



**TECHNICAL UNIVERSITY OF COTOPAXI**  
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**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**  
**ENGLISH MAJOR**  
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**THEME:**

**“EFL CLASSROOM MANAGEMENT STRATEGIES”**

Research report before obtaining the bachelor's degree in National and Foreign language  
Pedagogy, English Major

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**AGOSTO-2024**

## DECLARATION OF AUTHORSHIP

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Cazañas Pilatuña Gabriela Mishell, with identification card No. 0550878292 and Ramírez Salazar Fausto Nicolai, with identification card No. 0503254898 declare to be authors of this **RESEARCH PROJECT: "EFL CLASSROOM MANAGEMENT STRATEGIES"**, being Msc. Jorge Luis Rosero Menéndez, Tutor of this work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

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# ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

## ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the Research Project on the title:

“**EFL CLASSROOM MANAGEMENT STRATEGIES**”, by Cazañas Pilatuña Gabriela Mishell and Ramírez Salazar Fausto Nicolai, from the career of Pedagogy of National and Foreign Languages, I consider that said Research Report is worthy of the endorsement of approval by meeting the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, August 22, 2024



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# CERTIFICATION OF SIMILARITY REPORT

## CERTIFICATION OF SIMILARITY REPORT

In my capacity as Tutor of the Research Project with the topic: "EFL Classroom Management Strategies", of Cazañas Pilatuña Gabriela Mishell and Ramírez Salazar Fausto Nicolai, of the degree of Pedagogy of National and Foreign Languages, I send the screen capture of the report of the text recognition system Plagiarism-Detector, with a percentage of coincidences of 6.9 %; and, I express once again, my conformity as for the direction of the degree work.



Pujilí, August 22, 2024

  
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## **GRATEFULNESS**

*We thank our beloved Technical University of Cotopaxi in advance, which allowed us to fulfill our dreams.*

*We would like to thank our guide, Jorge Rosero, MSc., who, during this process, provided us with his knowledge and dedication to the successful completion of our project. We sincerely thank José Ignacio Andrade, MSc., for his constant support during our academic formation and for always guiding us towards excellence.*

*Lastly, we are most grateful to our families, who have provided us with unconditional support since the beginning of our university education and have instilled values and a respectable education in us.*

*Gabriela and Fausto.*

## **DEDICATION**

*I dedicate this work to my mother, Gladys Pilatuña, who has supported me since my university education. To my father, Ángel Cazañas, who has given me his constant support and unconditional love. My brothers Ángel and Bryan have always been attentive to my academic development. Finally, I thank my best friends, Génesis, Wendy, and Kelly, who gave me various advice and moral support to continue my studies.*

*Gabriela*

## **DEDICATION**

*I have unconditional affection for my father, Fausto Ramirez. Despite his illness, his support and fatherly advice have always been strong and positive. When I saw the world in black and white, he taught me that there is faint color. For this, I dedicate this English degree to him.*

*To my mother, Carmela Salazar, who waited for me every night to return home and was always worried about my well-being, I thank her for shaping me as a person and for inculcate the values that guide me.*

*Fausto.*

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**ABSTRACT**

During the teaching-learning process, teachers face difficulties when conducting large classes that is why this research aimed to identify the strategies used by teachers to manage large English classes in public educational institutions in the city of Latacunga during the 2023-2024 school year. Therefore, a qualitative approach was used to collect and analyze the data through interviews with nine teachers from three public institutions. The results of the study revealed that English teachers face different challenges including inappropriate behavior of students, another challenge that the researchers found was the lack of interest of students in learning English as a foreign language, and the last challenge was the lack of understanding between teachers and students. Therefore, to reduce these challenges, teachers used various strategies to control large English classes; the most commonly used was student motivation, in which the teacher used games and role-plays; As a second strategy, teachers mentioned the use of classroom rules, such as keeping quiet, not using the phone, raising hands to participate. The last strategy they used was the organization of the class, teachers divided the class into groups. In conclusion, these strategies mentioned above help the teacher to effectively regulate the various types of inappropriate behavior that may occur in a large English class.

**Keywords:** Classroom Management, Classroom Management Strategies, Large English class, English Teachers, Classroom Management Challenges.

