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**Classroom management to improve students–students  
interaction in the EFL classroom**

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## Carta de recomendación del tutor

Por medio de la presente hago constar que **Bianca Azucena Altamirano Rodríguez** y **María Elida Reyes Cruz** estudiantes de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés** han cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura **Seminario de Graduación**.

Por lo anterior se autoriza para que realicen la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los 13 días del mes de febrero del dos mil veinte.

Atentamente,

**Israel Ramón Zelaya, Ph.D.**

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## **Abstract**

This study identifies difficulties faced by a teacher in their classroom management practice and the resulting effects on students-students' interaction of the eighth-grade students at the Instituto Profesor Guillermo Cano Balladares during the second semester of 2019. To complete the research objectives, several instruments such as the interview and observation were used. It was found that the main factor that affected students-students interaction is the lack of time for the teacher to perform the different classroom management strategies to enhance communication among students. This research intends to present some alternatives for the teacher in terms of classroom management so that teachers can strengthen their ability and put into practice several techniques in the classroom to create a warm environment together with their students and achieve a good interaction to succeed in the learning of a foreign language.

**Keywords:** Classroom management, Interaction, Foreign Language, Cooperative Learning Teaching and Learning.

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## **1. Introduction**

This research focuses on classroom management strategies that teachers implement to engage their student-students into classroom interaction through student organization strategies. This to achieve effective communication and decrease students' misbehaviors and better classroom environment. This study focuses on identifying the difficulties that the teachers can face while promoting interaction in the classroom and how beneficial are classroom management strategies that teachers implement for student's organization, discipline, and learning. Thus, it reviews significance theories and approaches of classroom management strategies that reveal student-teacher interaction through different perspectives.

We have carried out this study in the Instituto Profesor Guillermo Cano Balladares with students of eighth -grade in the night shift. This research aims to study how the teacher can deal with the lack of time to use manageable strategies to enhance interaction and control student's misbehavior using proper classroom organization. Therefore, this research pretends to suggest different approaches that teachers can use to improve classroom management strategies to better the student-student interaction.

Finally, this study intends to help teachers who are facing challenges and struggle with classroom management problems focus on classroom interaction in the learner of a foreign language so that future researchers in education could be familiarized and will gain more knowledge with this topic.

### **I.2 Background.**

This study is based on approaches of classroom management that are useful for teachers in their work to improve student-student interactions to get a comfortable classroom. Therefore, this study is relevant because classroom management strategies are the key to successful classrooms. As well, by using adequate strategies of management of classroom teachers avoid and decrease disruptions in their classroom and enhance their students' learning

process. Besides, building an effective communication classroom strategy is necessary to promote participation in students.

This research focuses on two aspects: classroom management to foster interaction and seating arrangements. The first is about effective classroom management strategies and programs for educational practice. It establishes that classroom management is about creating inviting and appealing environments for students' learning. Besides, classroom management strategies are tools that the teachers can use to create the proper environment, to organize activities to improve teacher-student relationships with adequate rules to regulate student behavior. Therefore, the strategies of classroom management to improve the interaction have a great impact on the discipline of the students and a comfortable environment in the classroom (Korpershoek, Harms, de Boer, Van Kuijk, & Doolaard, 2014).

On the other hand, the seating arrangement is another important element to promote effective learning. In this regard, Haghghi M. M. (2011) assessed that classroom behavior is influenced by various factors, for instance, features of a setting; it means when there is not a warm environment for students, then it will influence their behaviors, affecting the students' learning. Also, space or room dimensions can affect the behavior of the students. Thus, modifying seating arrangements may be a method to reduce disruptive behavior that influences the class environment.

### **1.3 Problem Statement.**

These studies on effective classroom management and seating arrangement have been a great inspiration for the present research, since we believe they are crucial elements to improve the teaching-learning process of a foreign language. Therefore, to achieve effective classroom management is necessary to apply strategies in the classroom that allow interaction and communication during the English class. Furthermore, the strategies of seating arrangements that promote good discipline and organization of the students as well as to engage students' attention and interest, and implement cooperative learning techniques to a comfortable



environment of learning. Based on these considerations, we propose our problem statement in the following section.

The interaction of the eighth-grade students in the Instituto Guillermo Cano Balladares is questionable because of several factors. One of these factors is timing. Limited time has been a problem because the school functions in three different shifts, where time plays an important role. As a result, it is difficult for the teacher to establish sufficient interaction strategies. So, the teacher organizes the class traditionally and there are no innovative strategies for students to engage their communication. Sometimes the teacher's message is not understood; students do not have the confidence to interact or take part during the English class.

