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Final Report of Graduation Seminar Research

Analysis of the influence of students' discipline in the process of learning the English language, in students of 4th year of public School Edgar Arvizú, in Managua department, on the second semester of 2017.

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Abstract

This study was made in the Edgar Arvizú school, Managua, Nicaragua. There were selected 10th grade students. In this study, we focus on how discipline can affect the process of learning English as a second language. There were found many examples of how it affects and also why it affects. On the other hand, there were also found many solutions to those problems and with that it is expected the teacher can take them into account and at the end get a meaningful learning from students.

I) Introduction

This study was aimed to investigate the major causes of discipline problem and strategies taken by teachers to overcome these in the Edgar Arvizu school. It was also aimed to identify the most common discipline problems and the most effective strategies used in overcoming discipline problem in this school. The factors that were focused in this study were: personal factors, family factors, student's factors, teaching and school administration factors.

The results of the study indicate that some influencing factors that contributed to students' discipline problems were: parental concern, love, parental involvement in school, support, motivation to study and parents-school relationships.

Students' discipline problems have reached epidemic proportions in Edgar Arvizu school which make difficult to catch students' attention to learn English as a second language. It has been seen that discipline problem is the main distractor in the school and this is affecting the way students learn.

II) General Topic

Influence of students' discipline in the process of learning the English Language.

Limited topic

Analysis of the influence of students' discipline in the process of learning the English language, in students of 4th year of public School Edgar Arvizú, in Managua department, on the second semester of 2017.

III) Problem Background

It is important to talk about the lack of interest for learning English from the part of students, because nowadays English is a very useful tool in life to be an efficient and a competitive professional person in any kind of Job. English is determined as one of the languages used in the world in order to have a better job opportunity; however, students do not show interest by learning amazing languages that could help them to learn as professional.

On the other hand, teachers instead of concentrating on delivering a good English class need to invest most of their energy and time on maintaining discipline initially. The kind of strategies that the teacher uses in the classroom interfere with the attention of his/her students, for example: one student can participate during a class where he has more interaction with a specific task that the teacher assigned but if the teacher didn't make a good class interaction where the student doesn't participate himself/herself that is due to the lack of interest and lack of strategies used by the teacher. People know that a school is a second home for students where they can learn about education which is an internal approach where the student can develop and gain knowledge about life, however there are certain external factors that affect the student discipline in the learning process when they are leaning a new language as English and have to face a task when they pass through many family issues, economical problems, divorce situations and others.

As people know, being a teacher is a big responsibility. Also, it is true that teaching is a long process where teachers need to find many ways to teach a class and see the interactions of students. There are many effective ways to develop a class but the teacher needs to be careful with the kind of material that they are going to assign to students. A class does not need too much theory; it is also constructed with some dynamic games or roleplays. The kind of strategy that the teacher use will make students feel motivated in a class when developing a topic inside a classroom. On the other side, people can only see the positive things that a teacher can do but in the classroom, many things can happen.

When a teacher asks for a volunteer to participate in class in any task that he can assign, students feel uncomfortable because they don't want to be embarrassed in front of their classmates if they make any mistakes, however it can be due to many reasons that only the teacher can determine and that is when the teacher acts as a support for the student.

As mentioned before, school is a second home and teachers are as parents. So, as it can be seen the problem is that some students can go to school and study, but people are not looking the other side when they are carrying a big problem or big frustration. When it comes to external factors and that is why their discipline affects the way they are acquiring a language as in this case is English as a second language.

In addition, the discipline affects students either having internal and external factors that stop them to learn and know how important is a new language, taking into consideration that the different strategies that a teacher implements inside a classroom environment are very important in the learning process of the students.

Students from Arvizu School are showing a learning problem due do the discipline they are developing in the classroom. This problem is being presented for many years and it is the reason to take it into account.

IV) Previous studies

In a study conducted for Clinton University, it was found important the real problem that students from different schools have in the process of learning English. The topic for this study is: The influence of discipline on academic achievement in Secondary School.

As a summary of this research the aim of this study was to pursue an investigation into the effect of discipline on academic achievement in secondary schools. From the literature study it became clear that classroom management is a necessary condition for effective student learning (Rivers, 2007). The school climate established by the educator can have a major impact on learners' motivation and attitude towards learning. As such, the skills involved in establishing a positive classroom climate and the students discipline are of immense importance.

Clearly, learners need order in the classroom if the activities, which take place, are to facilitate effective learning. The most important point to bear in mind in considering discipline, is that creating the necessary order is more to do with the skills involved in effective teaching in general than it is to with how one deals with learner behavior itself. If the learning activities are well-planned and prepared, if the presentation elicits and maintains learners' attention, interest and involvement, and if the activities are challenging and offer realistic opportunities for success, then the necessary order will be established as part of these qualities. In essence, skillful teaching lies at the heart of establishing discipline.

Most learner misbehavior is quite trivial. The types of learner' behavior most frequently cited by educators are: excessive talk or talking out of turn, being noisy (both verbal, such as shouting at another learner across the room, and non-verbal, such as letting a disk lid slam shut), not paying attention to the educator, not getting on with the work required, being out of their seats without good cause, hindering other learners, and arriving late for lessons.

To a large extent, such problems can be minimized by skillful teaching in general, and by developing conventions and routines for behavior, which are followed. The discipline which prevails in a classroom will not only be influenced by the educators' behavior and expectations, but also by the expectations learners bring with them, and, importantly, by the prevailing ethos in the school. Nevertheless, a well-managed lesson coupled with a relationship based on mutual respect and rapport will do much to minimize pupil misbehavior. In schools where it is recognized that there are a number of learners with marked emotional or academic difficulties, skillful teaching can ensure that good discipline in lessons will be the norm.

Learners misbehave at school for a variety of reasons, e.g. boredom, inability to do the work, low academic self-esteem, emotional difficulties, poor attitudes, etc. The key to establishing good discipline at school lies in learners accepting the educator's authority to manage their behavior and their progress in learning. Learning activities cannot take place effectively in a classroom of thirty learners or more, unless one is given authority to control, manage and direct what is going on as, when and how appropriate. Much of the authority as an educator derives from the status he has in that role, and the respect and esteem for educators generally held in society; this is particularly conveyed to learners by their parents and other sources of influence. Educators will have some degree of status because of this, most notably with younger learners where they may be perceived as a parent figure to some extent.

In order to exercise managerial control, learners' behavior needs to be rule-governed. Such school rules may be explicitly stated by educators or simply inferred from the educator's actions.

