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EFFECTIVENESS OF ENGLISH CLASSROOM MANAGEMENT STRATEGIES WITH OVERCROWDED GROUP IN 9TH GRADE STUDENTS, AT GUILLERMO CANO INSTITUTE DURING THE SECOND SEMESTER 2015

Authors:

 ➢ Agnes del Socorro Pérez Martínez.
 ➢ Sobeyda Casco Chavarría.
 ➢ José Leonardo Rodriguez Benavides.

Advisor:

 ➢ MSc. Blanca Nidia Urbina Melendez

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DEDICATORY

Each dream we wish to achieve becomes a goal that we propose to develop and to get ahead we always need help from other people.

With the deepest gratitude we want to thank to every person who inspired, touched and helped us, with their presence.

Firstly, we wish to thank to our wonderful and indescribable holy God, because he is always faithful and good in all moment of our lives.

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ABSTRACT

Teaching and learning English is essential in the world we live in, for this reason the need to teach and learn English language using Effectives strategies to work with overcrowded group to help the students to develop communication. This research study is about; Effectiveness of English classroom management strategies with overcrowded group with 9th grade students, at Guillermo Cano institute during the second semester 2015
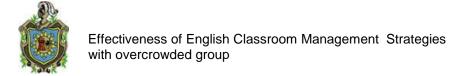
The main objective of the study was to analyze the effectiveness of classroom management strategies in Teaching-learning English with overcrowded group. The total population of the research consists of 376 students and 10 teachers. Of this population a sample of 1 teacher and 37 students of 9th grades were selected.

Through this research, observation, and interviews performed in this school, indicate that a good classroom management/discipline, have a direct relationship with the effectiveness of English learning. The data also indicate that there are many factors that limit the proper classroom management at this school, having to face problems of empiricism, lack of teaching resources and especially large groups of students.

Key terms: English learning, effectiveness, classroom management, strategies, overcrowded.

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I. INTRODUCTION

Teaching English as a second language is a challenging job, especially working with teenagers and overcrowded classrooms. Nowadays, urban schools are comprised of students who have been described by the prefix dis: descanted, disaffected, disaffiliated, disturbed and disruptive. Many of those live in community condition that have adversity impacted their readiness for school: "family´s loss of mean full employment, the infestation of illegal drugs increase single parents' households and the lack of spiritual, moral and ethical values". (Dunbar, Michigan State University, 2004)

1.1. Background of the problem

Classroom management has been the object of study in Nicaraguan contexts. Through a research carried out by the organization "Red Meirca"[1], entitled: ¨Towards Better Teaching English in Central America¨, a group of researchers intended to respond to regionally widespread lack of linguistic and didactic training of several English language instructors. This organization made a diagnostic study of the situation of the teaching of English in the four Central American countries: Costa Rica, El Salvador, Honduras and Nicaragua, with the help of partner universities, among whom were representing Nicaragua UNAN LEON[2]. (Red Meirca, 2012)

The Red Meirca, found many difficulties among English teachers when it came to classroom management. One difficult relevant to this research is: a high level of empiricism[3].In some places the level of empiricism is overwhelming, as in the case of a northern town called Somotillo, with a 92% of Empiricism. This proved that in our country, the educational system does not require or ensures quality education by qualified teachers; and as a result of this empiricism, the weaknesses of teachers are an excessive use of Spanish in English classes, lack of oral communication and limited use of listening comprehension (Red Meirca, 2012). Likewise, there are other types of problems that teachers face in

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[1]Red para el Mejoramiento de la Enseñanza de inglés en la Región Centroamericana
[2] National Autonomy University Nicaragua.
[3]Empiricism is a theory which states that knowledge comes only or primarily from sensory experience

our country. Classrooms with too many students and inadequate conditions appear to be normal, and unimportant within the study centers. It is clear, then, that classroom management deserves much more attention in Nicaragua.

Classroom management is essential in English language teaching, as stated before. According to Marzano (2009), classroom management is "one of the critical ingredients of effective teaching" (pág. 7). It is probably no exaggeration to say that Classroom management has been a primary concern for teachers, ever since there have been teachers in classrooms (Marzano & Marzano, 2009); Iverson and froyen (1999) have shown that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. Other research expressed that classroom management and discipline are often used interchangeable. However, classroom managing means teacher's strategies to create and maintain an orderly learning environment, and discipline means teachers responses to student's misbehavior (Mandel & Bourguet, 2011)

Surveys of graduates of education school and colleges from different places and years made by Kizlik and Associates (2005) have indicated evidence that the number one areas of concern of new teachers are their feelings of inadequacy in managing classrooms. They have also revealed that the classroom environment does not only provide a context for learning and includes the physical space, furnishing, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the experience (Evertson & Weinstein, 2006).

Classroom management has been internationally characterized as a controversial focus of research in the educational field, given the fact that it influences the teaching- learning both positively or negatively (Hightower & Delgado, 2011). Thus, the present research will discuss the importance of classroom management in language teaching; in the same way, it will detail the main mistakes, errors and limitations that teachers in Nicaragua have, and how it affects the quality of student's learning. This research will also discuss the effectiveness of classroom management strategies in large groups.