The attitude taken by teachers while facing lack of time to use interaction strategies is a problem which affects a student's behaviour. A repercussion seems to be that students are neither interested, nor concentrated in the class, resulting in a non-motivating and disorganized classroom. Such a situation prevents students from developing a good relationship between teacher-students. But it is important to point out that this problem also disadvantages student-student interaction. Therefore, students decrease the chance to construct learning together or discuss ideas in small groups because of the lack of time. Thus, if the teacher does not implement different strategies of classroom management for better interaction, it can lower the speed of students' learning.

Teaching and classroom management take place through communication, which, in turn, is the core of human interaction, and this characteristic should be exploited to enhance students' communicative skills. Thus, the teacher must implement attractive interaction methods that engage their students in the learning activities to improve the relationship and achieve excellent communication in a foreign language. That is why we look forward to elucidating the following problem: *How do classroom management strategies influence interaction between student-student in the process to teach English as a foreign language to the eighth-grade students at the Instituto Profesor Guillermo Cano Balladares 2019?*

This study is aimed to assess how classroom management can serve as a strategy to promote

interaction, taking into consideration the attitude of teachers to persuade student-student interaction. Furthermore, it seeks to shed light on how proper interaction can help students improve their speaking and listening skills. It also identifies the effectiveness of classroom management interaction strategies in the classroom to gain a good command of a foreign language. We operationalize the main question through the following questions:

1. What are the difficulties that teachers face when promoting interaction among their students?
2. How beneficial is classroom management as a strategy to promote interactions to develop the English language skills?

## **1.4 Keywords**

**Classroom management:** classroom management can be split into two particular subjects; the emotional side (People) and the physical side (seating arrangement) (Adam, 2015).

**Interaction:** Interaction provides students opportunities for language exploration and learning (Adams 2018).

**Foreign Language:** Moeller & Catalano (2015) stated that foreign language refers to the teaching or learning of a non-native language outside of the environment where it is commonly spoken.

**Cooperative Learning:** Yusnani (2018) claimed that cooperative learning refers to social constructivism, where the role of culture and society, language and interaction, are important in understanding human learning.

**Teaching and Learning:** According to Smith (2018), teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things and go beyond the given. And on the other hand, (Malamed, 2019) pointed out that learning

is a process that leads to change, which occurs because of experience and increases the potential of improved performance and future learning.”

## **2. Literature Review**

The Content of this review has been consulted in several research projects such as; Eric journal, google academic, JSTOR and other relevant articles related to the research topic in order to analyses previous studies that support the research problem, and research questions focus on teacher classroom management and how it influences the interaction in learners of a foreign language.

In this investigation we understand classroom management as teachers “complete control over their classroom through a series of strategies and techniques that encourage positive student behaviour” Spencer, (2018). These controls can be established through strategies of classroom management, through which teachers can exert them to improve students’ discipline, follow instructions and organize a comfortable learning environment.

### **2.1 Classroom management theory as an influence in the interaction of teaching-learning.**

According to the literature classroom management can be split into two particular subjects; the emotional side (People) and the physical side (seating arrangement) (Adam,2015). Both are significant to reach out as effective classroom management for teacher-students interaction. To begin with, the emotional side refers to students’ discipline where the teacher's work with the learners in helping to develop a sense of self-control as states Jones Model Adam, (2015). Thus, implementing control strategies is a good way to achieve the management of the classroom to help students develop self-control and responsibility as a group. And it influences that students develop good communication skills, where the teacher plays the role as facilitator.

On the other hand, it is important to underscore that the physical side which is emphasized in the physical setup of chairs, tables and presentation in a classroom can significantly influence learning. So according to Mc. Corskey & McVetta (2007), the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of students. It means that classroom management based on seating arrangement can enhance the interaction because physical arrangement strategies help

teachers to take the classroom control and the attention. And the place of seating influence to get more communication between teacher-students for teaching-learning.

The elements in the Piagetian and Vygotskian theory on cooperative learning refers to the cognitive developmental perspectives and holds that task-focused interaction among students enhances learning by creating cognitive conflicts and by exposing students to higher-qualitative thinking (Yusnani, 2018). This perspective can help build strong relationships between teacher-students, it helps to maintain the discipline in the classroom through implementing interaction strategies, where the students are protagonists of their own learning. Thus, classroom management strategies can reduce the student's misbehavior and they can be focused on the class, which influences the creation of a happy environment, promoting student's participation and teamwork.