In conclusion a summary was presented on the findings of the literature and empirical study, and the following are some of the recommendations that were made:

All schools should draw up a code of conduct and implement it, rules related content should be incorporate in the academic curriculum, and further research should be conduct concerning disruptive behavior in the classroom in order to provide an overview of the problem.

This research is really useful because it helps us to understand some real problems affecting the English learning for students in secondary schools. The problem we selected is also mention in this research, which means it is one of the real problems existing in the real world. We will take this research as an example to follow this research.

V) Justification

It was decided to discuss about this topic because discipline is one of the most important factors that influence students in the learning process of learning English with the speaking skill as a second language. Since discipline is not just about behavior, it is important to bring into consideration that there are many other factors linked of how behavior is created as it is the teaching methodology, internal and external factors are going to be explained in this work.

The main aim with this work is to know all the factors related with discipline that are affecting the learning process in students of 4th year of Edgar Arvizu School. It is expected that this work can help other researchers in order to determine possible solutions to the problems found here.

The social impact this work has is mainly focused on secondary institutions and it is because in this work people can find different problems and solutions regarding discipline, with that people can develop a better class in order to get a better learning acquisition from students.

VI) Research Questions

- 1) What are the internal factors that influence students' discipline in the learning of English language?
- 2) What are the external factors that influence students' discipline in the learning of English language?
- 3) How can students improve their discipline in the classroom?
- 4) How can students get a meaningful learning in the process of learning English?
- 5) What are the possible solutions or strategies to improve the development of students in the process of learning the English Language?

VII) Objectives

General objective

To determine the influence of students' discipline in the process of learning the English language in students of the 4th year of Edgar Arvizu School.

Specific objectives:

1. To identify internal and external factors that influence students' discipline in the learning of the English language.
2. To describe internal and external factors that influence students' discipline in the learning of the English language.
3. To propose strategies to improve students' discipline in the teaching-learning process of English language.

VIII) Theoretical Framework

The main focus of this research is the influence of discipline in the process of English learning. To explain some details of it, there were found some concepts, theories and studies. First, Roy explains the concept of discipline. Then, Shlomo Romi and Mira Freund explain the impact of the teacher's attitude and how it influences students' discipline.

To begin, it will be explained the definition of discipline: Discipline is the required action by a teacher towards a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. To sum up, the word "Discipline" comes from the word "Disciple" meaning a learner. Discipline means teaching to obey certain rules. Without it, there will be complete chaos and disorder everywhere in our society. (Roy, 2013)

There are also different ideas about discipline, for example: Shlomo Romi and Mira Freund (1999) stated that most of the research on discipline has focused on the attitude of teachers or, less frequently, on the attitude of students and, even less, on the attitude of parents towards behavioral problem. This might be due to the fact that teachers are more accessible to research as compared to parents. In their study, they argued that teachers were found to agree in their attitudes towards various discipline problems. Besides that, their study revealed that 80 % of teachers regarded severely verbal and physical violence aimed at students, as well as vandalism involving schools property as the most common discipline problems. Those are the ideas of Romi and Freund.

Besides that, Willower (1977) examined the relationship between teacher characteristics and perception of discipline problems and concluded with a differentiation between two types of teachers – the authoritarian teacher and the humanist teacher. Teachers with an authoritarian tendency view the school as an autocratic institution with a rigid hierarchical structure. They regard students as essentially irresponsible individuals who must be kept under control by sanctions whereby humanistic teachers see the school as an educational community where students learn through co-operative interaction.

In brief, it can be said; it is a sifting and sieving out, of what is not necessary for the goal you have chosen as a student.

Also, It is a set of task and effort metrics, that you want to define, to "keep you in" on the path and a set of diversions and limit metrics, that will not keep you away for too long.

It was also found something interesting about Learning, according to Lave argues that learning as it normally occurs is a function of the activity, context and culture in which it occurs (i.e., it is situated). This contrasts with most classroom learning activities which involve knowledge which is abstract and out of context. Social interaction is a critical component of situated learning -- learners become involved in a "community of practice" which embodies certain beliefs and discipline scenarios to be acquired. As the beginner or newcomer moves from the periphery of this community to its center, they become more active and engaged within the culture and hence assume the role of expert or old timer. Furthermore, situated learning is usually unintentional rather than deliberate. These ideas are what Lave & Wenger (1991) call the process of "legitimate peripheral participation."

Besides that, other researchers have further developed the theory of situated learning. Brown, Collins & Duguid (1989) emphasize the idea of cognitive apprenticeship: "Cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge." Brown et al. also emphasize the need for a new epistemology for learning -- one that emphasizes active perception over concepts and representation. Suchman (1988) explores the situated learning framework in the context of artificial intelligence.

In the creation of classroom tasks, apparently peripheral features of authentic tasks--like the extra linguistic supports involved in the interpretation of communication--are often dismissed as "noise" from which salient features can be abstracted for the purpose of teaching. But the context of activity is an extraordinarily complex network from which practitioners draw essential support. The source of such support is often only tacitly recognized by practitioners, or even by teachers or designers of simulations. Classroom tasks, therefore, can

completely fail to provide the contextual features that allow authentic activity. At the same time, students may come to rely, in important but little noticed ways, on features of the classroom context, in which the task is now embedded,

that are wholly absent from and alien to authentic activity. Thus, much of what is learned in school may apply only to the ersatz activity, if it was learned through such activity.

It was also found something call Situated learning (Greeno, 1989; Brown, Collins, & Duguid, 1989) which is a stance holding that inquiries into learning and cognition must take serious account of social interaction and physical activity. A unifying concept emerging from situated learning research is "communities of practice"--the idea that learning is constituted through the sharing of purposeful, patterned activity (Lave & Wenger, 1989). This idea stresses "practice" and "community" equally. Now we have knowledge and meaning; Knowledge is seen as practical capability for doing and making. Meaning is seen as a construction of a social unit that shares a stake in a common situation. As a consequence, learning is seen as a capability for increased participation in communally experienced situations--a dual affair of constructing identity and constructing understanding (Wenger, 1990).

In the situated learning approach, knowledge and skills are learned in the contexts that reflect how knowledge is obtained and applied in everyday situations. Situated cognition theory conceives of learning as a sociocultural phenomenon rather than the action of individual acquiring general information from a decontextualized body of knowledge.

