothly, that is, without any inappropriate behavior on the part of the students".

The Unidad Educativa Bilingue Americano is the place where this problem was encountered with the students, during the present investigation solutions will be proposed for the problem linked to the management in the classroom, in addition the solutions will be implemented in a future demonstrative class.

Background

Unidad Educativa Bilingue Americano is the place where the present investigation is focused, to be exact, on the eighth-year course, parallel C. The observation class was carried out to obtain the information thanks to the authorities of the Institution, which could find the problem of discipline in the classroom during the hours of English, the students are between 11 and 12 years old so they are in a fairly young age and with a very worrying problem.

In addition, the teacher in charge of the English class is active with his class, his way of teaching is very dynamic, although he asks the students to be orderly and attentive, for the teacher it is a daily challenge because of the problem that exists.

According to (Robin Harwick, 2023), The role of the teacher in the classroom is a debatable issue, for many the teacher is the person who has the voice in the classroom, to defend values such as the physical integrity of the students, critical reflection, and public responsibility. In this case, the teacher in the institution is someone who does have the voice, to set an example to the students, but like all young learners, many only go to talk or to do homework.

Although eighth graders are at a very early age to have a good understanding of the English language, during the observation it was found that many of them are not very clear about what they have to do even though the teacher sometimes explains the activity in Spanish, if they do not understand and do not pay attention it can cause the students not to be interested in the subject and to focus on something else just at that moment, moreover, the teacher has to call the attention of the student and this implies a delay in the class.

The issue of student behavior is very much discussed by other teachers because it does not only happen in English lessons, but also other subjects with other teachers, and this is very detrimental because it can cause school failure.

Apart from the fact that the teacher has to manage not to make the class too monotonous, applying worksheets, flashcards, etc.; since the institution does not have technological materials, the project is not used.

The final point is the issue of discipline, why students, during class hours, want to do whatever they want, to the point of talking or falling asleep. Although both the teacher and the school authorities have to try to discipline the students for the better, it is not enough because the issue does not end.

The solution, at first sight, has to do with the teacher and the example he shows, discipline is reflected in the teacher, if he shows a positive attitude it will be reflected in the students, if the students are expected to misbehave they will do it, that is why the pauses in the middle of the classes are something that affects, if an activity is given, everything must be prepared, as long as there is inactivity on the part of the teacher the students will also do it. (Melissa Kelly)

Case analysis

The present case study focuses on having good classroom management for the problem of discipline in students, but what could cause this type of behavior on the part of students, perhaps it could be an issue that is found within the classroom or in the family environment.

The issue of discipline is something that has not reached the extreme, such as aggressiveness, or offense among peers in public, even so, there is the possibility that this is done without the presence of an authority, they are young learners so at their age we must have the greatest possible supervision, to avoid something much worse, to make it clear that this happens with many students in the classroom but not all. At least the students who are positioned in the front rows will be more controlled and even more participative than those in the back of the room.

This is why it is important to discuss the factors that could cause the misbehavior, which can be deduced by observation:

THE PROBLEM OF SPACE IN THE CLASSROOM

The reason why this is a behavioral problem is that there are a total of 43 students in the classroom, the teacher must keep in mind that he has to be aware of all the students, but that is not entirely possible because the rows are so close together that the teacher cannot get further than the center of the classroom. This is why those in the back of the class usually do not participate in class unless the teacher asks them to since they do not know the subject they are dealing with because they are not paying attention.

DO NOT ABIDE BY THE ENGLISH TEACHER'S RULES

Before starting the class, the teacher proceeds to give instructions on what to work on, but for some reason, many students take class time to do another activity of another subject, so the teacher thinks they are working in class, but they are not. Since students are learning a second language, they may not be interested in it because they think it may not be as useful, so their grades may affect their academic record with these behaviors.

FAMILY PROBLEMS

This is an issue that at first sight, you can not know, but there are many in which the student behaves in a way so disturbed, which can influence others to behave the same way.

The family environment can bring many inconveniences, some examples could be problems between parents, financial problems, or bullying of siblings which can negatively affect the student because at such a young age they are not able to handle so much stress, so their inappropriate behavior can lower their school performance. (Taylor Bennett, 2019)

Proposed /Changes

Discipline problems are a challenge for teachers, it could be worse if the teacher is just starting out, so rules for good classroom management should be established from day one. This is why the following solution is proposed:

CLASSROOM MANAGEMENT

Having good classroom management helps to make the activities to be performed work, this combined with a good discipline plan will allow the teacher to deal with any situation, i.e., improve the way students have been behaving.