In Gardner's theory Taylor (2015), it is outlined that it is essential to implement social interaction strategies to develop interpersonal intelligence in students that benefit from group-based interaction. It means that the use of social interaction as a classroom management strategy has a wide influence on how students learn. Thus, implementing sitting arrangement strategies is a good way to develop students' interaction, where students have a comfortable social setting to learn effectively. But teachers must implement these strategies of classroom management adequately to persuade students, and the student's good interaction.

In the view of Vygotsky's theory, learning is greatly enhanced by collaborative social interaction and communication, in other words, discussion, feedback, and sharing of ideas are powerful influences on learning (Westwood, 2008). Therefore, putting into practice communication strategies in the classroom is an alternative to achieve meaningful learning in the English class. Moreover, the teacher must impose her authority. Besides, establishing dialogues, clear doubts about the topics and motivate her learners to take part through the creation of amusing activities, in order to promote the interaction between the learners.

The teaching and learning theory based on humanism, it outlines that people have a natural human eagerness to learn and that learning involves changing your own concept of yourself. The theory suggests that learning will take place if the person delivering it acts as a facilitator. It means that the facilitator should establish an atmosphere in which each learner feels comfortable being able to discuss new ideas and learn from mistakes according to Reis (2014).

### **2.2 The impact of classroom management in education.**

Gujjar (2009) affirms that the teacher as a manager can create an environment, which provides opportunities to learn and change in behaviour, in which pupils are well managed and motivated. It means that classroom management plays a vital role in education, which influences how the teaching is transmitted to students, where the teacher must have the initiative in creating a positive classroom environment for teaching-learning. As claimed by Spencer (2018) Establishing effective classroom management takes time, and differs from teacher to teacher based on their personality and preferred teaching style. So, as a foreign language educator, one has to make sure of implementing the adequate classroom management strategies, according to the aim of the class which enhances students' skills.

### **2.3 Classroom Management in overall education for student's interaction.**

According to Mulvihill (2018) classroom management plays a vital role in the student's learning of English language. Thus, the techniques that the teacher implements to maintain control in the classroom will influence the Behaviours of the students. Besides, this strategy of classroom management allows the teacher to organize students well for the tasks, improving the students control. In the same way, Arifin (2017) suggested that the teacher should have the initiative to create innovative strategies to organize students. Therefore, the teacher as manager has to put in practice different seating arrangement strategies to organize students to promote student's meaningful learning.

### **2.4 Teacher's Role in the Classroom in the CL.**

The role of the teacher in the classroom is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and

supplementing activities, at the same time, using a variety of teaching approaches and adapting instruction to include all students (Willings, 2019). Therefore, the role of the teacher is important because through classroom management the teacher puts in practice strategies that help to resolve the difficulties of the students and improve the learning. Moreover, creating strategies where the pupils are conducted to follow directions in the classroom and are adapted in the activities of the class.

### **2.5 Classroom Management Styles in the Teachers Role.**

Classroom management is an organizational function in which tasks are performed in a variety of settings. Besides, the teacher has various tasks related to her-his job of disseminating knowledge for instance, the teacher prepares the infrastructure for conductive education which includes the time duration for contacts, space in the classroom, infrastructure resource and finally the learning material. So, we can characterize the classroom management styles of teachers along two dimensions: type of control exercised over students and degree of involvement of teachers with students (Chamundeswari, 2013).

- The **authoritative style** is characterized by behavioral principles, high expectations of appropriate behavior, clear statements about why certain behaviors are acceptable and others not acceptable, and warm students-teacher relationships.
- The **authoritarian style** tends to be characterized by many behavioral regulations, is often as punitive and restrictive, in this style the teacher's character is sometimes perceived as being cold, even punishing.
- The **permissive style** is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom.
- The **indulgent style** presents an environment where there are no demands on the students any sort, and the students are actively supported in their efforts to seek their own ends using any reasonable means.

### **2.6 Importance of classroom management to students-teacher interaction.**

The most important job of a teacher is perhaps to create the condition in which learning takes place. And an important part of this is to do with your attitude, intention, personality and your relationship with the learner as claims Scrivener (2005).

### **2.6.1 Good classroom management.**

For Spencer (2018) good classroom management means a thriving learning environment and dedicated students. Good classroom management:

- Creates an environment for students that allows them to learn without distractions.
- Reduces poor behaviour and distractions, so students are all focused on learning.
- Facilitates social and emotional development.
- Promotes positive interactions between peers and decreases bullying.
- Allows for more time to be focused on teaching and learning.