1.2. Problem statement

Problem behaviors occur when the student is unable to communicate needs or desires effectively. This work pretends to focus the research on the effectiveness of classroom management strategies in large group of students at National Institute Guillermo Cano Balladares in Estelí, during the second semester 2015.

In Nicaragua to keep students' attention and to achieve effective classroom management is a very difficult task, due to the number of students in most secondary schools, where there are classes up to 45   students. According to La Prensa (2014), a local Nicaraguan newspaper, the number of students in public secondary schools has increased considerably in recent years. The newspaper points to the fact that there are even 60 students in the same classroom at times.

Classroom management is an essential component in education (Harmer, 2007) According to Stough and Emmer, Department of Educational Psychology from Texas and A and M university, in their research called Critical part of educational, psychology, philosophy, teaching, among others, classroom management not only provides a context for learning, but includes the physical space, furnishings, resources and materials, also the class atmosphere participant attitudes, emotion and the social dynamics of the learning experience. Therefore, they suggest that begging teachers may need to develop a minimum level of competency in classroom management, before starting to teach. For this reason, some aspects about classroom management, the contribution that it has on the teaching-learning process and the importance of the proper use in handling classes. Some main obstacles that limit the right management performance in our classrooms country, as well as strategies will be reviewed in chapter too.

1.2.1. Description of the place

Guillermo Cano Balladares National Institute of Estelí is located in the central urban area of this city, from the banks two blocks to the south. Its name comes

from the teacher Guillermo Cano Balladares, who was an eminent teacher, researchers and self- taught in honor to his hard magisterial performance.

The Institute is one of the biggest in the infrastructure and overcrowding of students. However, it has not been beneficed with project of reconstruction the building, furnishing, and means. Therefore, it presents many problems with a lot of damaged chairs, doors, windows, tables, white boards.

This place offers all the educative modalities: daily (morning and afternoon shift), night shift and weekend; in which work one hundred ten teachers the majority obtain highly qualify to teach and graduated. The only educated and entertained rooms are library and sport field. There are not any means room, laboratories and internet.

In accordance with its locations the institute is a safe place and besides it enclosed by a wall.

1.2.2. Relevance of the research

As a general definition, the term classroom management refers to all those decisions that teachers make to facilitate the teaching-learning process and to provide the students maximum opportunity for learning (Carolyn, 2010). It is important to state that classroom management has a countless numbers of objectives, among which are: to encourage and establish self-management, and improve student conduct and behavior, which are directly related to teacher effectiveness (Froyen & Iverson, 1999).

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience (Sliouat, 2013).

Research has revealed that classroom management is one of the most challenging aspects of the practice of English language teaching (Harmer J. , The practice of English language teaching (3rd. ed), 2007). Classroom

management has a great importance and impact on certain areas in education such as psychology, philosophy, and teaching, among others.

Managing the classroom effectively is one of the most important tasks for teachers. Research has shown that the quality of educators' relationships is the keystone for all other aspects of the classroom management (Carolyn, 2010). The ability of teachers to organize the classroom and manage the behavior of their students is critical to achieving positive educational outcomes (Oliver & Daniel, 2007). Managing a classroom is not an easy task, when dealing with large classes, as previously stated. Teachers need to consider several elements such as: level, classroom arrangement, organization of the lesson plans, classroom activities, students' cooperation, amount of students, classroom management style (Sabornie, 2013), in order to effectively deliver instruction to their students in the classroom.

When school children do not receive a quality education, they are sentenced to frustration (La Prensa, 2014). In Nicaragua to keep students' attention and to achieve effective classroom management is a very difficult task, due to the number of students in most secondary schools, where there are classes up to 50 students. According to La Prensa (2014), a local Nicaraguan newspaper, the number of students in public secondary schools has increased considerably in recent years. The newspaper points to the fact that there are even 70 students in one classroom at times.

As shown in the previous paragraphs, one of the factors that inhibit a good performance of teachers in classroom management is large groups. For this reason, this research aims to determine the effectiveness of classroom management strategies in large groups of 40 - 50 students.

1.2.3. Research Questions
For guiding this study, some research questions will be answered:

General research question

✓ What are the most effective classroom management strategies to teach and learn English with overcrowded groups?

Specific research questions

✓ What kind of the classroom management strategies apply English teachers at Guillermo Cano with overcrowded classes?

✓ What are the students' behaviors about the classroom management strategies used by English teacher?

✓ How effective are the classroom management strategies used by English teachers at Guillermo Cano school with overcrowded classes?
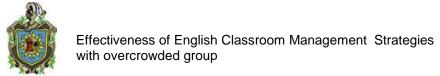
1.3. Rational

Due to the demand of studies and the growing overpopulation nowadays, there is a growing problem in the education of Nicaragua, as has focused on promoting inclusion and restitution of the right to education of children and youth of our country, however there is not have been conditioned or modified study centers to provide them appropriate attention, which as a result has caused an increase in the number of students in classrooms, a lack of conditioning or creation of new schools, adding to this the lack of preparation of teachers. (Revista Latinoamericana de Educación Inclusiva, 2010)

This research aims to demonstrate that the quality of education is linked to important aspects such as: academic teacher training, teaching skills, and good management of the classroom, which depends largely on the number of students in each classroom.