BE FRIENDLY

The teacher is the authority in the classroom, but this does not mean that he/she has absolute control over the students, that is, if a situation gets out of hand, there is no need to get more furious to fix it, it could end very badly. Students need to know that a teacher is a trustworthy person to whom they can ask for help when they need it, be friendly, but still be clear that you should not be so friendly because students can take advantage of that and do whatever they want.

ESTABLISH THE RULES AND MAKE THEM REMEMBER THEM.

At the beginning of the school year, the teacher sets the rules for his or her class, but as the months go by, they are forgotten, causing students to do the opposite of what they were asked to do,

If one of the rules was to arrive five minutes before class, remember it every day if necessary.

BE AN EXAMPLE

The behavior in the classroom will depend on the discipline of the teacher, who always shows a positive attitude and transmit that energy to the students. This will help to improve the working environment.

MUTUAL RESPECT

It is important the topic of respect, is something that the teacher has to share, knowing how to treat a student is essential to know if they will respect you, in the case that a student has misbehaved, it is not right to call attention to him with the whole classroom as listeners, that should be done with the student to advise him that his behavior is not correct.

Always remember that praise is in public, and calls attention personally.

CONTROL STUDENTS.

What if there is always one student who is the ringleader and incites others to misbehave, he should not be kicked out it would not be ethical, probably the best option would be to put him somewhere else where he can not continue to bother, separating the students who are always distracting the room will help them to be more focused.

All these solutions will help to maintain a good classroom management, obviously you also have to work on the issue of space, put them in groups would be a good thing, so we would know who works and who does not, besides that the teacher can move freely around the room, establish this rule from the beginning would be useful.



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Facultad de Ciencias de la Educación e Idiomas
Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



Lesson Plan

LESSON PLAN #1

Student: Génesis Sofía Navarro Alejandro	Date: February 16th, 2023	Students #: 43
Teacher: Lic. Carlos Orrala	Lesson level: A2	Lesson length: 40 min
Pedagogía de los Idiomas Nacionales y Extranjeros	Course: 8 "C"	Venue: UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson? (e.g. at the restaurant, travelling to Europe, planning holidays, etc)

PAST CONTINUOS – WAS WERE (ING)

LEARNING OUTCOMES:

Circle A or B AND the language System/Skill - My lesson's main aim is:

Language (L): e.g. Grammar, functions, Vocabulary.

Skills: (S): e.g. Reading, Listening, Speaking, Writing

My lesson's secondary aim is:

If main aim is skills, indicate the language system you will use to support the skill: Writing

If main aim is language, indicate the language skill you will use to support the language:

Grammar

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim:

By the end of the lesson, the students will be able to use the past continuous in sentences.

Sub-aims:

Students will be able to recognize past continuous.

Students will be able to write sentences using vocabulary about past continuous.

Section 2. LEARNER'S PROFILE , RATIONALE0 & TIMETABLE FIT

Recent work
done:

Before this lesson, students have been taught the definition about past continuous. Also, students made matching exercises with the vocabulary in order to use it in this lesson.

Section 3: Personal Aims, Assumptions and Problems and Solutions

PERSONAL OBJECTIVES *(limit this to two or three points that you want to focus on in this lesson)*

<u>Objectives:</u>	<u>Strategies (How are you planning to achieve these objectives?)</u>
To explain clearly the structure about past continuous.	By Checking Questions in order to remind them what to in each activity.
To give clearly instructions to the students about the activities stablished on the lesson plan.	By taking a short activity at the end of the class so as to check whether they have understood the class.

ASSUMPTIONS (*What you assume the students to know, be familiar with, have experienced or have been taught*) Write AT LEAST 4 Assumptions, feel free to write more! (e.g. sub-skills, language systems, learner training, themes and topics, etc).

They have already studied the definition about past continuous.

They already know how to use verb to be.

They already know how to write short sentences.

They have already studied the list of verbs.

ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks) – you should write at least 3 problems & solutions, but feel free to write more!

Problem 1: Some students may not remember what the last class lesson was about.

Solution 1: I will give them feedback to reinforce what they have forgotten.

Problem 2: There are students at back of the classroom who do not understand the topic.