The first idea is: What Students Learn Is Influenced by Their Existing Ideas

People have to construct their own meaning regardless of how clearly teachers or books tell them things. Mostly, a person does this by connecting new information and concepts to what he or she already believes. Concepts—the essential units of human thought—that do not have multiple links with how a student thinks about the world are not likely to be remembered or useful. Or, if they do remain in memory,

they will be tucked away in a drawer labeled, say, "biology course, 1995," and will not be available to affect thoughts about any other aspect of the world.

Concepts are learned best when they are encountered in a variety of contexts and expressed in a variety of ways, for that ensures that there are more opportunities for them to become imbedded in a student's knowledge system.

In contrast, effective learning often requires more than just making multiple connections of new ideas to old ones; it sometimes requires that people restructure their thinking radically. That is, to incorporate some new idea, learners must change the connections among the things they already know, or even discard some long-held beliefs about the world. The alternatives to the necessary restructuring are to distort the new information to fit their old ideas or to reject the new information entirely.

For example, Students come to school with their own ideas, some correct and some not, about almost every topic they are likely to encounter. If their intuition and misconceptions are ignored or dismissed out of hand, their original beliefs are likely to win out in the long run, even though they may give the test answers their teachers want. Mere contradiction is not sufficient; students must be encouraged to develop new views by seeing how such views help them make better sense of the world.

It also has the more repetition of tasks by students—whether manual or intellectual—is unlikely to lead to improved skills or keener insights. Learning often takes place best when students have opportunities to express ideas and get feedback from their peers. But for feedback to be most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again—a requirement that is neglected, it is worth noting, by most examinations—especially finals.

There were found 2 important theories to take into consideration; It will be explain its definition, its aspects, and its importance. The first one is:

Criticism

This theory has latterly been criticized as overly simplistic. Nevertheless, its influence can be seen in educators' insistence that feedback is critical to learning. The stimulus-response method is used frequently in adult learning situations in which the students must learn a time sensitive response to a stimulus. Aircraft emergency procedures, for example, are divided into two parts. The first, the time sensitive portion, must be immediately performed by rote memory upon recognition of a stimulus – a warning light, horn, buzzer, bell, or the like. These procedures are taught and reinforced with rote drills and successfully passing the tests is the reinforcement. The second portion of the procedure, which may be viewed as diagnostic action is performed with mandatory reference to checklists and other reference material and depends on what may be viewed as higher level learning and understanding of aircraft systems and performance characteristics.

As a main characteristic we have The Behaviorist Theory : It maintains a focus on the change in observable behaviors as the manifestations of learning. The theory emphasizes changes in behaviors due to the influence and control of the external environment, rather than the internal thought process of the subject (Merriam & Caffarella, 1999). Simply put, people will learn desired behaviors due to stimuli from their external environment that recognize and reinforce the behavior in a positive manner.

It is important to add that undesired behaviors can be controlled or eliminated by an absence of attention to or recognition of such.

Furthermore, behaviorism is comprised of several individual theories that have a common theme functioning within them. This common theme is found in the ways the theorists define what learning is, and how it is accomplished. The common assumptions of these theorists are threefold, as explained by Merriam and

Caffarella (1999). The first common assumption is the emphasis on observable behavior rather than internal thought processes create learning.

Second, ultimately it is the environment that creates learning and it determines what is learned, not the individual learner. Lastly it is the ability to understand the overall process, and the ability to repeat or reinforce that process that is a common thread (Merriam and Caffarella, 1999). This theory is most commonly seen in adult learning when organizations take repeatable training steps and systematize them into manageable tasks.

The hypothesis behind behaviorist learning theories is that all learning occurs when behavior is influenced and changed by external factors (Merriam & Caffarella, 1999). Behaviorism disregards any notion that there may be an internal component to man's learning. Grippin and Peters (1984) emphasize that "contiguity...and reinforcement are central to explaining the learning process" (Merriam & Caffarella, 1999, p. 251) in regard to an individual's subjugation to external stimulus as a determinant of response (i.e., behavior). Contiguity is understood as the timing of events that is necessary to bring about behavioral change, while reinforcement refers to the probability that repeated positive or negative events will produce an anticipated change in behavior (Merriam & Caffarella, 1999).

Behavioral theory is a key component of animal training and skill training in humans. Teaching animals to sit for a kibble is very similar to clapping and hugging your child for their first steps or bike ride. Slot machines are based on intermittent reinforcement, which in turn leads gamblers to put more quarters in the machine to be reinforced by the ching ching of winning. As students, we are reinforced by the 100 points or A we receive on the test or paper, or by the removal of the F on the grade card. Source

Behavioral theories have also been studied and applied in organizational leadership. Dating back to the 1940's, studies were conducted at Ohio State University (OSU) and the University of Michigan (UM) (Robbins 1998). What the

researchers found in the OSU and UM studies can be classified into two categories: relationships and results.

In the OSU studies, researchers compiled behaviors into two dimensions: initiating structure (results) and consideration (relationships). UM researchers compiled their leader behavior under two similar dimensions: employee oriented and production oriented. From this research, Blake and Mouton developed the Managerial Grid, later to be called the Leadership Grid. This grid assists leaders in assessing possible outcomes to their behavior within an organization. Robbins states, "The grid does not show results produced but, rather, the dominating factors in a leader's thinking in regard to getting results" (p. 351). Behavioral leading and learning is based on organizational and cultural conditioning. This can be observed in the tough-handed, "hatchet wielding" approach of Jack Welch and in the benevolent "lend-a-hand" approach of Herb Kelleher.

Behavioral theories within leadership have had "modest success in identifying consistent relationships between patterns of leadership behavior and group performance. What seems to be missing is consideration of the situational factors that influence success or failure".

Second: Constructivist

Constructivism is a learning theory that attempts to explain how good learners learn by constructing understanding for everyone. This section will explore the constructivist learning theory by defining constructivism, providing varying views of constructivism, and illustrating how constructivism relates to independent learning and higher education.

Constructivism really got its start in the late 1980s. But many people did not know how to label what they were doing.

In the 1990s, constructivist books abounded. Many people became interested in it.

The principles of Constructivism are broadly adopted in many areas of education today.

For example, the notions of authentic activities, social negotiation, juxtaposition of instructional content, nurturance of reflexivity, and student-centered instruction inspired many instructors to examine and think about the importance of interactions between teachers and students, students and students, and students and learning materials as well. Therefore, both instructors and students may have opportunities to enhance the effectiveness of their teaching and learning.