### **2.6.2 Poor classroom management.**

In contrast, poor classroom management is detrimental to student achievement and development. Thus, Spencer (2018) outline that:

- Disruptive and chaotic classrooms which lead to teacher stress and burnout.
- Lack of focus on teaching and a hostile environment for learning.
- Students are unclear of what's expected of them.
- Overpraising of students for expected Behaviours resulting in lowered expectations
- Lack of rules, routine and preparation.

## **3.7 Classroom management strategies for teachers using cooperative learning to promote interaction.**

Lawrence & Harvey C, (2001) identify the basic steps involved in successful implementation of cooperative learning which influence the way students are organized to generate interaction:

1. The content to be taught is identified, and criteria for mastery are determined by the teacher.
2. The most useful cooperative learning technique is identified, and the group size is determined by the teacher.
3. Students are assigned to groups.
4. The classroom is arranged to facilitate group interaction.
5. Group processes are taught or reviewed as needed to assure that the groups run smoothly.



6. The teacher develops expectations for group learning and makes sure students understand the purpose of the learning that will take place. A timeline for activities is made clear to students.
7. The teacher presents initial material as appropriate, using whatever techniques she or he chooses.
8. The teacher monitors student interaction in the groups and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem-solving when necessary.
9. Student outcomes are evaluated. Students must individually show mastery of important skills or concepts of the learning. Evaluation is based on observations of student performance or oral responses to questions; paper and pencil need not be used.
10. Groups are rewarded for success. Verbal praise by the teacher, or recognition in the class newsletter, or on the bulletin board can be used to reward high-achieving groups.

## **2.8 Useful strategies for classroom management for teachers.**

Implementing the right strategies will make the difference between a leaner, friendly classroom and a disorganized classroom. In view of that, there are many strategies that teachers can adopt for effective classroom management because, if the teacher is one step ahead of their students suggested, and their day-to-day needs, will be easier to manage the unexpected more smoothly when it comes along. Moreover, time is the most valuable resource in the classroom. Therefore, the next strategies of classroom management are suggested by Peace Corps (2008).

### **2.8.1 Maximize learning and teacher time.**

- Be prepared with an emergency lesson or activity, and time will not be wasted and students will not get bored,
- Plan each lesson in advance. Well-designed lesson plans have clear learning objectives.
- Have activities ready for students who do their work early for example; art material, reading books or learning games.

- Save time by taking roll while students are working by delegating the task to a team teacher or student aide.

### **2.8.2 Create an effective learning environment.**

#### **Preparation**

- Arrange the room to facilitate your proximity to students and your mobility.

#### **Climate setting**

- Greet students and tell them what to do when they enter the classroom. For example, ask their name and assign seats.

#### **Create community**

- Develop a set of written behaviour expectations (rules), that you can live with and constantly enforce.
- Establish cooperative learning groups, give tips for working as a group, and practice group work by accomplishing needed tasks (organizing learning centers, suggesting classroom rules and consequence).

Likewise, Fulton (2018) has commented some strategies for teachers which could result in better organization in order to improve interaction between students-teacher and behavioural problems.

- needs to accept that he-she is the authority.
- must be consistent in his-her following.
- must collect resources.
- must determine which methods best fit in the situation.
- must execute the methods and put them into practice.

### **2.9 Classroom Seating Arrangement Strategies**

Instructional Communication theories Yale (2019) suggest that seating arrangements can impact how instructional communicate with students and how students interact with one and other, impacting engagement, motivation, and focus.

There are a variety of classroom seating arrangement, for example;

- **Traditional:** Consist of a row of fixing seating. This minimizes students-student communication. And students in back rows are more likely to be less engaged than the first or middle.
- **Roundtable:** This strategy consists of instructor and students seating around a single large table. It can support whole-class as well as pair-wise dialogue.
- **Horseshoe or semicircle:** In this case, all participants face each other while the instructor can move about the room. It encourages discussion between students and with the instructor.
- **Double horseshoe:** This strategy involves an inner and outer horseshoe. Here students may also easily interact with those nearest to them of turn around and face students behind them for group work.
- **Pods (groups or pairs):** It can be designed with rectangular, circular or trapezoidal table or individual desk. This arrangement can be specially advantage when students will work in groups, or pairs for a large portion of class time. Also, the students are expected to work with one other.

### **3. Research Methodology**

This research is a qualitative study. W. Creswell (2007) defines qualitative research as the “study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them”. Thus, we use qualitative variables and not quantitative, taking into consideration the difficulties that teachers face in classroom management with eighth-grade students during an interaction activity in Instituto Profesor Guillermo Cano Balladares. Besides, this study allows us to know what the adequate strategies could be to implement in the classroom management to improve a student’s interaction in the learning of a foreign language.

