To what extent does the use of “Technological Strategies for Classroom Management” (TSCM) lessen third graders’ disruptive behaviors in an EFL class?

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Abstract

This action research study was thought to evaluate the effectiveness of a new approach, Teaching Strategies for Classroom Management (TSCM), designed to diminish disruptive behaviors of third graders in an EFL class at the Institución Educativa Francisco Miranda. Data were collected through four questionnaires, to the cooperating teacher and the students, a journal and a behavioral chart. The data analysis revealed that disruptive behaviors diminished after implementing three different strategies: Good Behavior Game (GBG) instructions, technological means, and activities related to the students’ interests. It was found that some GBG instructions and the use of videos were critical to achieve the main goal because students felt rewarded, motivated and engaged after working cooperatively.

Key words: Good behavior Game, disruptive behaviors, praising, videos
Degree requirement

This action research is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellin, Colombia.
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Special thanks to my family who supported me and helped me grow in my different journeys of personal and professional development. I want them to feel this achievement as theirs as a reward of many struggles and challenges. Finally, I would like to share my happiness and joy with those who made of my process of becoming a teacher something real.
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Preface

After more than 7 years teaching English in non-public contexts and facing different situations in an EFL class, I have realized that I am not well prepared to manage classes in public settings with children. This is why I chose the institution Francisco Miranda to do the practicum stage with third graders. During this action research process, I noticed that the main problem in this context was the disruptive behaviors that some students presented and affected the discipline in class, and consequently the instructional time and the learning process. I also thought it was an excellent moment to challenge myself to do research in the behavioral field due to the lack of experience I had managing big classes and discipline issues.

When I was designing the intervention for the study two important ideas I had developed through my entire undergraduate program appeared. One is related to my belief that when you learn a language you have to link the knowledge and content to something you really love doing; the other is related to what I think about technology as a teaching-learning strategy that offers us many useful and engaging tools to teach and learn a language. Therefore, after thinking and combining some classroom management strategies to these two ideas of learning a language, the approach Teaching Strategies for Classroom Management was created and successfully evaluated in the intervention of the study.
Description of the Context

The institution Julio Arboleda is a public school located in Medellin, in Miranda neighborhood. It holds a catholic philosophy and its mission is aimed at educating men and women with excellent academic and social principles in order to adapt to the society needs and transform it. This co-educational institution also known as Francisco Miranda offers academic education for first, second, third, fourth and fifth graders in both morning and afternoon shifts, and holds 540 students of which 300 are men and 240 are women whose socioeconomic stratum ranges from low to medium.

Julio Arboleda elementary school has a variety of infrastructure for children to study: a two-floor facility with classrooms, a cafeteria, a library, a playground, a courtyard, some offices, a staff room, a restaurant and an auditorium. During the first stage of the action research, the class was taught in a classroom located right above the playground and the cafeteria, next to a hall where several students passed by. Besides, it was close to a highway and sometimes communicating became a problem because of the external noise. Every student had a personal desk and they were distributed in six rows. During the second stage of the study, the students were placed in the library so we could use a TV, a computer and internet. Moreover, there were four tables where students sat in groups of six or seven. The place was so small that some students did not even have where to sit or put their notebooks; there were also many bookshelves, wardrobes, school implements and the board was about one quarter of a regular classroom whiteboard. This is relevant because managing discipline and proposing ludic activities or games on the board became a challenge.

Concerning the syllabus, the English subject is thought to develop different communicative competences: textual, pragmatic, grammatical, illocutionary and sociolinguistic
for students to be competent citizens in a globalized world, and be part of universal communication processes, as described in the Programa Nacional de Bilingüismo proposed by the Ministerio de Educación Nacional (MEN). Regarding proficiency, students must begin the level A1 according to the CEFR. There is not a clearly specified methodology to follow; however, there are some methodological recommendations in which interaction, the ludic aspect, meaningful learning, student-centered strategies, flexibility, affective factors and cultural content are considered.

In general, the teachers in charge of the first grades in the school are professionals in elementary education and do not have a degree to teach English. The teacher who was with the kids in the second grade was a preschool educator. She was given a content to develop during the academic year and it was her responsibility to think about strategies, methodologies and material to teach the classes. The teacher who was in charge of the third graders was an elementary school teacher with a degree in basic education, a specialization in education, a master’s degree in technologies and education, and he was finishing his PHD.