Constructivism gives teachers another perspective to rethink how students learn and to focus on process and provide ways of documenting change and transformation. It also reminds teachers to look for different ways to engage individual student, develop rich environments for exploration, prepare coherent problem sets and challenges that focus the model building effort, elicit and communicate student perceptions and interpretations (Abdal-Haqq, 1998).

To sum up, Constructivism is a synthesis of multiple theories diffused into one form. It is the assimilation of both behaviorialist and cognitive ideals. The “constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience” (Merriam and Caffarella, 1999, p. 260). This is a combination effect of using a person’s cognitive abilities and insight to understand their environment. This coincides especially well with current adult learning theory. This concept is easily translated into a self-directed learning style, where the individual has the ability to take in all the information and the environment of a problem and learn. Constructivism reflects the organismic world view (Goldhaber, 2000). Compared with behaviorism which is originated from the mechanistic world view, constructivism concerns how change occurs in development. For behaviorists, change comes about when an external force acts upon an object that is inherently at rest. For organismic theorists, behavioral change is inherent in the living organism itself rather than extremely driven.

Contrary to criticisms by some (conservative/traditional) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help students to construct knowledge, rather than to reproduce a series of facts.

Constructivism is also often misconstrued as a learning theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. And then, students create organizing principles that they can take with them to other learning settings.

According to Jean Piaget who is a Swiss psychologist who began to study human development in the 1920s. His proposed a development theory has been widely discussed in both psychology and education fields. To learn, Piaget stressed the holistic approach. A child constructs understanding through many channels: reading, listening, exploring and experiencing his or her environment.

It is also important to explain the importance of the discipline in the classroom:

To start with, Classroom behavior tells a lot about any student's readiness to learn. Students in special education often exhibit behaviors used to avoid following instructions or completing assignments. These interfere with learning, and must be addressed so that the student can focus, respond to directions and accomplish assigned tasks. The Individualized Education Plan team must work together using their unique skills to assess behavior, formulate an IEP, and develop behavior strategies for classroom use.

It is consider the roll of the teacher and the roll of the student are aspects really important to develop discipline in the classroom.

Role of the teacher

A good teacher should be a coach, a mentor, a counselor and a friend, all rolled into one. A teacher's job does not only involve facilitating and supporting teaching and learning of curriculum materials but also involve shaping students' social behaviors. Students' discipline problems can pose a

great problem to the teaching and learning process if it is left unchecked. Teacher needs to tackle any discipline problems from the early stages before they develop into serious threats to the teaching and learning process. Besides, in their study they assert that in order for a teacher to be effective in disciplining students, he needs to establish a positive interaction with his students.

When a teacher has a positive interaction with his students, the relationship between the teacher and students is likely to grow closer and thus both parties get to know each other better. The teacher is likely to know more about his students' interest and needs and the students' start to know their teacher's expectation better. In this way the teacher is able to have more influence and control over his students' discipline. In other words, both teacher and students must have a good relationship in order to decrease the gap between them and consequently prevent the occurrence of discipline problems.

Those are some techniques used by the teacher:

Planning

At the planning stage, teachers play multiple roles. They are learners, constantly taking classes and attending professional development sessions to learn the latest best practices and strategies for effective teaching. Many teachers regularly collaborate with one another to gain new ideas for teaching, planning grade-level instruction and combining subjects to enhance the learning experience. They analyze test results and other data to help determine the course of their instruction and make changes in their classrooms.

Teachers also design lesson plans to teach the standards and provide engaging activities, while taking into account each student's interests and instructional needs.

Instruction

Instead of just lecturing in the classroom, teachers are facilitators of learning, providing students with the information and tools they need to master a subject. At times, teachers act like tutors, working with small groups of students or individual students within the classroom or after class. Teachers also play the role of evaluators, constantly assessing students' abilities through formal and informal assessments, providing suggestions for improvement and assigning grades.

Student Interaction

Perhaps the most important roles teachers fill involve interacting with students. Teachers must be leaders in the classroom and in the school, earning the respect of students and setting a positive example. They must be disciplinarians, doling out fair and consistent punishments to students who break the rules. At the same time, teachers must show care and concern for students. A teacher has the power to build up or tear down a student's self-esteem and make a student's day or ruin it in an instant. When interacting with students, a teacher must fill the role of a counselor, a surrogate parent, a nutritionist and someone who has the best interests of every child at heart.

The Benefits of the role Teachers Take on:

The role of a teacher is clearly more than just planning and executing lesson plans, it's also becoming the student's third parent. Look at the amount of time teachers spend with their students. One benefit of the role of a teacher is being a constant role model for their students. Children that lack a solid family foundation will really benefit from a positive role model. Teachers that portray an image of confidence and accomplishment will help fulfill a child's need of a positive role model when the family may fail to provide such a figure.

Role of the students

Discipline means a way of being honest, hardworking, strict followers of rules and regulations, social norms and values. In case of breaking them, one must be punished. Since the beginning of the civilization, discipline is a serious matter for individual and society. People have been making social and religious norms, rules and restrictions to make people disciplined.

Discipline makes students good and perfect to behave or a deal with the things. It is an ornament of the students. People like the disciplined students. Discipline leads the people towards a perfect way of living. Students must adopt the disciplinary aspects of every performance that makes them successful all the time. Students who are not disciplined, they should be taught and discouraged to be indisciplined. So, discipline plays a great role in the life of students

The student also has an obligation in the development of a quality learning environment. Following individual rules or expectations is just the beginning. In addition to complying with posted rules, students should be expected to show respect for self and others and meet all behavioral and academic expectations.

Comply With Behavioral Expectations

Students should strive to comply with all behavior expectations. Behavioral expectations that are verbally outlined and posted as part of the classroom management plan should be incorporated into each child's daily routine and life skill set.

Each student deserves access to a quality educational environment, but unless each student endeavors to contribute to the development of that environment, that environment won't exist. A quality educational environment will exist if all students make an attempt to comply with all behavioral expectations.

Comply With Academic Expectations

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.

Don't Be Late

Being tardy to class can cause a major disruption for all students in the class and negatively impact the academic progress of the student who is tardy. When a student is tardy, he enters the classroom after instruction has begun, and the attention is drawn away from the teacher to the door when the student enters the class. Instruction is halted momentarily while the student finds his desk, settles in and the teacher catches the student up to the current point in the lesson.

Additionally, information that was missed as a result of being tardy is not always completely conveyed in the catch-up period. (Roles of Students in classroom management, 2015)

Furthermore, most discipline strategies can be categorized into three main styles or approaches.