1.4. Organization of the paper

This research is structured in the following way: chapter one is an introduction to the problem, an analysis of its relevance, and describes the causes of the decision to conduct this research. It describes the importance of classroom management, presents through analysis of previous investigations, and the progress and achievements that have been previously acquired, that serves as a starting point for this research.

Chapter two include the objectives, having a general objective and three specific, established and raised in a hierarchical manner, starting from the particular to the general, the specific objectives include the actions that were

taken into account to achieve the fulfillment of the general objective, and to get as a result a successful research.

The next chapter three is the literature review, in this chapter we firstly present the main theoretical finding, secondly, we broadly define the key terms that are related with the topic such as: Classroom Management, strategy, effectiveness, and large classes.

Chapter four describes the methodology of this research such as the method used, the population, sampling and instruments, and finally how we organized, interpreted, analyzed and discussed the collected data, we also provide a set of suggestions in accordance with our findings. At the end of this work we wrote general conclusions, limitations and further researches related to our findings. And in addition, bibliography and annexes were presented too.

II. OBJECTIVES

General objective:

✓ To analyze the effectiveness of classroom management strategies in Teaching-learning English with overcrowded group.

Specific objectives:

✓ To identify the classroom management strategies applied by English teachers at Guillermo Cano with overcrowded classes.

✓ To describe the students' behaviors associated to the implementation of strategies used by English teachers with overcrowded classes.

✓ To validate the classroom management strategies used by English teachers at Guillermo Cano School with overcrowded classes.

III. LITERATURE REVIEW

In this chapter we will review some aspects related to the effectiveness of teachers in classroom management in English language teaching. Further it will present definitions, concepts, strategies and research that prove the appropriateness and correct use of classroom management.

Research on classroom management is reviewed, with an emphasis on lines of inquiry originating in educational psychology with implications for teacher education. Preventive, group based approaches to management provide a basis for teachers to plan and organize classroom activities and behaviors. Studies of teacher expertise and affect provide additional perspective on teacher development and on factors that influence management. Cooperative learning activities and inclusion of children with special needs illustrate particular contexts that affect management. Utilization of classroom management content in educational psychology components of teacher preparation is discussed.

3.1. Conceptualization

English learning: The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing English language. (merriam-webster, 2003)

Classroom Management: According to Murawski & Lynn (2015), the term classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

Strategy: is the method used to deliver information in the classroom, online, or in some other medium. Effective teaching strategies help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, engender sustained and useful classroom interaction, and, in general, enable and enhance the learning of course content (Boundless, 2015).

Effectiveness: (Froyen & Iverson, 1999) defined it thus: This is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgments about the goals (part of 'inputs')
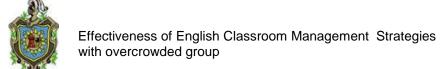
Overcrowding: Illustrated Encyclopedic Dictionary, Ocean One (2008), reports that overcrowding is the excessive number of students in a given space whose capacity is not adequate to accommodate them and have appropriate arrangements for the proper development of these conditions.

Across the country, there are public facilities that need repair renovation and significant improvements in order to function properly, allow the teaching-learning process and provide optimal care for all young people who come to train.

3.2. Importance of appropriate classroom management

Research studies have shown that effective classroom management is a necessary condition for the creation of a conductive learning environment, and for successful integration of teachers in schools (Lim & Meow, 2008). Effective classroom management maximizes learning opportunities for children and increases the effectiveness of teachers teaching quality and students learning (Nogales Sancho, 2010).

The new tendency in classroom management is to put more emphasis on guiding students to be self-disciplined with less external control. With the necessary conditions, starting with the classroom, learning should be a pleasant, full of positive energy, should foster mutual respect, and facilitate mutual learning with peers and the teacher (Nogales Sancho, 2010). Effective teaching and learning cannot take place in a poorly managed classroom. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals (Ahmad, Muhammad, & Shafiqur, 2012). A well-managed classroom not only provides meaningful learning but helps prevent academic problems exist or emotional (Pinillos, 2013).

Classroom is a community of learners where formal interaction takes place between the teacher and the taught; The way that teachers conduct the classroom matters, has a deep influence upon their own teaching and student learning, because the classroom is a place where the closest interaction between the students and the teachers takes place (Adelman & Taylor, 2008). Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively, a good management of classroom ensures quality of teaching and learning (Mandel & Bourguet, 2011).

The basic purpose of classroom management according to Froyen and Iverson (1999) aims to encourage students towards learning and to promote their positive behaviors; Those authors argue that positive classroom management contributes to enhanced academic achievements of students, increased teacher efficacy, improved students behavior and teacher's teaching. Therefore classroom management includes all those essential activities which are important to maintain an environment which generates necessary and positive conditions for learning (Ahmad, Muhammad, & Shafiqur, 2012).

3.2.1. Quality of English language teaching in Nicaragua

Teaching is one of the most demanding professions. It is particularly challenging in school settings where a large number of the student body is not performing well (Adelman & Taylor, 2008). Dealing with large classes is very challenging for teachers who are not adequately prepared. Effective teaching and learning cannot take place in a poorly managed classroom (Ahmad, Muhammad, & Shafiqur, 2012). The problem may not be the number of students that teachers attend, but the quality with which they are taught.