The students are part of the population of Miranda neighborhood; they are children motivated to learn but with some discipline issues. The group where I implemented my action research holds 37 students whose average age ranges from 6 to 9. This research study was conducted during the English classes, which took place only on Tuesdays. Due to some specific context difficulties, some kids have had to switch from schools and they have had to be reinserted into the programs. This makes of their experience in this grade a challenge for them to catch up with the other classmates. Besides, there are other special conditions among students; one of them has motor difficulties, which makes speaking, writing and having active participation a great barrier during class.
Statement of the Problem

The class is the perfect environment where different actors, experiences and academic background are in constant struggle. That is why it is important for my action research to establish what the main problem at the third-grade classroom in the institution Julio Arboleda is. All the conclusions, impressions and reflections that will be described next are based on the observations done in class and the conversations performed with the teacher and with some students.

After one month of observing this third-grade class, it could be stated that there is a main problem inside the classroom: the children’s behavior during the class. This causes indiscipline and problems among the teacher and students; out of seat, talking out, aggression and mistreatment with each other are some of these behaviors. Regarding the strategies and methodologies used by the second grade teacher, she usually handed out activities like crosswords, puzzles, worksheets and drawings and the kids were focused on fulfilling the activities, coloring and writing on their notebooks. This is an important situation because some of these activities were neither intended to improve or work on any linguistic competence nor to control discipline; their main focus was sometimes to comply with the activities the teacher assigned regardless the comprehension.

The third grade teacher had more classroom control. He always tried to have a good explanation of why children should behave well or of a certain way the teacher considered was the best. Students have listened to him when he addresses to them and he implements strategies that make them focus on the activities they are performing. Regarding the activities used by the teacher, he claimed he used activities based on technological tools that lead students develop their personal and critical thinking. Therefore, he considered himself a guide who approached
them to knowledge. Regarding the school’s curriculum, the teachers must know English and they have to follow a communicative approach, which is barely worked in class.

Two questions about classroom management were asked the second grade CT: what she thought was the best way to manage discipline in an English class with children, and based on her experience, what factors affected discipline in a class. In relation to the first question, the teacher replied that the best way was to teach in a ludic way with interesting and engaging activities; for example, a video about numbers used in a previous class. Concerning the second question, the teacher said that discipline issues affect a class because concentration and motivation are diminished; sometimes instructional time is wasted and the class finishes incomplete.

Surprisingly, she did not mention anything related to the interaction among students and teachers as an important matter when talking about discipline issues. This is relevant because sometimes the teacher addressed the students with negative and offensive remarks that may have caused discouragement among students. The teacher seemed not to be aware of the way she addressed her children and the possible consequences it may have had. This is a situation I am concerned about because when children are mistreated or not praised at school, their behavior may change into indiscipline and low academic performance.

With respect to the students’ behaviors, many children do not pay attention in class; they are usually standing up, walking around the classroom, bullying other kids, talking, or running around. It makes the class really difficult; actually, when the CT is not around and I work with them alone, the kids start making noise and only a few of them pay attention to what is being worked in class. Something important to highlight is that Information and Communication Technologies (ICT’s) are included in the English classes but some of these activities are not
planned according to the students’ level, competences and they usually lack a clear purpose. This is an important matter because through my observations I noticed that the moment when these children are more interested in the English class is actually when we play games on the TV or when we do activities together as a group using the screen. For example, in the class taught on August the 4th, they worked on a video practicing the numbers from 1 to 50; all the children were participating, paying attention and pronouncing the numbers when they were given the time to participate and sum up.

As a consequence, there was a need to find a solution to this issue that could positively affect the teaching-learning process of this class. That was when I thought it might be a good idea to find strategies for making the kids feel involved in interesting activities during the whole class. Activities that could lead them to learn and encourage them to discover English as another world and at the same time to have a positive effect on the discipline issues, diminishing the yelling and screaming in the classroom and creating good and well-established relationships with the teacher.

As a result of what was observed and found, I decided to work on the disruptive behaviors some children have inside the classroom through some technological strategies that I would use as a teacher in order to manage discipline. That is why the students were asked a question to see what possible teaching strategies would make them feel more interested and engaged (see graph number 1). These results were useful to design the technological strategies that would be implemented during the classes. Children in general like to work with songs, videos, games and reading activities.
In order to diminish disruptive behaviors in this course, I designed what I call “Technological Strategies for Classroom management” (TSCM). This is a new set of management strategies, technological means and teaching strategies that combined may reduce the disruptive behaviors presented by the children. I did some research about these three components to check how they have affected children’s behavior in different classrooms around the world, and how possibly it would diminish the disruptive behaviors in this third-grade class.