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TITULO: Estrategias de gestión del aula de ILE

Autores:  
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**RESUMEN**

Durante el proceso de enseñanza-aprendizaje, los profesores enfrentan dificultades cuando conducen clases numerosas es por eso que esta investigación tuvo como objetivo identificar las estrategias utilizadas por los docentes para gestionar clases numerosas de inglés en instituciones educativas públicas de la ciudad de Latacunga durante el año escolar 2023-2024. Por lo tanto, se utilizó un enfoque cualitativo para recopilar y analizar los datos a través de entrevistas a nueve docentes de tres instituciones públicas. Los resultados del estudio revelaron que los docentes de inglés enfrentan diferentes desafíos, entre ellos, el comportamiento inapropiado de los estudiantes, otro desafío que encontraron los investigadores fue la falta de interés de los estudiantes en aprender inglés como lengua extranjera, y el último desafío fue la falta de entendimiento entre profesores y estudiantes. Por lo tanto, para reducir estos desafíos, los docentes utilizaron diversas estrategias para controlar las clases numerosas de inglés; la más utilizada fue la motivación de los estudiantes, en la que el docente utilizó juegos y juegos de roles; como segunda estrategia, los docentes mencionan el uso de reglas en el aula, como guardar silencio, no usar el teléfono, levantar la mano para participar, la última estrategia que utilizaron fue la organización de la clase, los profesores dividían la clase en grupos. En conclusión, estas estrategias mencionadas anteriormente ayudan al profesor a regular eficazmente los diversos tipos de comportamiento inadecuado que puede presentarse en una clase de inglés grande.

**Palabras clave:** Gestión del aula, Estrategias de Gestión del Aula, Clase de Inglés Numerosa, Profesores de Inglés, Retos de la Gestión del Aula.

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## UNDERGRADUATE DEGREE WORK STRUCTURE

### 1. General Information

Theme: EFL classroom management strategies

Starting Date:

April 2024

Ending Date:

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Place of Research:

Three public educational institutions in Latacunga city during the 2023-2024 school year.

Sponsoring Faculty:

Pujilí Extension

Sponsoring career:

National and Foreign Language Pedagogy English

Work Team:

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Knowledge area:

Education

Research line:

Educación, derecho, equidad y estudio de género para el desarrollo biopsicosocial

Research sub-line:

Prácticas pedagógico, didácticas, curriculares e inclusivas en las áreas del conocimiento.

## 2. Problem Statement

Classroom management strategies applied within public educational institutions greatly help the condition of a large English class since they help control the different difficulties that can be encountered. Using different strategies with diverse types of learners can result in more effective classroom management (Dustova & Cotton, 2015), which allows for successful classroom management.

Despite implementing various classroom management strategies, teachers face challenges with inappropriate student behavior due to the large number of students. Inappropriate student behavior has been a concern of school systems for several years, and the most common request for help from teachers is related to classroom behavior and management (Rose & Gallup, 2005). Although adequate strategies are available, this problem persists during the teaching-learning process. Teachers may need to spend more time managing students' inappropriate behavior, which limits teaching effectiveness. Rules and schedules are effective preventive elements of classroom organization and management because they establish a framework for classroom behavior that can be reinforced and, in the case of baseline behavior, re-taught in the case of inappropriate behavior (Colvin et al., 1993).

Within the large English class, teachers' primary problem is the excessive number of students within it, making it difficult for them to manage it. Notes that it is difficult to contact students sitting at the back, and students find it challenging to ask for and receive individual attention (Harmer, 2001). Therefore, being a large group of students, it is almost impossible for the teacher to control everyone's behavior. This results in student distractions, which causes interruptions and an incomplete teaching and learning process. Different perceptions on this issue could have severe consequences for levels of classroom misbehavior, particularly student distraction from assigned tasks and levels of individual responsibility (Romi et al., 2009).

In a modern and globalized world, implementing new technologies, such as computers and mobile digital devices, has led to the challenge of mobile device usage in the classroom. While the integration of technology has a positive impact on learning, it also poses the risk of technological distractions in the classroom (Lu et al., 2006). This is somewhat inevitable, considering that

nowadays, every student has his or her mobile device. So this has generated a lack of interest among students in English as a foreign language. People with difficulties in language learning do not have an advantage in acquisition and learning, which may be due to attitudinal factors, the main reason being a strong interest in learning English (Krashen, 1982).

That is why the research problem of this study focuses on knowing: what difficulties do teachers face when managing a large English class?

### 3. Objectives

#### 3.1 General objective:

-To identify the strategies used by teachers to manage large English classes in public educational institutions in Latacunga city during the 2023-2024 school year.