The teaching of English in Nicaragua faces the shortage of professionals in the field and the lack of a strategic model to ensure effective command of the language. According to data provided by an article in "El Nuevo Diario", a local newspaper, there is a high demand of English in our country. According to the Ministry of Education in Nicaragua there are 1,800 teachers dedicated to teaching of this language, of this amount, 1,200 teach in public schools where enrollment in primary and secondary is over 1,300 000 students, representing a small number of teachers per many students. Likewise, Mr. Julio Cesar Canelo,

technical coordinator of Formal Secondary Education Ministry, Mined, express that of the 1,200 who teach in public schools, 47% are teachers with empirical knowledge (El Nuevo Diario, 2014).

However, the government has expressed in the new reform of the school curricula, the idea that High School graduates finish with an intermediate level of English (Nicaraguan Ministry of Education, 2011). It is known that this becomes complicated because there is a deficiency in quality and quantity of professional English speakers teachers, whether graduates or empirical, have problems in handling the communicative approach and groups of many kinds.

3.3. Classroom management strategies

Large classes are often perceived as one of the major obstacles to ensuring quality education. Indeed, there are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education (Haddad & Chaiyasook, 2006). Every classroom management deficiency, every weakness, every misstep, and every moment of uncertainty is amplified as the numbers of students rises (Linsin, 2014). Teaching large classes is a challenge, but it can also offer many opportunities to improve teaching and to make it more enjoyable and rewarding for students.

Ongoing professional development in classroom management is essential for all teachers but especially important for new teachers (Carolyn, 2010). Effectively managing the classroom is much more difficult for new teachers, who may not have received sufficient training and who may be assigned to classes with a large percentage of at risk students (Ahmad, Muhammad, & Shafiqur, 2012).

Highly effective instruction reduces, but does not fully eliminate, classroom behavior problems. Structuring a classroom that supports positive student's behavior requires forethought and planning, making efficient use of classroom time, including transitions between various classroom activities, ensuring that the nature and quality of student's interactions is positive (Oliver & Reshly, 2007).

Effective classroom management requires a comprehensive approach that includes the following: Structuring the school and classroom environment,

actively supervising student engagement, implementing classroom rules and routines, enacting procedures that encourage appropriate behavior, using behavior reduction strategies, collecting and using data to monitor student behavior, and modifying classroom management procedures as needed.

Effective teachers also incorporate routines into their efforts to organize the classroom, routines for turning in homework or engaging in small groups activities allow the classroom to run efficiently with fewer disruptions from students, thus enabling the teacher to attend to other aspects of instruction (Oliver & Reshly, 2007). Teachers with strong classroom management skills also use effective techniques to decrease inappropriate behavior by establishing predictable environments (Carolyn, 2010).

3.3.1. Management strategies to deal with overcrowded classrooms:

In a classroom it is inevitable to find different characters, abilities, skills, learning rates and difficulties in students because each of them is unique. Gimeno and Viera (2006), explains that, as part of a society and a world in which diversity is as normal as life itself, teachers must become accustomed and learn to live with it and work from it. The school is a vital public space to develop social skills and relate to others, and to create community, for this reason, the school should not override individuality. Therefore, teachers must be adapted to the characteristics of different children´s level of maturity. Teachers can help strengthen relationships between students and others teachers by practicing and learning social behaviors that establish quality pleasant harmonic relationships, which will facilitate individual advancement.

Language activities: One of the tasks that teachers can do is facilitate language development. They therefore must be aware of the activities, games, routines and tasks done to motivate students to express and produce messages. They also must to learn to play with words, especially in activities in smaller working groups, as suggested in cooperative learning. Gimeno and Vera (2006), suggested to take into account the skills, abilities, needs, pace of work, and emotional status of students when planning various activities to be undertaken in the classroom

Cooperative learning can greatly facilitate these processes in the classroom as it allows interactive relationships between students and between them and the teachers teaching and group learning and attention to students is facilitated with special needs, i.e. diversity in Classroom. Pujolàs (2008) defines cooperative learning as the instructional use of small groups of students, about four or five students, working class organized into teams in order to take advantage of the interaction between them and learn the full curriculum their capabilities, while learning about teamwork.

The teacher, should use classroom management to help students individually, must move, raise various tasks like, the task of collecting material and other plans, spend time with other teachers to organize ensure the minimum of each student and invest a lot of energy in maintaining motivation and teamwork in the classroom. Gimeno and Vera (2006), suggested taking into account the skills, abilities, needs, pace of work, and emotional status of students when planning the different activities taking place in the classroom. It should also include complementary activities for students who are quick to work the different activities. For students who are moving at a slower pace, unfinished activity can be left as homework. The teacher should endeavor to make proper planning for his or her and organize time, space and activities surrounding this plan. This is will facilitate the students' focus on achieving their abilities. This signifies a double effort by the teacher because the activities should be different according to the skills, needs and pace of student won the contrary, the same outcomes can be reached from different paths.