The sample for this study consists of the English teacher and the students of eight grade Balladares.

The universe may be individuals, groups of people, organizations, or even objects according to Lavrakas (2008). In this line of thought, we chose the Instituto Profesor Guillermo Cano Balladares as the universe for our study. The school had a general enrollment of 3,506 students distributed into three shifts; morning, afternoon, night and Saturday shift.

#### **3.2.3 Population:**

David (2007), states that population is the broader group of people to whom intend to generalize the results of the study. The population of this study comprises one hundred one students (between 16-24 years of age), in the eighth year of secondary school in night shift. These are students in seventh to eleventh grade in the night shift.

#### **3.2.4 Sample:**

There are many kinds of samples. Patton (2002) lists sixteen types of sampling; however, given that our study is small and uses a qualitative approach, we have considered the convenience sampling with twenty-six students of eighth-grade located in classroom “B” night shift with the respective English teacher.

In the words of Griffiee (2012) a data collection instrument can be defined as the means, either physical or nonphysical by which data is produced. The interview and observation have been used as an instrument to familiarize with the setting of interaction to manage the classroom.

**Observation:** M. Baker (2006) defines that it “involves the systematic recording of observable phenomena or behaviour in a natural setting” (p.173). In this case, an intentional observation was implemented and focused on teacher actions and students’ reactions. Through observation, it was possible to identify issues that teachers face when trying to implement classroom management techniques to control students’ behaviour and improve interaction.

**Interview:** we applied a semi-structured standard interview to the teacher. An interview, according to Dudovskiy (2018), is defined as “conducting intensive individual [sessions of questioning] with some respondents to explore their perspectives on a particular idea, program or situation”. Here we gained enough information, and this way got new points of view to enhance our study related with the classroom management interactions.

**Field note:** we used the field note as data collection to systematize the experience acquired during professionalization practices, which was about one month. It was required to complement the findings of observation and interview. According to Sophie (2015), field-notes was intended to be read by the research as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied.

### **3.4 Ethic and human subject**

We have taken into consideration the ethic and human subject for our study. In this case, the teacher decided not to provide us her name, she just answered the questions in the interview. It was a decision that was respected. We understood that it is important to maintain the anonymity of our interviewees being careful with the information about which W. Creswell (2007) says that it is necessary to “keep the confidentiality to participants responses”.

### **3.5 Methods for analyzing data**

The purpose of data analysis was interpreting, analyzing and decoding the information obtained through the data collection instruments. In this case two instruments were used: An interview with the teacher and an observation to students. We also used our field notes. To interpret the first instrument, we took into consideration the approach of “becoming reading the transcripts several times to familiarize ourselves with what is being said. Therefore, the answers to the questions were analyzed, and interpreted by identifying keywords expressed by the interviewee registered in the field-notes.

On the other hand, we structured an observation guide and its analysis following some elements of a case study as Creswell (2007) claims that “analysis consists of making a detailed description of the case and setting”. So, the observational protocol contains items created according to the problem statement, this to record relevant information for our research paper. The data findings were represented on tables in order to analyze the information found during the observation process. Besides, during the instrument’s application we will take into consideration other aspects that could emerge during the observation.

## **4. Findings and discussions**

This section presents the finding that we encountered in this research process. These findings were organized using a matrix to establish a horizontal relationship between research questions, interview and observation transcripts, and the theoretical support. These findings are described in the following section to answer the research questions that we posed at the beginning of the process to understand how to influence the teacher classroom management strategies and its influence in student-student interaction in the learning of a foreign language. Thus, we follow the order of the research questions to present the results.

### **How beneficial is classroom management as a strategy to promote interactions to develop English language skills?**

The observation showed that the teacher used some strategies to organize the classroom. The organization of the classroom was traditional. She organized the students in rows and columns. Besides, the teacher neither established rules of control before starting the class. The teacher promoted participation, but not innovatively because the teacher almost always oriented students to work in their workbook alone. By doing so, students did not feel motivated to take part in the activities. Moreover, the teacher argued that by organizing students to work in their workbook in groups, could improve students' writing and reading.

It was also noticed that the teacher usually grouped the students according to their level of knowledge. For instance, weak students worked in pairs together with advanced students. By grouping students strategically, the teacher found a way to have her students help each other. On the other hand, the teacher established dialogues to maintain the discipline and call students' attention.

### **What are the difficulties that teachers face when promoting interaction among their students?**

During the observational process we found some elements that influenced the student-student interaction and, therefore, teacher communication in the classroom.