#### 3.2 Specific objectives:

-To establish theoretical foundations about strategies of classroom management used in large English Classes.

-To identify the challenges that teachers face when managing a large English class.

-To define the main findings and results from data collection.

### 4. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
To establish theoretical foundations about strategies of classroom management used in large English Classes.	-Find previous studies -Analyze previous studies -Outline topic and subtopics -Search information. -Develop theoretical framework	-Theoretical framework -References

To identify the challenges that English teachers face when managing a large class.	<ul style="list-style-type: none"> <li>-Select participants.</li> <li>-Select an appropriate method for gathering data and instrument.</li> <li>-Create the instrument.</li> <li>- Apply the instrument.</li> <li>- Process the information.</li> </ul>	<ul style="list-style-type: none"> <li>-The data collection instrument.</li> <li>-Informed consent for the participants</li> <li>-Results of the instrument.</li> </ul>
To define the main findings and results from data collection.	-Establish conclusions and recommendations.	- Conclusions and recommendations.

## 5. Justification

In the process of teaching and learning English, classroom management is of great relevance, since in a world of constant changes, it is important to achieve the proposed educational goals, since a well-managed learning environment promotes active participation and improves the educational process. During the pre-professional practice process, researchers observed difficulties in applying classroom management strategies, evidenced in the behavior of students, so the researchers considered raising the problem of what difficulties do teachers have when managing a large English class?

The contribution of this study made known the different classroom management strategies used by teachers in a large English class.

## 6. Scientific and Technical Foundation

### 6.1 Background

The topic of Classroom Management has been discussed and researched by many authors, so at the beginning of this report, previous research related to the objective of the research was investigated, among which there are several authors such as:

Marzulina et al. (2021) conducted a qualitative research and case study with the aim of exploring how English teachers manage large classes and how learners view the strategies they use. For this purpose, the researchers considered four English teachers and ten students at Tsanawiyah National Madrasah in Palembang, Indonesia, as their population. The researchers used data collection methods of observations, interviews, and document review. This research found that teachers were knowledgeable about classroom management strategies; among the strategies that teachers applied were lesson planning, organization and monitoring of students, classroom communication and talk time management, timely and written feedback on students' work. The researchers concluded that students' perceptions should be taken into account as a key factor that influences their attitude toward learning and reflects teachers' teaching strategies in classrooms with many students.

Mahara (2015) used both qualitative and quantitative approaches. The aim of this research was to look for strategies adopted by teachers to manage large English classes. The population of this research was twenty upper secondary English teachers of Kathmandu Valley; the data collection methods used by the researcher were observation and questionnaires, and the data were analyzed descriptively and statistically. The research results show a gap between the teachers' knowledge of strategies that could be used in large English classes and their actual teaching practices in the classroom. The researchers concluded that most teachers use different strategies, methods, and techniques in managing large English classes that make the class interesting, enjoyable, and fruitful, and the teacher must take into account many factors when managing a large ELT class.

Erlina et al. (2022) conducted a qualitative approach research, aiming to explore English teachers' perceptions of challenges and strategies in teaching large classes; the researcher used a case study. The population was two English teachers from a private school; the researcher used the data collection methods of observations and interviews. As a result of the research, it was found that the teachers were knowledgeable about strategies for managing a large English class, and they also discovered six main strategies employed by the participants to cope with the challenges of inappropriate behavior of a large number of students, among which the English teachers implemented punishments, various games, quizzes, pair or group work, support media, and speaking tests. This led the researchers to the following conclusion: the participants faced teaching problems but also found some approaches or methods to solve them.

Suwartono et al. (2019) conducted a qualitative study using the descriptive method. The purpose of this study was to identify the problems faced by an English teacher in managing a large class and to describe the strategies the teacher employed to do so. The researcher used interview methods and observation to collect data. The results of this study showed that the English teacher had the knowledge of varied strategies to manage large classes, in which the teacher used classroom space or extra materials in which he/she had to organize seating positions, group students, use media, control students, insert moods, create interactions, manage time, mention prohibition, tell stories, sing songs, and impose punishments.

## **6.2 Theoretical Framework**

### **6.2.1 English as a Foreign Language (EFL)**

In the modern and globalized world, using English as a foreign language has become a necessity as it is the second most spoken language in the world, so it would be considered the language of international communication. According to Rao (2019) "English has become the global language as it is the language spoken by the inhabitants of all the countries of the world" (p.67). Taking into account the needs of the speakers of all countries, English has become a global language that facilitates international communication and plays an important role in today's global connectivity.