Preventative Discipline

Teachers with effective classroom management strategies establish expectations, guidelines and rules for behavior during the first few days of class.

Clearly explaining expectations is an essential component to preventative discipline. The goal of preventative discipline is to provide proactive interventions to potential disruptive behaviors by clearly explaining to students what behaviors are and are not appropriate.

The most basic component to preventative discipline is a concise outline about classroom expectations for students as well as for teachers; students need to know what is expected of them for the remainder of the class. Such guidelines might include rules regarding talking, homework or language use in the classroom. A preventative discipline strategy also establishes the types of consequences that will follow a forbidden act or behavior. Preventative discipline strategies create a safe, no confrontational classroom atmosphere in which students feel that they understand what is to come.

Supportive Discipline

Even the best laid preventative discipline strategies may fail periodically throughout the school year. When a teacher offers a verbal warning or a suggestion for correcting behavior while a student is disobeying an established classroom rule, the teacher is using supportive discipline. Supportive discipline is distinct from punishment in that it provides a student with suggestions and options for correcting a behavior before a consequence is necessary. For example, if a student is wandering around the class after a teacher has announced it is time to sit down, the teacher may say, "I made the announcement that it is time to sit down. Find your seat so we can get started or I will need to hold you after class." The student has been given the option to accept or avoid further punishment; the behavior has been redirected through a teacher's supportive discipline strategy. Reminders, redirection and nonverbal communication are all examples of supportive discipline.

Corrective Discipline

When a student has failed to redirect her behavior after repeated attempts at supportive discipline, a teacher may opt for a corrective discipline strategy. Corrective discipline refers to the set of consequences delivered to students following an infraction. There is a wide degree of variation among corrective discipline strategies, some more effective than others. For example, engaging in a verbal altercation with a student is a corrective discipline technique, but it may escalate a volatile situation and undermine your authority as a teacher and leader. Corrective discipline strategies should be adapted to the students' age or grade

level; though placing students in a time out may be effective for kindergarten, high school students are much less likely to comply with such provisions. Consistent application of consequences is an essential component of corrective discipline strategies. (Types of Discipline in the Classroom, 2015)

As a main factor in our work, we found:

External and Internal factors

The causes of discipline problems are discussed because it is our belief that discipline prevention and successful intervention hinge on an understanding of both in-school and out-of-school issues that strongly influence student behavior.

In external factors can be splitted into three groups, like: family factor, school factor and social factor.

Family factors

-The way of parent's educate

The way that parent's educate give a big influence to their children. Because family is the first and prominent educator.

-Relations between each family

Relations between each family mean relation between parent and their children; if that family have harmonious relations will create a success students.

-The House's Atmosphere

The best atmosphere is quiet and peaceful. In that situations children will stand at home, also make children study well at home.

-Family's Economic

Children must get the basic requirements such as foods, clothes, books, chair, table and many other things. All of that requirement can get if his/her family has enough money.

-Parent Understandings

Sometimes their children lose interest in the subject, in that moment the parent must give support.

Jon, a student growing up in foster care, summed it up:

I do not even have parents. I mean, not a mom and a dad the way you would think of it. You see, I live in a foster home, which means I go home every single night to paid employees. Most of the people that work at the place have their own children. They do not really care about me. Sure, they are supposed to... but just like any other job, many are here to pick up a paycheck or wait for their next vacation.

They act happy when I get a good grade, or have a good report card, but it's nothing like most children get to experience when they get home! Holidays and breaks are a disaster for me. I do not ever get to go on vacation like most of the other children here. Instead, I get to sit home thinking about where my real mom is, why she left me, and if I'll ever see her again. Honestly, your English homework is the farthest thing from my mind right now.

The educational deficits of foster children are reflected in higher rates of grade retention; lower scores on standardized tests; and higher absenteeism, tardiness, truancy, and dropout rates. The poor academic performance of these children affects their lives after foster care and contributes to higher-than-average rates of homelessness, criminality, drug abuse, and unemployment among foster care "graduates."

It does not mean to imply that discipline problems in school are the responsibility of the foster care system. Some children go home to dysfunctional biological families. In these homes many of the basics are not taught. Words like please, thank you, and share are not used, so children never learn the appropriate way to use them. In some families, the values necessary for success at school are either untaught or, more important, un-lived. Good discipline is increasingly about educators taking the time to teach parenting-type skills, so students will have the self-control to learn the basics and beyond.

Cultural Background

Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural backgrounds.

Certain other cultures also appeared to encourage this strategy among learners.

The fact is that we live in a society where resolving problems through shootings, knifings, fist fights, extortion, bullying, and threats of injury are commonplace.

Children are constantly exposed to violence, and many have become insensitive to it.

Other external and internal factors found are the next ones:

Divorce rate

It is not a secret that children of divorced parents perform worse than their peers in most academic settings. Children with divorced parents are more likely to be struggling with issues of emotional security than their classmates from more stable families.

Students are coming to school more concerned for their basic security needs than for learning. These security issues have created a large group of needy children seeking emotional support from just about anybody available. (Nariswariatmojo, Factors Which Affect Language Learning and Language Learning Process, 2011)

Internal Causes of indiscipline inside the classroom.

In-school the cause of discipline is an issue in which students are involved and where the teachers need to implement new techniques in order to restrain this behavior. The internal situations are part of the misbehavior due to many factors that causes to have different types of discipline according to the environment.

Teaching Method

Teachers must have training relevant to their own instructional situations in three areas: identifying students' current learning strategies through surveys, interviews,

or other means; helping individual students discern which strategies are most relevant to their learning styles, tasks, and goals; and aiding students in developing orchestrated strategy use rather than a scattered approach.

Curriculum

Students of different ages and stages of language learning used different strategies, with certain strategies often being employed by older or more advanced students.

The Relations between Students and Teacher

Teaching learning process happened between teacher and students. The teacher must cooperative in his/her class.

Building upon a foundation of integrity, teaching as an ethical profession requires the interaction of six essential behaviors:

Create good relations between each other is necessary because it can give positive influence to their study.

Discipline

Discipline at school not only for the teacher and the students, but also for every bodies in that area. All of person at school must obeyed the rule. If nobody never break the rules, the situation will always under control.