Solution 2: I would work with *Concept Checking Questions* to give the students clarification.

Problem 3: Some of them could do their work faster than others.

Solution 3: I would have to plan a fast finisher activity in order to keep them busy.

Section 4:

Methodology
Explanation, questions, and answers, communicative approach, and cooperative learning, incentives for individual participation.
Strategies
Warm-up, discussions, questions, or roll games.
Resources and Materials
Posters, flashcards, worksheets, markers, board, and scotch tape.

Time in Minutes	Description of Activity	Resources Needed and Other Notes
1	<ul style="list-style-type: none"> Greetings 	NO RESOURCES NEEDED
2	<ul style="list-style-type: none"> Warm up <p>Explanation: Dynamic</p> <p>The student try to guess the verb through mimicry.</p>	NO RESOURCES NEEDED
2	<ul style="list-style-type: none"> Last class - Feedback <p>Review the definition past continuous.</p>	NO RESOURCES NEEDED
10	<ul style="list-style-type: none"> Topic introduction <p>Explanation the structure about past continuous.</p> <p>To give examples by applying sentences using past continuous.</p>	POSTERS

5	<ul style="list-style-type: none"> • Pair work <p>I'm going to give them a flashcard with 2 verbs and for each verb the students should: Write 1 sentences in past continuous with each verb.</p>	<p>FLASHCARDS PAPERSHEET PEN OR PENCIL</p>
05	<ul style="list-style-type: none"> • Review the sentences <p>The students should write the sentences on the board.</p>	<p>MARKERS BOARD</p>
5	<ul style="list-style-type: none"> • Quiz <p>Worksheet</p> <p>The student should complete the sentences using the past continuous.</p>	<p>PAPERSHEET: https://www.perfect-english-grammar.com/past-continuous-exercise-1.html</p>
5	<ul style="list-style-type: none"> • Review the quiz 	<p>MARKERS BOARDS</p>

5	<ul style="list-style-type: none">• Feedback <p>In groups of 4 the students try to order the sentence and paste the correct sentence on the board.</p>	FLASHCARDS SCOTCH TAPE
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Facultad de Ciencias de la Educación e Idiomas

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



LESSON PLAN #2

Student: Génesis Sofía Navarro Alejandro	Date: February 16th, 2023	Students #: 43
Teacher: Lic. Carlos Orrala	Lesson level: A2	Lesson length: 40 min
Pedagogía de los Idiomas Nacionales y Extranjeros	Course: 8 “C”	Venue: UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson? (e.g. at the restaurant, travelling to Europe, planning holidays, etc)

PAST CONTINUOS – WAS WERE (ING)

LEARNING OUTCOMES:

Circle A or B AND the language System/Skill - My lesson's main aim is:

Language (L): e.g. Grammar, functions, Vocabulary.

Skills: (S): e.g. Reading, Listening, Speaking, Writing

My lesson's secondary aim is:

If main aim is skills, indicate the language system you will use to support the skill: Reading

If main aim is language, indicate the language skill you will use to support the language:

Grammar

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim:

By the end of the lesson, the students will be able to identify the past continuous in a short quiz.

Sub-aims:

Students will be able to recognize past continuous.

Students will be able to write sentences using vocabulary about past continuous.

Section 2. LEARNER'S PROFILE , RATIONALE & TIMETABLE FIT

Recent work
done:

Before this lesson, students have been taught the definition about past continuous. Also, students made matching exercises with the vocabulary in order to use it in this lesson.

Section 3: Personal Aims, Assumptions and Problems and Solutions

PERSONAL OBJECTIVES *(limit this to two or three points that you want to focus on in this lesson)*

<u>Objectives:</u>	<u>Strategies (How are you planning to achieve these objectives?)</u>
To explain clearly the structure about past continuous	By Checking Questions in order to remind them what to in each activity.
To give clearly instructions to the students about the activities stablished on the lesson plan.	

	By taking a short activity at the end of the class so as to check whether they have understood the class.
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ASSUMPTIONS (*What you assume the students to know, be familiar with, have experienced or have been taught*) Write AT LEAST 4 Assumptions, feel free to write more! (e.g. sub-skills, language systems, learner training, themes and topics, etc).

They have already studied the definition about past continuous.

They already know how to use verb to be.

They already know how to write short sentences.

They have already identified the verbs.

ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks) – you should write at least 3 problems & solutions, but feel free to write more!