For the implementation of cooperative learning in the classroom, Pujolàs (2008) explains that the work will be done in small groups and the number of members will depend on the activity performed. However, it does not agree that these group are very large because the greater the groups are the more complex classrooms management becomes. Group should be 3-5 members, and heterogeneous, that is, made up of students from different educational levels with human capabilities and potentials that should remain up to the achievement of learning and skills.

As for the instructions should be clear, students should get an overview of the tasks, objectives and ways to be evaluated. The teacher is responsible to know their students before the assessment. It is important to remember that the teachers should first try to achieve the goal of personally knowing each student and the understanding the group dynamic. Teamwork is not easy. Therefore, teachers should teach students what behaviors are needed including listening, participation, organization respect and equal opportunity.

In addition, the student should be made aware that every individual at some point needs to work in groups, but it is not easy for everyone. The must recreates a learning space where the solidarity, cooperation, and reciprocity are practiced in all school activities. Pujolàs (2008) defines cooperative learning as the instructional use of small groups of students, about four or five students, working class organized into teams in order to take advantage of the interaction between them and learn the full curriculum their capabilities, while learning about teamwork.

IV. METHODOLOGY

4.1 Research Design.

This research is descriptive with qualitative approach. According to Hernandez R Collado & Lucio (2008) a qualitative method is considered to be particularly suitable for gaining in depth understanding of underlying reasons and motivations. It also provides insights into the settings of a problem; at the same time it frequently generates ideas and hypotheses for quantitative later research.
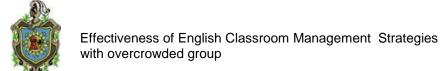
Descriptive method, on the other hand, pretends to describe the current status of the phenomenon and what exits respect to the variables or conditions in a situation. These methods allow us to perform a process of inquiry, to gather information and data for further interpretation and understanding and thus build theories about the study. In order to determine and investigate the Effectiveness of Classroom Management strategies applying by English teacher at Guillermo Cano School, in Estelí, Nicaragua.

4.2. Population

The 9th grade students of the afternoon shift at Guillermo Cano Institute formed the population of our study; those are ten classrooms among 35 and 45 students in total 376.

4.2.1. Sampling

Our sample was intentional since we chose a large class, in that case, 9th D, which had 38 students representing the 10%. We selected this school and grade because it had the necessary numbers of students 35-45 and terms to do valid our research according to the topic. Moreover, here we got the opportunity to develop this research without any one kind of boundaries or restrictions to carry out our study.

4.2.2. Sampling characterization

The sample of this research was formed by students at ninth grade D of Guillermo Cano Institute in Estelí. These were adolescents between 15 and 17 years old, and who come from different neighborhoods of the central urban area. They share social and economic characteristic, most of them with scarcity of economic resources; some of them were workers in the morning shift. Their participation is little, show shyness and indifference for the study. They have good relationship among classmates and teachers but with unrespectable actions or phrases.

4.3. Data collection

This research will feature instruments such as a questionnaire for the English teacher and the observation through of the direct and periodic visit at Guillermo Cano School.

A questionnaire will be administered to teacher, to collect relevant information about teacher academic preparation, methodology applied, and strategies used in the classroom. Maxwell J.A defines a questionnaire as an instrument for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. They can be used to reveal information on public knowledge, attitude, perception, experience and preparedness levels in relation to natural hazards.

Observations method consist of a checklist of e.g. the incidence, presence, or frequency of predetermined evidence to be observed in the situation which will either support or refute a preconceived theory (University of Sheffield, 2006)

In this research, it was used the observation method, as a source of data collection to observe classroom management in overcrowded groups. According to the observation we applied ten take notes and data by researchers that served as support and appreciation of the effectiveness of the strategies used by the teacher of the institute.

These instruments are common, appropriate and recommended for use when the type of qualitative research method is selected to support and to be in charge of our research we collected and chose relevant information from

reliable sources as websites, books, documentation and interviews with some competent people from the ministry of education etc.

4.3.1. Data Analysis

To analyze the data were taking into account important aspects related with this research and besides the three research questions proposed in this study.

Firstly, it was tabulated the data in a chart, written the respective answers for each question made. Then there were interpreted those answers and made a relation with the similar aspects we observed during our visits to the Institute. When got the analysis of the collected data of every instrument it was discussed the results interpreting positive and negative aspects and the limitations of this research.

V. ANALYSIS AND RESULT DISCUSSIONS

In this chapter, it is presented the analysis of the data gotten from the tabulation and interpretation of every item of the questionnaire applied and it expressed our analysis of the direct observations made to some sessions of the English class with the purpose to value this research questions.

5.1. Classroom management strategies applied by English teacher

According to the guide observation it was identify only two strategies applied by the teacher of the Guillermo Cano School Like: semicircle, workgroups. Semicircles is a good one sitting arrangement but, it is not always functional, because it was observed that the students tend to speak a lot and sometimes causes a disruptive behavior during the session classes.

Workgroup is one of the most useful strategies using by teachers because allows everyone works together making use of the best of their skills to make sure of quality output. In the data collection, it was finding that the teacher applies this strategy frequently, but in a wrong way because she allows too many students in the same group (10 in each one). However, in agreement to some researches many authors conclude that workgroups up to 5 members is anti-pedagogical resource

5.2. Students' behaviors associated to the implementation of strategies

Analyzing the two strategies used by the teacher of the center described above has a direct influence on student behavior as the continued use of semicircles tends to create a distracting environment, also use all the time this methodology causes unattractive routine class. Likewise, when the students were working in groups some one of them were using the cellphones, talking each to others etc.