In this way, English has benefited this world by developing different opportunities in the areas of work, education, technology, international relations, travel, and personal interests. English proficiency also creates great opportunities in the workplace because many multinational companies and international organizations use English as a means of communication.

It's important to note that the majority of digital platforms and information on the Internet are in English, so knowledge of English expands access to academic resources and online courses that allow great opportunities both educationally and professionally. Ilyosovna (2020) affirms that "if you can understand and read English, you will be able to access and enjoy more resources online, and you can read world news, participate in a discussion on a forum" (p.23). In short, English comprehension allows people to access a great number of resources as it enriches the online experience, making learning and participation in the digital age more accessible

Currently, English plays a key role in the entertainment industry because most of the most popular movies, television shows, and music implement English, through which knowledge of the language allows understanding of cultural works from different parts of the world without the need for translation. According to Ilyosovna (2020) "Hollywood's prominence in the world media, television shows, and popular songs are written in English" (p.24). As, this phenomenon highlights that English is widely influential, serving us not only as a language of entertainment, but also as a crucial cultural and artistic platform that reaches a global audience.

### **6.2.2 Teaching and Learning English**

The process of teaching and learning a second language involves acquiring various skills that develop in the language, it is a process in which a person learns a language that they do not consider native, where the objective is to acquire the new language through successful strategies and methods to increase competence, in which the aim is to teach in a controlled environment, such as a classroom, highlighting that knowledge of another language will allow a person to maintain interaction in a very creative and effective way (Al-oglah 2018). As a result, learning a new language not only facilitates interaction but also enriches the creative and effective ability to communicate in different contexts and, in turn, provides new opportunities for connections and understanding in a globalized world.

### **6.2.3 Classroom Management**

During the teaching process, English teachers within public schools face a different reality in which classroom control is dispensable to monitor students' behavior and supervise the effective process of effective classroom management. Classroom management in public institutions is considered one of the most significant challenges for prospective students and teachers, especially as the incorporation of foreign language course components into the setting becomes increasingly unstable (Evertson & Weinstein 2006) Which is why implementing classroom management to control student behavior is of vital importance within the classroom.

Classroom management is the primary function that the teacher must implement within a classroom. Classroom management realizes the main objective of establishing a calm and pleasant

classroom environment in which students can focus their attention on meaningful learning (Doyle, 1986). It reinforces students' moral development, which means that it aims to develop students academically and socially.

Within effective classroom management, the skills to establish, maintain, and restore the classroom as an effective environment for teaching and learning are considered necessary skills for a teacher to have, so the application of these skills within public schools where teachers are faced with a reality of deteriorated classrooms, a large group of students, and limited resources that affect the teaching process, all of which difficult effective classroom management. It should be taken into account that a teacher's classroom management skills influence student performance by influencing the amount of time students spend on learning activities (Brophy & Good, 1984). Therefore, the use of effective classroom management, especially in public schools, requires strategies, materials, and adequate preparation that contribute to an adequate teaching process even when they are beyond expectations.

Subsequently, classroom management continues to be considered an essential part of teaching and learning activities. Which involves, from infrastructure, space, lights, furniture, blackboards, to the methods, strategies and skills that teachers use to maintain a classroom environment that is conducive to successful student learning (Khatri 2016). These variables influence within the classroom control so they must be adequate and worthy for a successful teaching process, especially when working with a large group of students.

Which is why classroom management, is an essential part of a curriculum where the teacher is concerned with student discipline and behavior, even if they are unfamiliar with the methods to be applied or are a beginning teacher. What happens when teachers exit their pre-service training programs, where they leave the methodology to apply the practice in a very different environment than expected and are also likely to engage in continuing professional development for the remainder of their careers (Mitchell & Lewis, 2017). Further demonstrating that, given sufficient preparation, an English teacher must adapt to the realities of classroom management, even more so if he or she is a first-timer.

#### 6.2.4 Classroom Management Strategies

Classroom management strategies are a critical part of effective teaching because they enable the teacher to create an optimal learning environment. According to Dustova & Cotton (2015) "it is important to understand and appreciate the concept of classroom management and master a wide variety of pedagogical and organizational strategies to ensure valuable learning" (p.1). These strategies are a fundamental part of management, and with them, a degree of organizational behavior both inside and outside the classroom can be established.