I strongly believe that children have always been the main actors in any elementary school classroom; they are different worlds interacting for the very first times in an academic field where the regular habits they are used to living at homes are not present. Additionally, it is a challenge for teachers to manage children’s behaviors in class; in this respect, Rydell and Henricsson (2004) (as cited in Geertj et al., 2010, p. 1) state that teachers are often confronted with disruptive behaviors in the classroom environment, and it is actually an important issue because according to Stage and Quiroz (1997) not many teachers are trained to face a group (p. 8). It is an important fact because as Breiner et al. (as cited in Stage and Quiroz, 1997, p. 3) claim, “although parent training interventions were effective in the reduction of disruptive
behavior in the home setting, research yielded insignificant changes in children's classroom behaviors” so children need a behavioral guidance at school. And even if these behaviors might be trivial such as talking out, non-attending, disobedience, not remaining at their desk, and being off-task (Arbuckle & Little 2004, p. 65) they become a great problem for the teacher to teach the class, and even for other students to learn and work as a group. Some researchers have found that aggressive and defiant behaviors diminish instructional time, affect students’ learning, challenge teachers, and go against all possibilities for students to succeed (Walker et al., 2004, p. 1).

Classroom Management Strategies

I chose the Good Behavior Game (GBG) to be the main source of some of the management strategies that will be the instructional base of discipline during the class, as authors as Ialongo et al. (1999, 2001) and van Lier et al. (2005) defined it: “Randomized controlled intervention trials showed that the GBG was effective in reducing (the development of) children’s disruptive behavior, hyperactive and oppositional behavior in particular” (p. 2; p.3)

Specifically, I will focus on changing the interaction with students and avoid reprimands, as some studies have shown that adequate behavior management techniques (e.g., providing clear expectations and routines, stating clear rules and consequences, and consistently using praise and other rewards) can reinforce children’s appropriate classroom behavior and may reduce disruptive classroom behaviors (Sutherland et al., 2008, p.5; Van Lier et al. 2005, p.4), while other behavior management techniques such as reprimands, corrections, and commands may elicit more child disruptions (Nelson & Roberts, 2000, p. 4).

In relation to the diminishment of disruptive behaviors, according to Andrew’s (2016) literature review, the use of praise in class significantly reduces the disruptive behaviors
presented (p.8). Moreover, in the same literature review the author explains how the rate of disruptive behaviors presented in class diminished after the use of the Good Behavior Game. Some of the results he presented in the paper were: “one class of nine self-contained students at an alternative school saw a decrease of 26% in disruptive behaviors per minute, while a second class of seven students saw a 73% drop in disruptive behaviors per minute”. This exemplifies how the GBG instructions show an effective result in different students, even with those who have behavioral problems; as he stated in the results.

Teacher confidence is an important factor when applying a GBG instruction. Arbunkle and Little (2004) states that the level of confidence a teacher has in a classroom is directly proportional to the level of disruptive behaviors in class (p.67). Also the authors confirmed that the disruptive behaviors shown in class, from the female students, were not linked to the teacher’s confidence. Another important factor for the implementation of the GBG is the use of tools and supports. According to what the authors found, teachers who have support of staff meetings and professional development sessions are provided with important information about effective classroom management strategies (p.68)

**Technological Means**

Besides the GBG instructions, I focused on using electronic means in order to foster students’ motivation towards the activities and diminish their disruptive behaviors. Thomas (2009) stated that “The relationship of ICT’s to language learning is considered in all its breadth, from its use to promote diverse skills (e.g., listening, speaking, reading, writing) to its relationship with an array of cognitive and social processes” (p. 21) It is important because we are now, a globalized community and according to what the syllabus of the institution proposes
to educate children to be part of a globalized world. Thomas (2009) states: that it is now a fact that nations are using ICT in education, but not many have policies that guide how to use it effectively into pedagogical practices (p.31)

Actually, many studies have been done to claim the effectiveness of using ICT’s in class. Those claims include that ICT, especially multimedia, supports different learning styles; that computers and the internet provide a wealth of resources to independent learners; and that certain software packages can offer a complete curriculum for language learning. Correspondingly, previous studies from Bletran et al. and Lam (as cited in Celik, 2012, p. 101) have established an association between home ICT use and learning outcomes. Besides, it opens new worlds and motivations that would open students other doors to discover and learn further than in a class environment. Rahimi (2011) claims that EFL teachers use computer-mediated-communication or other software as a way of creating real and effective communication (p.2). In this way technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy (p. 2).