The teacher seemed to be very passive when she tried to communicate with her students; therefore, some students paid attention while others were not focused on the class. Besides,

another difficulty in the development of the class was that some students kept interrupting the class by making noise, and did not follow the directions of the teacher in the classroom, so the teacher did not have the control of all the students.

On the other hand, the teacher did not implement frequent classroom management activities as a strategy to enhance interaction. And, there was not an organization in the classroom before starting the class, which decreased the engagement in students to get the attention and the student interest was low. Thus, the teacher developed a traditional class without implementing strategies of seating arrangement because of the little time allotted to the class. For the teacher it was difficult to implement activities to promote communication between student- students. As a result, students were not motivated and did not feel in a comfortable environment.

Another difficulty for the teacher was that students felt forced and not motivated to participated in all the activities. So, regarding the attitudes of the teacher towards their students, it seemed that she does not have assertive communication with the students and the trust is low. On the other hand, in the interview, the teacher's responses highlight that the interaction was an option for teachers of the regular shift. That was why the time was not enough to interact with their students. And therefore, the seating arrangement techniques were difficult to implement for the teacher. Besides, she considered that the most important was the completion of the lesson plan not taking into consideration the student's organization.

Furthermore, the teacher said that the absence and delays of the students were difficulties that influence the organization and affect reducing the time of the class, because the teacher had to review the last topic. Although, the teacher affirmed that she helped students who arrived late and were absent in the class as a way to interact. In contrast, students seat down anywhere in the classroom as was demonstrated in the observation process. So that there existed a kind of interaction between students-student.



## **4.1 Discussion and analysis conclusion**

According to the research problem, the teacher faced difficulties with classroom management strategies to enhance students-student interaction. The teacher struggled with the lack of time, the organization of her student and their misbehavior. It was because of the absence and delays of the students and; the time it was not enough to implement techniques for students-student interaction. For that reason, the teacher decided not to implement in her lesson plan such strategies, because they could not be performed often. And, just sometimes, the teacher uses the strategy of organization joining students in groups, to share ideas and work together in the workbooks. But, as students were not used to working this way, they did not show interest and did not participate, and the interaction was little between them.

In line with the problem statement the management of the classroom has been a problem because of the characteristic of the evening shift, where the time plays an important role and as a result was difficult for the teacher to establish strategies to promote interaction. In contrast with the results of the research problem regarding the interview and observational transcripts, it was confirmed that there exists a great relation among the collected data. So, one of the main problem's teacher mentioned was the short time to implement interaction strategies. And it was observed that there were students who did not respect the teacher. The lack of rules affected the interaction among the participants.

The findings showed that the teacher faced problems stating her role as a teacher. Because she did not manage the time properly, and she struggled with student's unpunctuality, which decreased the time to establish interaction strategies affecting the classroom management.

While previous research on Classroom Management in Teacher Education mentioned that the lack of formal preparation in the field by most teachers, and the lack of reality- based pedagogy in many teacher's education classrooms was a difficult task for pre-service teachers Eisenman, Edwards, & Cushman (2015). The results in the interview demonstrates that the teacher does not have much knowledge about classroom management. Due to this, she has not been trained about innovative strategies based on classroom management in the teaching of the foreign language. Besides, she has her concept about classroom management and thinks the management of a classroom was only based on students' discipline.

The observation revealed that the teacher usually implemented a traditional class. The classroom was organized in a traditional arrangement, and students were seated where they wanted. Students did not have a chair assigned by the teacher. Besides, sometimes she organized them in groups but did not put into practice other strategies to build interaction.

The generalizability of the results has been limited by the collection data in the interview. Therefore, at the moment of asking the teacher, her answers were not clear or specific, due to her little knowledge of the classroom management interaction. Besides, we faced problems with the time we had for the interview, which influenced that the teacher provided little information. In this case, we used our field-notes to complete information.

## **4.2 Recommendations**

In the face of these limitations found in the interview and observation, according to Gujjar (2009) it is recognized that the teacher is the key person in an educational system and classroom management is the linchpin that makes teaching and learning achievable. In view of that, we can say the teacher management of the classroom is low, which decreases interaction because of the lack of strategies. This is why, factor time, student's discipline and seating arrangement that the teacher faces. So, in order to improve these difficulties, are suggested to teacher the following alternatives:

- Firstly, the teacher should establish her role by presenting clear rules to her students (expected respect to the behavior, maintain the discipline and classroom control in the class.
- Remind students to respect the punctuality and help rules. This to persuade taking responsibilities which influence self-control.
- Managing the English class time properly to interact with their students in the development of interaction strategies.
- Awareness of the space of the classroom to implement seating arrangement to promote cooperative learning as an interaction strategy.
- Establish a special chair for those students who have more discipline problems. This to give trust and reduce their misbehavior and acquire better communication.