5.3. Validation of the classroom management strategies

The classroom presented unpleasant environment as its physical structure was in bad conditions. It had two boards; one chalkboard and the other whiteboard, enough chairs for each student, a desk who is little damaged and the door and ceiling were damaged too. Related to the class atmosphere most of the time was not suitable because the classroom is located in a noisy place as in front of it there was a sport field and also was between two classrooms. On the other hand, this room lack of pleasant setting there were any material in there.

The location of the institute and classroom, the physical conditions, furnishings, and resources were a significant problem in relation to the development of the class and the classroom management, as the noisy around the school and inside the school (since the classroom was placed in front of the port field) affected the attention of the students, at the same time the scarcity of resources and the old fashioned, damaged furnishings and obviously the unpleasant classroom environment stop a better learning and affect the discipline too. (See photos in annexes)

In accordance with the instrument applied in this research and following the proposed research questions we got these results.

The English teacher had middle qualification to manage classroom since, she had never worked in the Education field and neither in leadership jobs, she is new in this Institute and has not graduated, but she actually is studying. Her experience in education is little and furthermore she has not had the opportunity to participate in trainings related to the theme in study, just in the TEPCES, this was her first year to teach English in a big school and with considerable amount of students, therefore, she has lack of experience in classroom management and possibly in aspects related to methodology to teach. In addition to, this difficulty is not only she has not been working there long, but also for the lack of pedagogical assistance and training scheme.

Teacher qualification in the theme of classroom management is really important since the problems presented in the classroom are due to the lack of experience and training the teacher has. The English teacher was a person who
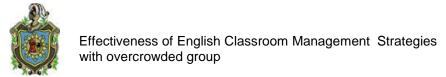
showed overcoming wish, though she had not long time in education and furthermore she lack of experience in the field of education and methodological trainings, however according to her possibilities and abilities she did a good job.

The only strategies used by the teacher to manage the classroom were the sitting arrangement and orally words. (See photos in annexes page number 36) In the English class the students were always sitting in semicircle and working in group; and the attention of the teacher for the students usually was in group and rarely in individually way. Since the class was large of 38 students, teacher considered these strategies as good to keep attention of the students; however, it was not effective in all the learning process and not for all the students, there were usually some interruptions and misbehaviors for the students, such as: the abuse of the usage of phones, unpunctuality, and indifference.

On the light of the facts, and taking into account the characteristics of the place and the groups, these strategies are not working well, they are not been effective; the teacher should use other strategies to manage the classroom in order to get effective results and better learning, such as: cooperative learning (the use of monitor students), rules of behaviors, dynamics, songs, real materials, and more use of the English language and less use of the Spanish language.

It is also necessary the MINED gives the teachers more pedagogical assistance and trainings and besides the teachers need to design a plan to teach asses and control the students.
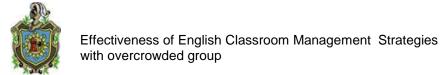
VI. CONCLUSIONS

In accordance with the characteristics of the group, the strategies used by the teacher do not function as well as they are needed. It is imperative to apply others with the purpose to reduce disruptions and control bad behavior of the 9th students at Guillermo Cano Institute. The poor classroom management influence in the quality performance of the teaching and learning process, though the teacher makes an effort to do a good job. She had to deal with greatest difficulties such as: lack of concentration, order and discipline of the students etc.

The usage of different strategies can help in preventing disruptions, and in that way to go ahead an effective classroom management, a high incidence of classroom management disciplinary problems has a significant impact on the effectiveness teaching and learning process. A suitable classroom environment provided a context for learning, it included the physical space, furnishing, resources and materials, and however the teacher has the responsibility to create the atmosphere in which students can enjoy the learning.

Overcrowded Classes demand qualified teachers and good classroom conditions, in some schools in the country teachers are not sufficiently trained in the use of strategies to work with numerous groups and also the physical environment and conditions are not appropriated to do a meaningful work. It is necessary the MINED gives teachers more pedagogical assistance and trainings and besides the teachers need to design a plan to teach asses and control the students.

VII. RECOMMENDATIONS

All teachers need help with classroom management especially early in their career. They depend on finding how to use good information and advice. The most important factor in classroom management is the teacher because he/she has the responsibility on develop strategies and control events. Therefore, they never stop learning and find the ways to become successful in classroom management.

As a researcher, we are committed to improving classroom management classes in English, for this reason we offer some suggestions to the teacher to get an effective classroom management with overcrowded groups in English classes.

Unfortunately, the larger the class size, the more the relationships with students suffers. Consider creating surveys once or twice a week where students can answer questions on a likert scale and also ask questions of you. Invite students to write a letter to you about their learning, their accomplishments, challenges, and interests.

- To train students to work in small groups of five to seven students. And when working in groups, it would be beneficial for students to sit around in a circle so that everyone could have a chance to participate.

- To optimize your work with students with learning difficulties, give them seats in front of you, closer to you so that you can spot difficulties easily while teaching.