Teaching Strategies/Learning Styles

In addition, the teaching strategies are another important part of what the TSCM is. As they have to be developed after the students’ learning styles and affective factors that make them feel more comfortable or perform better at learning. The teaching styles are according to Brown (2000) “a term that refers to consistent and rather enduring tendencies or preferences” (p. 113). He added that “learning styles are educationally-driven cognitive styles, i.e. affectively or psychologically blended cognitive styles”. But what is a cognitive style? “The term learning style is sometimes used interchangeably for cognitive style. Cognitive style refers to “an individual’s
preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information” (Dörnyei, 2005, p. 124). Besides, in order to design and choose the activities to do in class I must consider the fact that various learning resources have to be used when teaching and learning English to do it effectively (Lee, 2014, p .12).

Learning styles are not related to a generalization of a group or ethnicity, students have different learning styles and it is not related to the context or social factors (Lee, 2014, p.129). Actually there must be a way to generalize and come to an agreement among all the students’ learning styles. According to Park (2016) the levels of group work and participation increased in a study because of a common preferred learning style; the use of videos in a class (p. 87)

My hypothesis for this study is that combining some of the GBG strategies for classroom management, technological supports and activities they love and enjoy doing in class would diminish their disruptive behaviors. As they would be focused on studying through a motivational and interesting mean the activities they chose to do and following a set of management strategies that will change the way students are addressed in a class and the way they respond to the new interactions.

TSCM composition

<table>
<thead>
<tr>
<th>Teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management</td>
</tr>
<tr>
<td>Means (Technology)</td>
</tr>
<tr>
<td>strategies(GBG)</td>
</tr>
</tbody>
</table>
Research Question

To what extent does the use of use “Technological Strategies for Classroom Management” (TSCM) lessen third graders’ disruptive behaviors in an EFL class?

General Objective

To evaluate the effectiveness of the TSCM approach to lessen third grader’s disruptive behaviors

Specific Objectives.

To explore a new approach to engage students in class activities
To improve the class management strategies the students are usually exposed to
To set a path for the CT to begin implementing praise in her classes

Action Plan

As mentioned above, the course in which this intervention will take place has different problems that I have found during my observation-teaching process carried out during this whole semester. The problem I have focused on is the disruptive behaviors that children have in class that may cause low academic performance, misunderstandings, and a great obstacle for the teacher to give the class as he/she planned.

The disruptive behaviors I have seen in class are as follows: talking out, standing up, walking around, pulling other classmates’ hair, pushing other classmates, taking stuff that is someone else’s, fighting, yelling, not following the teacher’s directions, etc. Therefore, I began recalling all the ways I could possibly change this situation; and after doing some research and considering my own perceptions of how is better to teach a language, I designed a set of
strategies and input together in a brand-new approach that will be the intervention for this course as a way to affect and change these students’ lives and perceptions of what English is and how an English class could be. The name of the approach is “Technological Management Strategies”.

In relation to this approach, there are three inputs I want the students to be exposed to in order to generate a change.

**Teaching Strategies**

I have always considered that learning a language through the things we enjoy is the most appealing and attractive stimulus a person can have when learning a new language. This is why, I asked a question to the students to realize what the most attractive way for them to learn a language was, and they answered: songs, videos, and games in a descending order respectively.

**Technological means**

I consider that using a computer, screen and internet as a way of working with children will certainly make them feel more focused, engaged and encouraged to work in class. First of all because I have already done these kinds of activities (videos, songs and games) through this media and I could notice that the children behaved very well. Second of all because it is evident that we are now in a globalized world and as even the institution where they study stated: it’s important for these children to work on globalized content and topics. Children now love to be connected to internet and it’s a very good way to attract their attention and also to stimulate their autonomous learning.

**Management strategies**

I also consider that there must be a set of management strategies to control kids and support the environment we have in class through some discipline measures. The strategies I will
use will be taken from the Good Behavior Game because I consider it is a way to enlighten student’s achievements without having the need of using negative remarks which is a very common way the current teacher addresses to the students and it is something I really want to change.