- Use strategies of cooperative learning, through dialogues, besides, the task in groups that help to build an interpersonal relationship.
- Implement more work teams or couples work but make sure that everyone is working on the task.
- Before students come to the classroom, the teacher should organize the chairs according to the aim class. For instance; Circle semicircle among others this to promote student-teacher interaction.
- Suggest students with misbehavior take a seat in front of her before the start of the class.

Implement more cooperative learning strategies to enhance communication among themselves. And this way, incorporating the student's competence, in which the teacher could be seen as facilitator stabling student-teacher communication.

## 5. Conclusion

Classroom management to improve interaction research investigates the influence on student's discipline, seating arrangement, and classroom control which is needed to reach out meaningful management of the classroom. The teacher's actions are the basis to achieve interaction through classroom management strategies. This investigation revealed that classroom management plays an important role in the learning of a foreign language today. Classroom management has the main features of teaching-learning such as behavior and classroom structure, both have a huge influence on how students learn with their surroundings and environment for effective communication in the classroom.

Besides, it is important to point out that the lack of teacher preparation is reflected in teachers' teacher management of the classroom. So, though this research paper seemed that there are still teachers which do not manage the full information of classroom management, that is to say. Classroom management does not seem like a priority for some professors. Having said that, the lack of teacher professional training or experience in classroom management has as a repercussion the creation of a dull and traditional class. Thus, when the teacher does not implement the proper techniques in organizing the classroom; (chairs, space and time) and the student's behavior, it becomes hard to take control of the teacher which difficult the students-teacher communication.

While some studies have shown the classroom management as the key to teaching-learning. We have concluded that this is a relevant study in the educational process, and it should be noted that there are most studies of classroom management focus on student's behaviors than seating arrangement to interaction. However, both here must work hand in hand, due to without a good classroom organization, cannot achieve a proper interaction, and if there is not a correct communication, it influences the student's misbehaviors. And, light of that classroom management strategies are the basis for teacher-students' interaction. Without interaction, there cannot be good classroom management.

## VI. Annexed

**Interview to the teacher:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**School's name:** \_\_\_\_\_

**Public:     private:** \_\_\_\_\_

**Teacher's name/ Pseudonymous:** \_\_\_\_\_



### **Objective of the interview:**

Dear teacher; the objective of the current interview is to gather information about the classroom management strategies that the teacher employs in the classroom and how does it influence in the student's interaction.

- 1- How important do you think is classroom management to improve student's interactions in learning of foreign language?
- 2- What kind of classroom management strategies do you usually use to implement interaction towards students during English class?
- 3- What are the main difficulties do you face in the organization of students and how it influences in the development of English language skills?
- 4- Do you think through classroom management techniques can be improved the student's English skills? Which?
- 5- How do you consider student's behavior influence in the interaction during the learning of foreign language?



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### Observation Guide

**Topic:** Classroom management to improve teacher-students interaction in the EFL Classroom in students of 8<sup>th</sup> grade “B” at school Instituto professor Guillermo Cano Balladares.

The objective of the current observation is to gather information which will be meaningful to analyze the factor that are affecting classroom management between teacher-student interaction.

<b>Classroom Management factors that influence in students-teacher interaction in the teaching of foreign language</b>	<b>Check the items observed</b>
Teacher gains attention from their students.	
There are used some techniques to organize classroom.	
Teacher take advantage of classroom space.	
The misbehavior of students is controlled.	
The classroom management help to improve indiscipline.	
Teacher set rules and engage students to follow them.	
The teacher makes, create or choose instruction strategies of CL.	
Students follow direction during the class.	
Teacher use strategies to promote participation.	
Teacher implement games that help to student's interaction making use of Seating arrangement.	
Teacher behavior is effective to keep the control of classroom.	
Teacher make use of proper time.	
The classroom environment is happy.	