Problem 1: Some students may not remember what the last class lesson was about.

Solution 1: I will give them feedback to reinforce what they have forgotten.

Problem 2: There are students at back of the classroom who do not understand the topic.

Solution 2: I would work with *Concept Checking Questions* to give the students clarification.

Problem 3: Some of them could do their work faster than others.

Solution 3: I would have to plan a fast finisher activity in order to keep them busy.

Section 4:

Methodology
Explanation, questions, and answers, communicative approach, incentives for individual participation, and cooperative learning.
Strategies

Warm-up, discussions, questions, or roll games.
Resources and Materials
Posters, markers, worksheets, and power point slides.

Time in Minutes	Description of Activity	Resources Needed and Other Notes
1	<ul style="list-style-type: none"> • Greetings 	NO RESOURCES NEEDED
2	<ul style="list-style-type: none"> • Warm up <p style="text-align: center;">Explanation: Dynamic</p> <p style="text-align: center;">The student try to guess the verb through mimicry.</p>	NO RESOURCES NEEDED

2	<ul style="list-style-type: none"> Last class - Feedback <p>Review the definition past continuous.</p>	NO RESOURCES NEEDED
10	<ul style="list-style-type: none"> Topic introduction <p>Explanation the structure about past continuous.</p> <p>To give examples by applying sentences using past continuous.</p>	POSTERS
5	<ul style="list-style-type: none"> Reading activity <p>The students should read and identify to underlining the past continuous, and then complete the activities with true or false, complete the question according to the lecture.</p>	PAPERSHEET: https://www.englishsheets.com/past-continuous-3.html
5	<ul style="list-style-type: none"> Review the activity+ 	MARKERS BOARDS

5	<ul style="list-style-type: none">• Quiz <p>Worksheet</p> <p>The student should complete the sentences using the past continuous.</p>	<u>https://www.perfect-english-grammar.com/past-continuous-exercise-1.html</u>
5	<ul style="list-style-type: none">• Review the activity	MARKERS AND BOARD
5	<ul style="list-style-type: none">• Feedback <p>In groups of 4 the students try to order the sentence and paste the correct sentence on the board.</p>	FLASHCARDS SCOTCH TAPE



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Facultad de Ciencias de la Educación e Idiomas

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



LESSON PLAN #3

Student: Génesis Sofía Navarro Alejandro	Date: February 16th, 2023	Students #: 43
Teacher: Lic. Carlos Orrala	Lesson level: A2	Lesson length: 40 min
Pedagogía de los Idiomas Nacionales y Extranjeros	Course: 8 “C”	Venue: UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson? (e.g. at the restaurant, travelling to Europe, planning holidays, etc)

PAST CONTINUOUS– WAS WERE (ING)

LEARNING OUTCOMES:

Circle A or B AND the language System/Skill - My lesson's main aim is:

Language (L): e.g. Grammar, functions, Vocabulary.

Skills: (S): e.g. Reading, Listening, Speaking, Writing

My lesson's secondary aim is:

If main aim is skills, indicate the language system you will use to support the skill: Speaking

If main aim is language, indicate the language skill you will use to support the language:

Grammar

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim:

By the end of the lesson, the students will be able to use the past continuous in speaking activity.

Sub-aims:

Students will be able to recognize past continuous.

Students will be able to write sentences using vocabulary about past continuous.

Section 2. LEARNER'S PROFILE , RATIONALE & TIMETABLE FIT

Recent work
done:

Before this lesson, students have been taught the definition about past continuous. Also, students made matching exercises with the vocabulary in order to use it in this lesson.

Section 3: Personal Aims, Assumptions and Problems and Solutions

PERSONAL OBJECTIVES *(limit this to two or three points that you want to focus on in this lesson)*

<u>Objectives:</u>	<u>Strategies (How are you planning to achieve these objectives?)</u>
To explain clearly the structure about past continuous	By Checking Questions in order to remind them what to in each activity.
To give clearly instructions to the students about the activities stablished on the lesson plan.	By taking a short activity at the end of the class so as to check whether they have understood the class.

ASSUMPTIONS (*What you assume the students to know, be familiar with, have experienced or have been taught*) Write AT LEAST 4 Assumptions, feel free to write more! (e.g. sub-skills, language systems, learner training, themes and topics, etc).

They have already studied the definition about past continuous.