- Establish simple rules of acceptable behavior for everybody to ob- serve when working in groups or individually, such as: how to work together on a group assignment, how to work on individual assignments, how to talk softly without disturbing others during group work, how to be a good leader and how to be a good member of the group

- Make use of other people (other "human resources") to help tutor pupils with learning difficulties. The teacher is not the only person who can tutor or provide remedial help. With some training, others can help tutor pupils who need extra help. Here are examples of people who can be trained to be tutors : Classmates (peer tutors), Students from higher grades or older students (cross-age tutors), Community volunteers, Family members (home tutors)

- Plan and design suitable instructional tasks and activities.

- Combining strategies to improve the students´ discipline and learning, like: cooperative learning, the usage of songs, drama, dynamics etc.

- Improve the individually communication with the students by enhancing that with the understanding of their needs, interests and personal characteristics.

- Vary the seating arrangement to facilitate students' discipline and attention. Classroom arrangement should be flexible to accommodate a variety of teaching activities too.

- Acknowledge good behaviors of the students.

- Do more use of the English than the mother tongue language.

With the intention that the Institute Guillermo Cano improve the lack of classroom management with overcrowded groups we suggest:

- Structure the school and classroom environment, by creating the best class atmosphere for the learning, (order, setting, neatness).

- Train to teachers about preventing disruptions and concentrate on developing strategies to control events. They learn from the experience.

- Provide teachers pedagogical assistance.

As part of the process of teaching - learning of English educational model, the student plays a very important role to achieve significant knowledge, therefore we recommend:
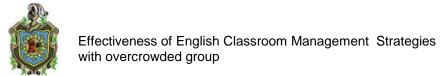
- Engage actively in the development of English classes; It is imperative that students strive to comply with all academic expectations in the classroom. This is not only for the benefit of the individual student, but also for the benefit of the entire class. Collaborative learning environments, in the form of partner and group work, necessitate a contribution from each student. If students are striving to meet all academic expectations, they will prepare outside assignments and study so that they can make a viable contribution to a collaborative environment.

- Showing respect for self and others is one of the most important things a student can do to contribute to a quality learning environment and reducing disciplinary distractions. Simple actions such as waiting until recognized before speaking and raising a hand before speaking demonstrate self-respect and respect for others. Being attentive, listening and refraining from interrupting when others are talking also demonstrate a respect for others. Showing respect for others will reduce disruptions in the classroom.

7.1. Limitations

At the moments in which were applied the instruments; it was not the most appropriated, because there were many affectations in the class schedule such as: trainings, meetings, evaluations and reduction of the frequency of the English class. All those directly affect the reliability of our observations and therefore the interpretation too.

Another important thing is the lack of practical experience and maybe the theoretical knowledge in the theme of classroom management the teacher has, since, though she is finishing her last university year, this was her first teaching experience. Moreover, it could not let to mention the bad physical conditions the Institute has the lack of classroom equipment and recourses and obviously, the noisy place in which the Institute and the ninth D classroom are localized.
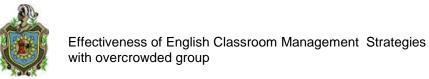
7.2. Further researches

The findings in this study lead to the following future researches on: How the Nicaraguan teachers can management large classes with disabilities students? And how the current Educative system influence in the effectiveness of the classroom management?

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IX. ANNEXES

Annexes Number 1. Teacher's interview

National Autonomous University of Nicaragua

Farem- Estelí

Teacher's interview

Dear teacher,

We are students from 5 year of English teaching major at UNAN_ FAREM Estelí, we are currently carrying out a research project about the effectiveness of classroom management strategies in secondary school education. We demand you to please answer the questions below; they will serve as material for analysis in our study. The information you provide us will be kept confidential and only used for educational purposes. Thank you very much for your kind cooperation.

1-General information

School name _____   sex _____   Academic preparation_____
Teaching experience _____

1. What does the term classroom management mean for you?

2. Have you received any sort of training in classroom management in the last years?

3. What time of sitting arrangement do you normally uses? Why?

4. What strategies do you implement to deal with disruptive behavior in classroom?

5. How do you decide which strategy you will you? Explain.

6. How do you ensure an effective communication with your students?

Annexes Number 2. Observation Guide for teacher and students.

National Autonomous University of Nicaragua

Farem-Estelí

Observation Guide for teacher and students.

I.   General data
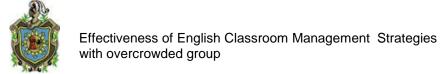
a) Teacher´s name_____

b) School´s name_____

c) Level_____

d) Date_____

II.   Points of observation

N	Item	Always	Sometimes	Rarely	Never	Observation
1	Teacher creates an appropriated environment at the very beginning of the class.					
2	Teacher explains class contents and objectives					
3	Teacher uses a varied sitting arrangement 1. Pair work 2. Group work 3. Semicircle 4. Circle					
4	While students work, in individually or in groups the teacher gives them individually attention.					
5	Teacher implements strategies to reduce disruptive behavior.					
6	Teacher commends the students for good behavior, successful task					

	performance, etc					
7	Strategies implemented by the teacher to reduced disruptive behavior are effective.					
8	Teacher keeps a good communication with their students.					