Connecting these three things together I designed what I called TSCM (Technological Strategies for Classroom management) which is the approach I used as the intervention with third graders.

Now, I have thought of some of the actions to apply with the kids. Before the intervention I will take two weeks to socialize the research proposal with the principal, the coordinator and the cooperative teacher. Also, I am going to ask for the informed consent to each parent to let their children participate during the study. I am also going to state a beginning point and have evidence of how children behave and expose them to the regular way of an English class, so I can have an initial moment to compare at the end of the intervention. I will also tell the students that we will begin another way of having the class and that the rules and the activities will change, they need to be aware that there will be some changes.

During the 3rd and the 10th week next week I will be designing content for the GBG games and the instructional classes that will be given that semester. The implementation of the TSCM will start at week number 5 and will end at week number 16, considering that the GBG games will gradually be longer each week.

At week number 2, I will give students instructions to be in an English class, to control behaviors such as talking or verbal disruption, aggression or physical disruption, out-of-seat and non-compliance. Then I will divide the class into 3 groups that will have different types of
students (the shy one, the bully, the disobedient, the well-behaved, etc.) and I will start doing all the GBG phases but not so structured and having more time of GBG in the English class from the very beginning. I will also use activities already designed in the internet concerning the family, which is the topic for the first period next year, and that will be in a video/game or song format. These activities will be presented through the computer located in the classroom and extra activities such as playing inside the room, dancing, drawing, must be allowed as complementary activities to the main ones.

The students will be treated differently, using praise as a way of making them feel good at what we are doing in class, and they will have a set of punishments for their disruptive behaviors that will be the non-applicability for seasonal rewards and group penalties.

There will be 3 data collection methods. I will have one focus group that will be interviewed at weeks number 4 and 14. There will be also two interviews done to the teacher at weeks number 5 and 13. And also, I will design a check format to evaluate disruptive behaviors in class and the frequency with which they appear; hopefully, the cooperative teacher will be likely to help to fulfill the check format every class. During the weeks 14 and 20 I will do the analysis of the data and write the project for the presentation of outcomes and conclusions; to finally present it at week number 21.

**Development of actions**

During the first part of the implementation, the plan I had the last year worked as proposed. I started classes at the institution on February and on the second week I was able to meet the students, the new teacher and also to do the socialization of my proposal on February
the 6th. This socialization was a very good way to start the intervention due to the positive response the parents and the teacher had towards the actions that were to take place; one of the mothers commented that she was very interested in being part of the research study hoping her kid to learn English and behave well in class.

Subsequently, I asked for the informed consent on the first week of March because I had not been able to teach a class and because the design of the consent form had not been approved yet. From the beginning of the classes, through observations and reflections I recorded all the data that I considered important to the research; for example, the different disruptive behaviors students presented and the effectiveness the TSCM strategy had in every class to diminish those behaviors. In addition, the cooperative teacher recorded the behaviors students had during the English class in a behavioral chart previously designed. According to the GBG principles I chose eight students with different personalities that would be focal cases: students that rarely showed disruptive behaviors and had a great performance in class, students that did show some disruptive behaviors and had a great performance in class, students that showed many disruptive behaviors and did not perform well in class, and students that did not show disruptive behaviors in class but did not perform well in class. These students would later show me the evolution of those disruptive behaviors presented in class.

During the first month I asked the cooperative teacher for the English syllabus so I could design all the classes and create a timetable. I had to redesign the syllabus because I knew that such amount of topics could not be covered during the instructional time for the English class. During the implementation I compared a regular way of teaching English with classes in which the TSCM was applied; that is why the implementation of the GBG started a month after it was
planned: to have the same amount of time for both ways of teaching the English class. During that first week of April, right before the first GBG class, the students and the teacher were given some questionnaires to have the first data record of their opinions and perceptions of how a regular English class was. Besides, the students were rewarded every class when they won the medal of honor which was a way of encouraging the children to outstand in class because of their behavior. In addition, they were also rewarded when a group lost the less happy faces in the class.

The analysis of the data started in May when many of the intervention classes had already been taught. In order to finish analyzing data, the second questionnaire to the teacher and the students was performed at the end of May in order to do a comparison with the first questionnaires applied. All the data analysis processes finished at the beginning of June and classes were taught with the TSCM principles until the second week of June.