They already know how to use verb to be.

They already know how to express sentences with present continuous.

They have already identified the verbs.

ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks) – you should write at least 3 problems & solutions, but feel free to write more!

Problem 1: Some students may not remember what the last class lesson was about.

Solution 1: I will give them feedback to reinforce what they have forgotten.

Problem 2: There are students at back of the classroom who do not understand the topic.

Solution 2: I would work with *Concept Checking Questions* to give the students clarification.

Problem 3: Some of them could do their work faster than others.

Solution 3: I would have to plan a fast finisher activity in order to keep them busy.

Section 4: 0

Methodology
Explanation, questions, and answers, communicative approach, incentives for individual participation, and cooperative learning.
Strategies
Warm-up, discussions, questions, or roll games.
Resources and Materials
Posters, flashcards, worksheets, markers, board, and scotch tape.

Time in Minutes	Description of Activity	Resources Needed and Other Notes
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1	<ul style="list-style-type: none"> Greetings 	NO RESOURCES NEEDED
2	<ul style="list-style-type: none"> Warm up <p>Explanation: Dynamic</p> <p>The student try to guess the verb through mimicry.</p>	NO RESOURCES NEEDED
2	<ul style="list-style-type: none"> Last class - Feedback <p>Review the definition past continuous.</p>	NO RESOURCES NEEDED
10	<ul style="list-style-type: none"> Topic introduction <p>Explanation the structure about past continuous.</p> <p>To give examples by applying sentences using past continuous.</p>	POSTERS
5	<ul style="list-style-type: none"> Speaking activity – pair work 	FLASHCARDS

	The students should read two questions and try to answer with their information, according to the questions that they have.	
5	<ul style="list-style-type: none"> Review the activity. <p>On the board write the sentences and read in pairs.</p>	<p>MARKERS</p> <p>BOARDS</p>
10	<ul style="list-style-type: none"> Onion ring game <p>In the Onion ring game, students pass an envelope with questions and then the question revealed each time the teacher says "stop."</p>	<p>ENVELOPE</p>
5	<ul style="list-style-type: none"> Feedback <p>In groups of 4 the students try to order the sentence and paste the correct sentence on the board.</p>	<p>FLASHCARDS</p> <p>SCOTCH TAPE</p>

Conclusion

The analysis made to the students will help classroom management is always important, to have a good classroom environment requires the collaboration of the students and the teacher, both are fundamental. Working with eighth-grade students in basic education is a challenge because they are still restless, some of them think only to bother, and that's why it is necessary to control them.

In the same way, the teacher must have the support of the authorities and parents to control any situation that arises during class time and that does not pass to major.

Classroom management should be applied to improve many factors including classroom discipline, the teacher can not overlook any inconvenience when something happens that is not right, it is time to act, and know that we must always help students for good in the future.

References

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Annexes

Annex 1: Tutor Assignment



Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-216-2022

DE: Ing. Eliana León Abad, MSc.
DIRECTORA DE CARRERA

PARA: Génesis Sofía Navarro Alejandro
ESTUDIANTE CARRERA PINE

Cc: Sandra Caamaño López, MSc.
DOCENTE

ASUNTO: Aprobación de tutores para el asesoramiento y desarrollo de los componentes del Examen de Carácter Complexivo

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado la comisión de tutores para el asesoramiento y desarrollo de los componentes del Examen de Carácter Complexivo, para la aprobación de la asignatura de Unidad de Integración Curricular.

DOCENTE	CORREO	TELÉFONO	DESIGNACION
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Atentamente,



Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

Cc: Archivo

Annex 2: Anti -plagiarism Report

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La Libertad, February 8th, 2023

TUTOR - 2023

En calidad de tutor del trabajo de titulación denominado "HOW TO MANAGE THE CLASSROOM TO CONTROL THE DISCIPLINE PROBLEM DURING ENGLISH CLASS HOURS FOCUSED ON EIGHT-GRADE STUDENTS PARALLEL "C" AT THE BILINGUE AMERICANO HIGH SCHOOL", elaborado por la estudiante NAVARRO ALEJANDRO GENESIS SOFIA, egresada de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias en la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, which appears to read 'Sandra Caamaño Lopez', is written over a horizontal dashed line.

Ing. Sandra Caamaño Lopez, MSc.
CI: 091557353-9

TUTORA



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URKUND REPORT



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Sources included in the report