Research Questions	Interview Questions	Transcripts	Theoretical Support
<p>1-How does the strategy of classroom management benefit students and professor interactions to develop the English language skills?</p>	<p>How important do you think is classroom management to improve student's interactions in learning of foreign language?</p>	<p>The teachers consider that interaction is an option, that's why the time is not enough to interact with their students, the most important is the development of lesson plan. It's to say, the interaction is not a priority in the night shift.</p>	<p>The Piagetian and Vygotskian theories based on cooperative learning refers to the developmental perspective, and holds that task-focused interaction among students enhance learning by creating cognitive conflicts and by exposing students to higher-qualitive thinking (Yusnani, 2018).</p>
	<p>Do you think through classroom management techniques can be improved the student's English skills?</p>	<p>The teacher thinks that trough the organization of the students in groups to work with the exercises of the workbook can help to improve the writing and reading.</p>	
	<p>What kind of classroom management strategies do you usually use to implement interaction towards students during English class?</p>	<p>The teacher usually joins the students according to their level of knowledge for instance; Students that have poor knowledge are in pair with advance knowledge students. This as a way to help each other. On the other hand, the teacher stablishes dialogues to maintain the discipline and so retrieve the attention of students.</p>	
<p>What are the main difficulties do you face in the organization of students and how it influences in the development of English language skills?</p>	<p>The absence and delays of students is a difficult that influence in the organization. So, it a time constrains where the teacher has to review the last topic to the absent students. And therefore, the organization become difficult. Also, some students do not do task. The students do not show interest and do not like to integrate into class activities. Moreover, some of them use inappropriate vocabulary during the class.</p>	<p>The social interaction based on Gardner's theory is stated that Interpersonal intelligence refers to the ability to learn effectively in a social setting, and these types of learners benefit from group-based interaction. Cooperative learning is an ideal approach for these types of students. In addition, this process uses various tools and strategies that attend to the different needs of various learners and their respective learning styles (taylor, 2015). One of the keys to effective classroom management is the development of a quality relationship between teacher and the students in the classroom. Teachers who adopt a relationship -building approach to classroom management by focusing on developing the whole person are more likely to help students develop positive, socially-appropriate behaviors (green, Hanna, &amp; Beaty-O'Ferral, 2015).</p>	

<p>What are the difficulties that teacher face in the development of interaction and how it influences in the classroom management of foreign language?</p>	<p>How do you consider student's behavior influence in the interaction during the learning of foreign language?</p>	<p>she refers to students discipline as the main step to achieve the development of the activities of the lesson plan. Also, she mentioned that help students that arrive late to the class and interact to focus the students on task.</p>	<p>In view of Vygotsky's theory that learning is greatly enhanced by collaborative social interaction and communication, in other words, discussion, feedback and sharing of ideas are powerful influences on learning Westwood (2008).</p>
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Items to Observe	Observation Transcripts		Personal Interpretation
	Teacher's Behavior	Student's Behavior	
Obtain the attention from their students.	Teacher tries to communicate to the students in a passive way.	Some students pay attention and others are not focus in the class.	The teacher keeps talking to the class while some students are not paying attention.
Use a certain strategy to organize the classroom.	Teacher at the beginning of class do not organize the chairs. The organization is traditional, for instance; rows and columns.	Students when arrive to the classroom sit down where they want.	The classroom is wide to perform seating arraignment strategies.
Students follow the directions of the teacher.	Teacher gives to their students  fast instructions to perform the activities of class.	Some students follow directions and another do not.	Teacher sometimes do not give clear instructions to students. Therefore, almost not everyone follows the directions.
Set up rules to keep the control of the students.	The control rules are not remembered and applied by the teacher.	Students do not t have a rule to follow and it causes misbehavior.	There are students which not show respect to the teacher. The lack of rules affects that interaction be reached out in a positive way.
Correct to student's misbehavior	The authority of teacher is low.	Some students keep interrupting the class making noise.	Few students have misbehavior; however, they aren't corrected when they are bullying the class.
Use some strategy to review previous subjects	Teacher just remember the last topic, without implementing strategies to make sure students are clear.	Students almost always do not remember the previous class because sometimes they don't are clear.	Due to students absent, they lose the knowledge of the last class and teacher do not clear doubts.
Help students focus on tasks	Teacher do not t have the control of all students.	The students keep working by themselves doing the task of class.	Due to discipline teacher has problems to close to the students and help them.
Promote the participation of the students.	Teacher develop a traditional class. Almost always the teacher orients to students to work in their workbook. And she the check it.	The students feel forced and not motivated to participate.	Teacher promotes participation but not in an innovated way. It affects the communication between teacher-student.
Performance some game or innovated method to develop the English class.	Teacher do not perform strategies of games.	Students are not motivated and do not feel in a comfortable environment.	Not innovated strategies of learning decrease the interaction and the trust.

Attitudes of the teacher towards the students.	Teacher do not have an assertive communication with the students.	Students do not have trust to the teacher	The unique interest of the teacher is developing her lesson plan and do not show affectivity towards students. And, due that the communication is impaired.
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