**Findings and interpretations**

During the analysis of data, I started the process of coding all the data collected: a journal, two teacher’s interviews, eight students’ interviews, and the behavioral charts. This process of coding was performed under Saldaña’s (2008) recommendations for analyzing data in which we start creating codes, then categories and finally some theoretical concepts as main axes of the coding part (p.11).

According to Saldaña (2008), a code is a word or a short phrase used to represent symbolically what we have in a portion of the data collected; the main purpose is to capture the essence of the content presented in the data (p.3). He also describes a category; which is the next step when analyzing data, as the grouping of some codes that share some characteristics and
create a “family” and thus a pattern (p.8). Finally, when we had already coded, and grouped the
codes into categories, there is a last step which is the theory. In this step, we have to move from
the concepts that are conceived as reality, pass through the categories and move into the
thematic, conceptual and theoretical. As stated in Saldaña (2008), we categorize to get up from
the different nature of data making groups of things represented. The concepts we subsequently
create after are a result of how we move from this general categorization into concepts to a
higher level (p.8)

I followed all these steps in order to create some codes, categories and finally concepts
that were related and useful pointing at answering my research question. The charts were
analyzed quantitatively counting the frequency the disruptive behaviors are present in class.
Besides, the questionnaires were analyzed qualitatively according to the way the teacher and
children perceived a change in the frequency that certain disruptive behaviors appeared in class.
The process I had for analyzing is described in the next chart having the source of the data, the
data analyzed, the codes, the categories and the concepts from left to the right; moving from the
most general to the most specific correspondingly.

The results related to the disruptive behaviors in class will be discussed firstly as the
general improvement after the implementation of the TSCM, secondly the effectiveness of Good
Behavior Game followed by the analysis of the usefulness of technological means which are the
main components for the TSCM intervention. The teacher strategies and learning styles which
are also components of the TSCM will be analyzed jointly in the subheadings mentioned above.

**Effectiveness of TSCM**
During the whole intervention the disruptive behaviors were to be measured through some behavioral charts the cooperative teacher would fulfill. These charts showed the frequency that some behaviors appeared in every class. Eight students were previously chosen by the teacher and me after some GBG instructions. The teacher’s task was to check every time a student behaved in a certain way, the behavioral chart is shown above.

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>attendance</th>
<th>The student is out of seat</th>
<th>The student is aggressive or bully</th>
<th>The student is distracted in class</th>
<th>The student doesn’t follow instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the observer</td>
<td>date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological strategy used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After analyzing the number of times that every student presented a disruptive behavior; it is clear that the frequency of appearance of disruptive behaviors in general in class diminished after the implementation of the TSCM. According to the cooperative teacher’s opinion all the disruptive behaviors he observed in class showed a diminishment in the frequency they appeared after the action research implementation. It is important to mention that the TSCM implementation started on April the 17th so there were two moments of comparison when analyzing the charts and data. The first part of the intervention followed a regular way of teaching a class and the second part followed the TSCM approach. The next graphs show all the data collected through the different classes differentiating the four disruptive behaviors observed by the cooperative teacher.
Out of seat.

Comparing the two parts of the intervention, the graphic shows a significant general improvement concerning the disruptive behavior out of seat. For the class taught on May the 8th, we did some cooperative games in which students had to stand up and move around the classroom. According to the reflections I have from the journal, the students seemed to be very encouraged to participate and be active in the activity; probably this made of this class an environment for students to stand up without having to. Moreover, according to the data it can be shown a positive impact in this disruptive behavior in some students after implementing the TSCM, as shown as follows:

<table>
<thead>
<tr>
<th>Student name</th>
<th>Traditional class</th>
<th>TSCM intervention</th>
<th>% of diminishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Student B</td>
<td>10</td>
<td>2</td>
<td>80%</td>
</tr>
<tr>
<td>Student C</td>
<td>2</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Student D</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student E</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student F</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Student G</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Student H</td>
<td>2</td>
<td>0</td>
<td>200%</td>
</tr>
<tr>
<td>Student I</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Aggression/Bulling.