IX) Variables System

Specific Objectives	Variables	Variables definitions	Indicators	Sources	Techniques
<p>To identify internal and external factors that influence students discipline in the teaching of the English language.</p> <p>To analyze internal and external factors that influence students discipline in the teaching of the English language.</p>	<p>Internal and external factors</p>	<p>Internal means factors affecting inside the school or around it. External means factors affecting at home, in their personal life.</p>	<p>Internal factors inside the classroom: A. Teaching Method B. Curriculum C. Learning D. Style E. The relations between Students and Teacher F. The relations between Each Student G. Powerlessness H. Type of Task</p> <p>External factors: family factors, school factors and social factors.</p>	<p>Classroom</p>	<p>Surveys, Interviews</p>

Specific Objectives	Variables	Variables definitions	Indicators	Sources	Techniques
Propose strategies that promote school discipline in the teaching-learning process of English language	Strategies that promote school discipline	A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem	Classroom management Creativity Distractors	Students	Surveys, Interviews

X) Methodological design

Research Approach:

The research approach is qualitative because it studies reality in its natural context and how it happens, taking and interpreting phenomena according to those involved, in this case students and the teacher, and it is quantitative because data collection were reflected through statistical tables and numerical behavior patterns that were conducted and also the explanation of a social reality from an external, objective perspective can be reflected.

Type of Research:

The type of research we used was exploratory because it gives us an overview of rough, regarding a certain reality inside the classroom where the teacher and the students are interacting during the learning process for English Language.

Descriptive because it describes situations and events of people (Students and teachers) in the students' atmosphere where they are able to learn the English language and express their ideas and knowledge of what they have acquired.

Explanatory because it contains a set of definitions and assumptions related to each other in systematic organized way where the teacher is the main character in which the students are involved to practice and learn English.

Methods, Techniques and instruments and data collection:

To make the research and gather information is rely on techniques such as interviews, surveys and observation, as follows:

Instrument	Informant	Quantity
Individual interview	Teacher	1
surveys	Students	15

Population and sample

This research focuses on the Edgar Arvizú Institute in the department of Managua. The fourth "A" grade in the afternoon shift has a population of 45 students. The sample of the study is based on the students' population; 45 students divided in 25 women and 20 men from where was selected the one third of the students meaning 15 students; it was selected 8 women and 7 men. As a matter of fact, 20×0.35 is equal to 7 men and 25×0.35 is equal to 8 women. In addition, this sample is to reflect the data that was used in this research. It was also applied an interview to the teacher in charge of the English class in this classroom.

XI) ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE VALIDATION PROCESS

The results of this investigation were organized according to the objectives from the beginning after having applied the instruments of investigation to the students and teacher from the Edgar Arvizu School.

Internal factors that influence school discipline in the teaching of the English language.

To know the internal factors that influence school discipline we ask especially to students because they are the ones who know what makes them behave well or bad.

They represent the 100% of the sample. According to the results of the surveys, students say that there are several factors that influence them to behave well or bad being the most remarkable factor was the teacher's Methodology.

TABLE 1 Teacher's Methodology

2) ¿Cómo es la metodología que el profesor utiliza?	Female	Male	Total	Percentage
Excelente	0	2	2	13%
Buena	4	0	4	27%
Regular	4	3	7	47%
Mala	0	2	2	13%
Total			15	100%

(In the table 1, which is about the methodology used by the Teacher, it can be found that the most of students 47% consider it is a regular methodology, followed by a 27% which consider it is good. And a 13% considers it is a good and bad methodology. This final result can be considered as a contrast that has to be followed)

Notably, almost half of the students (47%) said that the teacher does not explain the class well (this is because she does not usually teach classes). For instance, the teacher does not have motivational activities where the students can participate (we can realize about this information with the question we asked the student about how the teacher's methodology is). However, a teacher should be prepared to teach enough English but sometimes it is because they do not plan the class. As was previously stated, the lack of methodological designs makes students to behave in the way that they do not pay attention to the class.

TABLE 2 Students' Learning

3) ¿Sientes que estas aprendiendo inglés con tu profesor?	Female	Male	Total	Percentage
Siempre	1	0	1	7%
Casi siempre	1	0	1	7%
Regular	2	2	4	26%
No del todo	4	5	9	60%
Otros (especifique)	0	0	0	0%
Total			15	100%

(In the table 2, a 60% of students feel that they are not learning at all on their English class. Besides that, a 26% state they sometimes learn something about the class. On the other hand, a 7% of the students state that they always and almost always learn something on the class)

A class does not need too much theory; it is also constructed with some dynamic games or role-plays. Learning activities cannot take place effectively in a classroom of thirty learners or more, unless the teacher is given authority , manage and direct what is going on in the classroom;

When and how appropriate is. As a matter of fact, 60% of the students feel they are not learning English, this is because the way that the teacher teaches the class is not what the students expected, for example: this is something that the students can notice because the teacher just go to classes and start writing the class and they feel like kind of lost because they do not receive a good explanation (this is according to the question number three and nine asked to the students).

TABLE 3 – Skills Development

4)Selecciona cuál de estas habilidades del Ingles has desarrollado con tu profesor	Female	Male	Total	Percentage
Escribir	3	2	5	33%
Hablar	2	0	2	13%
Leer	3	4	7	47%
Escuchar o interpretar el idioma	0	0	0	0%
Ninguno	0	1	1	7%
Total			15	100%

(In the table 3, it was identified what is the skill students are develop the most. According to the table, a 47% of the students state that their best skill is reading. On the second place it was found that a 33% develop more their writing skills. Following, a 13% consider their best skill is speaking. A 7% states they do not develop any skill and a 0% states they do not develop the listening skill)

The lack of interest from the teacher is another factor that makes student think that the teacher is not qualified enough. Actually, 47% of the students think that the skill they have developed more in class is "reading" because the teacher is not able to teach them how to speak the English language, just the 13% of students feel that they have learned how to speak the language. Students are fed up of just theory, they want to practice English with their classmates but the teacher does not help them to develop their speaking skill because the teacher is not well-prepared and do not practice speaking activities with the students.

TABLE 4 Students' the most complicated English Skills

6) ¿Qué consideras que es lo más complicado del Ingles?	Female	Male	Total	Percentage
La escritura por la gramatica	1	2	3	20%
El habla por la pronunciacion	3	4	7	47%
La lectura por lo complicado	1	0	1	7%
La escucha por lo difícil de entender	3	1	4	26%
Total			15	100%

(In the table 4, a 47%of students consider that speaking is the most difficult English skill. Followed by a 26% that consider listening is the most difficult. On the other hand, a 20% consider that it is writing and a 7% states it is reading)

In fact, 60% of the students consider that speaking is the most complicated skill in English. For example, they consider that when one person wants to communicate a sentence or some words in English, students feel that the good tool to communicate with another person or classmate is "the pronunciation" which is something difficult they are aware when they try to say a word generally speaking.