Commentaries _____

_____

_____

Annexes Number 3

Picture number 1

This picture show the English teacher most used work groups strategy to work with their students.

Picture number 2

This picture show the English teacher most used semicircle as sitting arrangement strategy to work with their students.

Annexes Number 4.

Data Result

Items	Questionnaire for the teacher	Observation	Researcher´s conclusions
What does the term classroom management means for you?	For me classroom management means methodological strategies to deal with the students or a classroom.	_____	The teacher seemed to have some ideas about the term.
Have you ever received any sort of training in classroom management in the last year?	Yes, but related to the development of contents.	_____	The teacher expressed that she has received training, but not related to the classroom management.
What type of sitting arrangement you normally use? Why?	I always use semicircle, because the students keep more attention	We could observed the teacher always used semicircle as sitting arrangement, but also sometimes (70%) her students worked in groups	This was a great sitting arrangement however, it did not function excellent all the time
What strategies do you implement to deal with disruptive behavior in the classroom?	I generally use work in groups	The strategies the teacher implements in our observed sessions were: sitting arrangement (semicircle and work in groups) and oral words to attract students´ attention.	The teacher only used two strategies to deal with disruptive behavior Most of the time without a meaningful success
How do you decide which strategy you will use? Explain	Depending on the contents and the groups order	The teacher acted according to the situations and students 'attitudes presented in classroom at the	We agreed on the teachers answer

		moment of the class	
How do you ensure an effective communication with your students	Giving them orientations, explaining and checking the tasks in a clear way	Teacher has a good communication with the students, but most of them did not catch her rules or orientations	The teacher had good communication, but this communication was not effective all the time
The teacher creates an appropriate environment at the very begging of the class	_____	We could observed the teacher rarely create an environment at the beginning of the class (30 %)	The environment created by the English teacher was especially related to the sitting arrangement and use of the wall paper
The teacher explains contents and objective	_____	She never explained the contents and objective in direct way, but she did not in an indirect way	In the majority of our visits the teacher was concluding a last content
The teacher gives the students individual attention	_____	The teacher (80%) most of the time attend students for groups and rarely in individual way (20%)	Since she most used work group she speaks for group in general

Annexes Number 5 Timeline

Day	Activities	Date	hours	Place	Participants	time
1	Meeting with the groups and discuss all the information about the Institute	Monday August 31st	1:30 pm	Guillermo Cano Balladares	group	1 hour
2	Make corrections and improve the research	Tuesday September 2nd	2:00 pm	Agnes`s house	group	2 hours
3	To check methodology	Friday September 4th	2:00 pm	Agnes`s house	group	2 hours
4	Make the timeline	Friday September 5th	2:00 pm	Agnes`s house	group	2 hours
5	Write the instrument	Monday September 8th	2:00 pm	Agnes`s house and FAREM	group	3 hours
6	To check the instruments	Saturday	1: 00pm	FAREM	group	2 hours

		September 12th				
7	Apply the instruments	From Monday September 21st to Friday September 25th	12:30 Md	Guillermo Cano	group	45 min
8	To check the observation	Friday September 25th	2:00 PM	Agnes`s house	Group	3 hours
9	To review the investigation (APA)	Saturday September 26th	1:00 pm	Agnes`s house	Group	3 hours
10	Apply the instruments	From Monday September 28th to Friday October 2nd	12:30 Md	Guillermo Cano	Group	45 min.
11	Write about methodology and instrumentation	Friday October 2nd	2:00 pm	Agnes`s house	Group	2 Hours
12	Write about results and data	From Monday October 4th to Wednesday October 6th	2:00 pm	Agnes`s house	group	3:30 hours Each day
13	Present results and data	Saturday October	11:20 am	FAREM	Group	1 hour

		10th				
14	Analysis of results	From Saturday October 10th to Friday October 16th	2:00 pm	Agnes`s house	group	3 hours
15	To present analysis	Saturday October 17th	11:20 am	FAREM	Group	1 hour
16	To review the research	Monday October 19th	2:00 pm	Agnes`s house	group	3 hours
17	Analysis and discussion	Saturday October 24th	11:00 am	FAREM	Group	1 hour
18	To check conclusions	Monday October 26th	2:00 pm	Agnes`s house	Group	2 hours
19	Review and practice	Saturday October 31th	11:20 am	FAREM	Group	1 hour
20	Review of draft	Saturday November 7th	11:20 am	FAREM	Group	1 hour
21	Review of draft	Friday November 20th	11:20 am	FAREM	Group	1 hour

22	Revision of draft	Monday November 23rd from Monday to Friday November 27th	2:00 pm	Agnes`s house	Group	2 hours
23	Review of draft	From may 4th to 6th 2016	8:00 am	Mcs Blanca`s house	Group	4 hours
24	Review of draft	From May 16th to 20th ,2016	8:00 am	Mcs Blanca`s house	Group	2 hours Each day
25	Review of draft	Tuesday June 6th , 2016	1:20 pm	Mcs Blanca`s house	Group	3 hours
26	Review of draft	From Monday 17th to Friday 21st October, 2016	8:00 am	Mcs Blanca`s house	Group	3 hours Each day