![Aggression/Bullying Chart]

This disruptive behavior was very controlled from the beginning because the teacher and I focused on not allowing aggression in class. Moreover, there were some moments at the beginning of the intervention where aggression was more visible and during the TSCM intervention was not seen as time passed by. This shows that the intervention had a non-significant change in the disruptive behavior as students didn’t present it frequently; nonetheless, there was a diminishing rate of appearance for one student and an increasing rate in another one as it can be observed in the following chart:

<table>
<thead>
<tr>
<th>Student name</th>
<th>Traditional class</th>
<th>TSCM intervention</th>
<th>% of diminishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Student B</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student C</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student D</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student E</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student F</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student G</td>
<td>0</td>
<td>1</td>
<td>-100%</td>
</tr>
<tr>
<td>Student H</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Student I</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Distraction.

Students had more reiterative appearance of this disruptive behavior throughout the intervention. According to the information that the cooperative teacher and the journal provided, students are more likely to be distracted because of the type of activities they do in the class, because they don’t like writing on their notebooks, because of some environmental issues such as the size of the board and the way they were distributed in the classroom or even because of external factors such as the arrival of the physical education teacher. Nonetheless, the diminishment of distraction levels in class after the implementation of the TSCM is notorious:

<table>
<thead>
<tr>
<th>Student name</th>
<th>Traditional class</th>
<th>TSCM intervention</th>
<th>% of diminishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>6</td>
<td>4</td>
<td>33.33%</td>
</tr>
<tr>
<td>Student B</td>
<td>4</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Student C</td>
<td>8</td>
<td>2</td>
<td>75.00%</td>
</tr>
<tr>
<td>Student D</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student E</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Student F</td>
<td>11</td>
<td>6</td>
<td>45.45%</td>
</tr>
<tr>
<td>Student G</td>
<td>10</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Student H</td>
<td>1</td>
<td>2</td>
<td>-50%</td>
</tr>
<tr>
<td>Student I</td>
<td>3</td>
<td>3</td>
<td>0%</td>
</tr>
</tbody>
</table>

Do not follow instructions.
This disruptive behavior is the one that shows the most changes through the intervention, as seen in the charts, students learn to follow instructions. On April the 17\textsuperscript{th} they were given the rules for playing the games in every class and everyone seemed to improve this instructional issue in the classes. There were 7 students who did not follow instructions at the beginning of the intervention and the percentage of change is significantly high as seen as follows:

### Effectiveness of Good Behavior Game

**Positive impact of the medal of honor.** After applying two interviews to the students an important change in students’ perceptions of the class is observed. When I implemented the TSCM many students wanted to earn the medal of honor because it represented a motivational and economical gain. In the interviews the 87.5\% of the children stated that they felt more
encouraged to behave well because they wanted to get the medal of honor. As an example, one of the comments a student had according to this matter was that she behaved much better because she liked the idea of getting the medal while showing her and the other classmates their talent in class. Also the cooperative teacher expressed in the second interview that this award did not only encourage children to behave well but also to feel more motivated towards the class because of the methodology the GBG offered to the students. These data confirm what Sutherland (2008) stated, after the use of adequate behavior strategies and techniques with clear rules and consequences students diminished their disruptive behaviors, such as they did with the medal of honor reward for following the GBG rules.

Positive impact of collaborative work. Collaborative work is an important matter in the GBG composition, as students have to work in groups and their performance is evaluated as a whole. After the data analyzed in the journal it is clearly evident that students cared much in not losing their happy faces because of a classmate’s disruptive behavior. Comments like “Ay no, otra vez usted, ponga cuidado que otra vez nos van a quitar la carita” were very common in class. Besides, the teacher in the second interview stated that the students learnt how to improve their interpersonal relationships through cooperative work and to respond collectively to their actions. As Ialongo (1999, 2001) stated, the use of GBG reduces significantly the percentage of disruptive behaviors, this statement was clearly demonstrated through the data analyzed. In fact, after presenting the triangulation of information all the sources showed that the GBG instructions were effective to diminish these behaviors.

This chart shows the students’ evaluations of other classmates’ disruptive behaviors in class. The disruptive behaviors are shown all together not by the times they appeared in a class but the number of disruptive behaviors they considered a classmate presented in a regular class,
having the following disruptive behaviors as possible marks: out of seat, speaking to my classmates, speaking without having the word, being aggressive, not participating in class, not following instructions, not writing in the notebook.