Another aspect very important is that the teacher is not able to teach how to listen English words or people talking in English to the students.

Eventually, this is because of the lack of resources as it is a tape recorder or a computer with speakers where they can listen to. In other words, students feel they just learn theory but the practice of English where we are leaving it; the students are able to learn very fast because the 33% of them said they are good listeners but in an environment where there are no resources they feel trapped in a box where they only learn theory. On the other hand, 26% of the students feel that listening is very difficult but they do not have the chance to practice it in class. Therefore most of the students can see a big difference when they do not have resources where they can develop their skills in the classroom.

Subsequently, another factor that influence student's discipline is his/ her classmates. 47% of the students are distracted by their classmates. For example, a classmate is always bothering another one and that is why they do not pay attention to classes.

TABLE 5 Students' distraction

7) ¿Qué es lo que te distrae en la escuela?	Female	Male	Total	Percentage
Pensar en mis problemas	2	1	3	20%
Mis compañeros de clase	4	3	7	47%
Mis malas notas	0	0	0	0%
Nada me distrae	1	3	4	26%

Otros (espezifique)	1	0	1	7%
Total			15	100%

(In the table 5, students reveal what their distraction is. A 47% consider they are distracted by their classmates, a 26% consider that nothing distract them. To add, a 20% consider they do not pay attention because they are thinking on their personal problems. A 7% state they are distracted because of their classmates and their problems and no one of them feel they are distracted by the notes)

External factors that influence school discipline in the process of learning the English language.

To know the internal factors that influence school discipline we ask especially to students because they are the ones who know what makes them behave well or bad.

They represent the 100% of the sample. According to the results of the surveys, students say that the most remarkable factor is: The family background.

Family background plays an important role for the student. In every student house there are problems. As a result, 60% of the students do not pay attention to class because they face family problems in their house (this according to the question number seven). For example: Poverty is one of the most general issues that every family faces. This is not something we can control, human beings pass through many hard situations where we do not have food to give to our children and when they go to school, students did not have breakfast because their parents did not have money to feed him/her. Sometimes teachers do not know what the student situation is when they do not have something to eat at home that is why some students do not pay attention to the teacher and behave in a way that they do not matter the English class. In addition, the students are affected by this type of situation as it is poverty at home and they try to hide it behaving in a way that they do not pay attention to English class.

TABLE 6 Students's Behavior

5) ¿Cómo te portas en la escuela?	Female	Male	Total	Percentage
Muy bien	1	0	1	7%
Bien	2	3	5	33%
Regular	5	4	9	60%
Mal	0	0	0	0%
Total			15	100%

(In the table 6, it can be found that a 60% consider that their behavior on the school is regular, another 33% consider it is good and a 7% consider their behavior is very good, with a 0 % , no one consider their behavior is bad)

Another situation that affects the learning process of the students is the divorce or parents' issues in a relationship, the students in some way are affected because they see how their parents complain for everything starting for having a lover or including another son with another woman, the students do not express this situation to anybody but they keep it and in that way they are facing a type of depression that affect their learning process and this makes them behave bad in class and try to avoid any kind of embarrassing situation that they might feel uncomfortable when one student is discussing this divorce situation with another classmate. Therefore, students face many situations where they feel the moment to take everything out and behave in a way that they do not matter the English class.

On the other hand, the teacher who is the leader of the class, she feels that one of the most important factors that affect the learning process of the students is the lack of love. Students go to classes and when they are in class I can see sadness is their eyes, expressed the teacher. However, she has talked to some parents

where she can tell them that every student needs love and motivation to study. She suggested that they as parents can give some gifts or recognition to their son when they see good notes or for being the student of the class.

The lack of attention to the class is another factor that affects the learning process, the teacher expressed that the students need to pay attention to classes due to English is a good tool that they can use in the future. Parents do not know how to show interest with their children, they should ask every day if the teacher assigned homework or how they are feeling learning English, in contrast, the majority of the parents do not show interest for their children's assignments. Therefore, parents should be aware of their children's education by showing more interest to learn a second language as it is English.

TABLE 7 Students' Attention

8) ¿Qué es lo que te hace poner atención al profesor?	Female	Male	Total	Percentage
Su metodología y creatividad	2	2	4	27%
Porque no da la clase siempre	5	3	8	53%
Porque he aprendido mucho	0	1	1	7%
Nada	1	1	2	13%
Total			15	100%

(In the table 7, students answered the reason to pay attention to the Teacher. A 53% consider that they pay attention because the teacher not always teaches that class. A 27% of the students consider it is teacher's methodology and creativity, a 13% states that nothing and a 7% consider it is because they have learned a lot)

Table 8 Students' Interest

1) ¿Por qué te gusta aprender el idioma Ingles?	Female	Male	Total	Percentage
Me gusta mucho y deseo aprenderlo	6	5	11	73%
No me gusta del todo	1	0	1	7%
Por la nota	1	0	1	7%
Porque mis padres dicen que es importante	0	2	2	13%
Otros (especifique)	0	0	0	0%
Total			15	100%

(In the table 8, it can be observed that most of students like the English language because they want to learn it. As it can be see, the percentage for this answer was a 73%, which means it is more than the half of the students who take the survey. On the other hand, the second and the third answer have 7% which means students are not engage with the language. The other 13% states that their parents are the ones that motivate them to learn it. In the end we do not have any different answer)

Strategies that promote school discipline in the teaching learning process of English language.

The teacher that was interviewed suggests the following strategies:

- To change the way that they teach English, applying new strategies like using videos, music and extracurricular activities to make the classes more engaging.
- To be creative in the way that the students can participate more and interact with their classmates because they are very shy and do not make an effort to be involved when the teacher ask for participation activities.
- To try to implement and use different materials (like flash card or pictures) that can motivate the students to learn more with real things that they can touch and see it in a natural way that they can learn more what the features are of a subject and how we can place an object using different types of topics as it is describing objects or people or the use of prepositions.
- To be a different kind of teacher where the students can feel that the teacher doesn't sound boring or robotic with the same topics in English class, because there are some topics where we can use different types of strategies and in that way the students can see that not all the English classes are the same every time that the teacher arrives to the classroom and have a better interest every time that they receive English classes and participate more in class.