<table>
<thead>
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<th>Traditional class</th>
<th>TSCM intervention</th>
<th>% of diminishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>1</td>
<td>66%</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>1</td>
<td>66%</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>0</td>
<td>200%</td>
</tr>
<tr>
<td>G</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Positive response to praise.** Praising the students was a very positive way of having good results as long as discipline as in encouragement and motivation. According to what it has been observed in the class of April the 27th and may the 15th, praising the students have a positive impact encouraging them to behave well and collaborate with their groups to get a reward or even to get the medal of honor. Moreover, students are more confident to do other challenging activities that they would probably give up doing if were not praised. These data supports what Andrews (2016) mentioned, the use of praise significantly changes the percentage of disruptive behaviors in class and also affects the level of participation.

**Usefulness of Technological means**

**Videos as a teaching strategy.** Using videos in the English class was very useful and according to the journal there were 5 classes where the students responded positively towards a video input. Besides in 6 classes they showed a significant diminishment of disruptive behaviors when watching a video and doing activities related to it. The cooperative teacher, also described the use of videos in class as a way to improve discipline and he also stated that the lack of a video input could make of a discipline an issue. This data proves the hypothesis that I had about using technological tools and activities children like doing would diminish their disruptive
behaviors in class. When students were asked if they liked using technology and videos in the class most of them answered that it was a very interesting activity to do and that even many of their classmates behaved excellent in that part of the class. After analyzing the data, it is very satisfying to corroborate the statements that Betlar et al. and Rahimi affirmed; the use of technology and authentic material positively influence students’ autonomy and learning outcomes. It is also important to mention that the use of videos as a common preferred learning style in class was an excellent idea because it diminished disruptive behaviors. As Park (2016) stated when a group shares a learning style that they chose as common, the levels of group work and participation increase.

**Online games as a teaching strategy.** During the implementation other activities were used instead of videos for teaching the topics. Actually, many online games were used and the positive response to them was noticeable. All the classes that were used the online games many of the students were willing to participate but contrary to what happened with the videos, many students presented some disruptive behaviors during these activities as they were encouraging for them and they wanted to participate. According to what the GBG theory states that not all the disruptive behaviors presented in class have to be related to discipline issues, due to the importance of having activities engaging for the students and the way they show interest to participate in them.

**Conclusions**

From all the data that were analyzed and the study that took place with third graders at the school Francisco Miranda, it can be concluded that the disruptive behaviors diminished significantly due to the TSCM implementation. Most of the students showed a diminishment in the frequency they presented disruptive behaviors in class. Many students agreed with the fact
that not only did they feel more motivated to behave well but also to learn English and work cooperatively. Besides, the praising used to the students showed that they respond well to positive comments though they were receiving recommendations of mistakes or disruptive behaviors. Furthermore, the use of technological tools such as the computer and the screen and activities they enjoyed doing like videos and games demonstrated excellent behavioral results.

However, teaching in this context was a challenge due to the fact that the settings for working the technological activities were not all fulfilled, we did not have a classroom with personal desks nor a big board to work in some activities. Nonetheless, the intervention had positive results and probably in other contexts the results could be even more visible. An invitation for researchers is open to evaluate and establish how the use of TSCM could work in other schools or institutions and how more implementation time could derive in different or better results.

**Reflections**

After this research study carried out at a public institution there are many reflections to do. First of all, I am very happy that after following a strict and rigorous action research the results the study revealed were positive. It is a fact that we as teachers have many problems managing classes and also making students feel motivated while learning. Actually something that worried me during the whole undergraduate program was that I had never faced a group of children or teenagers of more than 30 students in a public setting. Besides, I could implement the ideas I had worked before and prove how the use of technology and personal interests for learning a language help diminish disruptive behaviors and positively affect learning a foreign language. This makes me feel encouraged to continue working on these ideas and topics in my current and future jobs.
References


Appendix(es)

Expectativas de comportamiento:

- Trabajaremos en silencio
- Se debe levantar la mano para hablar en clase, así sea para pedir instrucciones al profesor
- Estaremos en el asiento excepto para botar la basura o ir al baño, si necesitas al profesor, él se desplazará a tu puesto cuando levantes la mano
- Seremos respetuosos con los compañeros y el profesor, solo palabras positivas a los demás. Se prohíben los tratos groseros o agresivos a los demás
- Seguiremos las instrucciones del profesor inmediatamente cuando se den
- Estaremos atentos en la clase y evitaremos hablar con los compañeros o distraernos en otras actividades que no sean de la clase