XII) Conclusion

After applying the different instruments of our research it was reached the following conclusions:

The internal factors that were identified in this research were:

1. The teacher's methodology: Students realize when there is only one teacher who just focuses on how to teach the English language and not on their needs, affecting their relationship with the learning process at the time to study English. The lack of methodological designs makes students to behave in the way that they do not pay attention to the class.
2. On the other hand, the lack of interest from the teacher is another factor that makes student think that the teacher is not qualified enough. A teacher should be well prepared with different kind of strategies where the student can learn more and be exposed on the English language
3. Internal factors, it means factors that influence in the classroom affecting both emotionally and psychologically students' lives. This is because the teacher's methodology is not appealing to them and the students feel that the teacher should improvise a methodology involving all students to participate in the field of English classes. The teacher-student relationship is not a fortress in the classroom because students fear to approach to ask the teacher any questions related to the English class
4. Many times some teachers act as second parents in school but as we all know, the teacher's attention cannot be focused on one student but not in all of them but it depends on the number of students in a classroom.
5. External factors are reflected in how parents raise their children and the treatment they have received. Some students come from very poor families with few resources to study, others come from divorced parents which makes students feel alone and do not want to study giving a result of misbehavior in the classroom.

Students face many situations where they feel the moment to take everything out and behave in a way that they do not matter the English class.

6. The majority of the parents do not show interest for their children's assignments. However, parents should be aware of their children's education by showing more interest to learn a second language as it is the English language

To conclude, indiscipline comes hand in hand with many factors that influence the behavior of students coming to the conclusion that not only the teacher is in charge of learning process of the English language but also students who have to participate and be responsible for their own actions in the classroom.

XIII) Recommendations

According to the results of the surveys, the recommendations were created in order to improve the discipline in the classroom. For example, most of the students answer they like the English language and they want to learn it but they consider the teacher has to improve his methodology, this means the class has to be more creative and the teacher has to engage students on the class. Some techniques the teacher can use are:

- 1) At the beginning of the class always make a motivational activitie (warm up)
- 2) Use activities where all students have to participate
- 3) The use of images
- 4) Make games in the classroom.
- 5) Design and introduce new forms of assessment, based on the result and performance.

There was also found on the results that some students are not paying attention to the class because of their classmates. In order to avoid indiscipline in the classroom is recommended:

- 6) Change noisy students to the front of the classroom.

With this, the teacher will have the control over students and they will get a meaningful learning.

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XV) Annexes

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Facultad de Educación e Idiomas

Department of English



Encuesta al estudiante

Estimado estudiante, su opinión acerca de la forma como el profesor organiza y desarrolla la clase de Ingles es muy importante para nuestra investigación. A continuación, se presentan una serie de preguntas con aspectos relevantes para valorar el aprendizaje del idioma Ingles. Favor de encerrar en un círculo la respuesta que mejor represente tu opinión.

1. ¿Te gusta aprender el idioma Ingles? ¿Porque?
 - a. Me gusta mucho y deseo aprenderlo
 - b. No me gusta del todo
 - c. Por la nota
 - d. Porque mis padres dicen que es importante.
 - e. Otros (especifique):

2. ¿Cómo es la metodología que el profesor utiliza? - Especifique
 - a. Mala
 - b. Buena
 - c. Excelente
 - d. Regular

3. ¿Sientes que estas aprendiendo Ingles con tu profesor?

1. Siempre
2. No del todo
3. Regular
4. Casi siempre
5. Otros (especifique):

4. Selecciona cuál de estas habilidades del Inglés has aprendido con tu profesor

- a. Escribir
- b. Hablar
- c. Leer.
- d. Escuchar o interpretar el idioma Inglés

5. ¿Cómo te portas en la escuela? Especifique porque

- a. Bien
- b. Mal
- c. Regular
- d. Muy bien

6. ¿Qué consideras que es lo más complicado del inglés?

- a. La escritura por la gramática
- b. El habla por la pronunciación
- c. La lectura por lo complicado
- d. La escucha por lo difícil de entender.

7. ¿Qué es lo que te distrae en la escuela?

- a. Pensar en mis problemas
- b. Mis compañeros de clase
- c. Mis malas notas
- d. Nada me distrae

8. ¿Qué es lo que te hace poner atención al profesor?

- a. Su metodología y creatividad
- b. Nada
- c. Porque no da la clase siempre
- d. Porque he aprendido mucho

9. Escribe comentarios sobre el idioma Ingles y que se debería mejorar en la enseñanza de este para que se aprenda mejor.

UNAN-Managua
Facultad de Educación e Idiomas
Department of English



Entrevista al docente

Estimado docente, su opinión acerca de la forma en la que organiza y desarrolla la clase de Inglés es muy importante para nuestra investigación. A continuación, se presentan una serie de preguntas con aspectos relevantes para valorar el aprendizaje del idioma Inglés. Favor de encerrar en un círculo la respuesta que mejor represente tu opinión.

1. ¿Porque decidió ser un profesor de Inglés?

- a. Fue mi sueño de niño
- b. Me gusta enseñar a otros
- c. Por necesidad
- d. Porque tengo obligaciones

2. ¿Cómo siente que está siendo su roll de docente de Inglés?- Especifique porque

- a. Muy bien
- b. No muy bien
- c. Regular
- d. Casi siempre

3. ¿Qué métodos está utilizando al enseñar el idioma Inglés?

a.TBL (TASK BASED LEARNING)

b.PPP (PRESENTATION PRACTICE AND PRODUCTION)

c.Otros

4. ¿Cómo evalúa la disciplina de los alumnos?

a. Con rubricas

b. No tengo algo en específico

c. Con una tabla de comportamiento

d. Con solo verlos

5. ¿Qué Factores considera afectan la disciplina en el proceso enseñanza-aprendizaje de sus alumnos?

a. Problemas fuera y dentro de la familia

b. La falta de amor

c. El mal comportamiento

d. La falta de atención

e. Otros (especificar)

6. ¿En qué habilidades del idioma se enfoca más al momento de dar la clase de Ingles?

a. Reading

b. Listening

c. Writing

d. Speaking

7. ¿Cree que el tiempo de clase es suficiente para la enseñanza del idioma Ingles?

- a. Siempre
- b. No siempre
- c. Regular
- d. No
- e. Otros (especifique)

8. Mencione algunas sugerencias para que los alumnos se comporten y actuen con mas interes en su clase de Ingles.



Students of the 4th year
of Edgard Arvizu School,
Managua, Nicaragua
During the survey