Finding appropriate strategies for effective classroom management in public institutions with more than 20 students in a classroom, Evertson and Emmer (1982) suggest the application of the following routines:

“Analyze classroom tasks. The orders to be given by the teacher should be clear and precise so that the student follows them correctly.

Teaching school-going skills. Present students with norms and rules to follow during class, as well as simplify procedures so that students have opportunities to practice and receive positive feedback.

View the classroom from the student's perspective.

View the classroom from the students' perspective. Anticipate students' needs for information and guidance, providing relevant and consistent information so as not to overwhelm students.

Monitoring student behavior. Monitor student compliance with expectations, especially during the first few weeks of class, and remind students of classroom procedures.” (p.15)

Consequently, effective classroom management, especially in public schools, focused on the management of student discipline, is the main objective of teachers

### **6.2.5 Classroom Language**

For effective classroom management, it is necessary for the teacher to use the technique of verbal control, which can be employed in two ways, both verbal and nonverbal. As stated by Grubaugh (1989) “the language a teacher uses to instruct can, and should, function simultaneously as a language of management and discipline, conveyed through the metalanguage of nonverbal meanings and verbal insinuations” (p.35). This implies that the teacher must control his or her tone of voice when giving instructions or teaching classes

The use of the non-verbal strategy is the use of body language, as this is a strategy in which the teacher does not use the tone of voice, but the body must use the hands to give instructions in a correct and consistent way that does not give second intentions. Therefore, nonverbal expressions serve to provide information, regulate interactions, express pleasure, exercise social control, and facilitate the objectives of a service or task within the classroom (Woolfolk & Brooks, 1985). Creating an environment in which the teacher can control student behavior without the need to use a loud tone of voice to the students.

In the same way, when using body language with students, the teacher can use gestures that signify one or more words, which helps the teacher not to use an aggressive tone with the students and helps the students to understand and follow instructions in a nonverbal way. Therefore, the expression with body language forms an independent communication channel between student and teacher which tries to transmit complex messages and instructions to the students (Miller, 1986). Taking into account, this facilitates the teacher effectively managing the class and creates an interaction in which the teacher can manage the behavior of the students.

### **6.2.6 Classroom Arrangement**

For the effective management of the classroom, the correct location of the chairs is considered fundamental; within the control of the chairs, it is necessary to determine in which form or model the students should be located; on the other hand, variables such as the state of the classroom, the space to be used and in which figure the chairs should be located should be considered. Having a properly organized classroom helps manage positive student behavior and facilitates interaction

between teacher and students, which will reduce the occurrence of behavioral problems in the classroom (Martella, & Marchand, 2003). The correct placement of chairs in the classroom facilitates the effective management of student behavior.

Within the classroom arrangement strategy, there are models that can be used to manage and place students within a large class. Since the classroom does not offer the necessary space, teachers are limited to using three seating arrangements within the classroom: row seating, cluster seating, and horseshoe seating (Weinstein, 1979). With that each strategy must be used and utilized to best advantage, which is described in detail below.

Describing three types of classroom arrangement that can be used within effective classroom management, Simmons et al. (2015) mention that:

"Row seating: Desks are placed in straight vertical or horizontal lines, this is the most common arrangement in classrooms, this positioning strategy is the most used by teachers in public institutions, and this strategy demonstrates both positive and negative effects on student behavior.

Cluster seating: A group of four desks touching each other on the same horizontal lines and the right and left vertical lines of the desk

Horseshoe seating: Desks arranged in a way that resembles a horseshoe. The final seating arrangement is horseshoe seating or u-shaped seating." (p.55)

In this way, it facilitates the teacher's use of classroom space and the control of student behavior since the application of the classroom arrangement within the classroom helps the teacher with the visibility and participation of the students.

### **6.2.7 Classroom Rules**

Classroom rules are defined as the statements that teachers present to describe acceptable and unacceptable Behavior. In which multi-tiered systems of support are taken into account, such as interventions and supports for positive behavior throughout the school, in which socializing a

listing of applicable norms that are taught to students is considered a fundamental part of this system. (Reinke, Herman, & Stormont, 2013)

It is for another strategy to control inappropriate student behavior in classroom management is the application of rules within the classroom; these rules allow teachers to limit the actions allowed in the classroom. Likewise, these rules should be socialized with students, and between them, they should choose the best ones. By convincing students that classroom rules are necessary, teachers can talk with children and discuss how to make their classroom a fun and safe place for everyone (Spahiu & Spahiu, 2013). Clear and understandable rules should be specified for both.

For this reason, teachers should consider a list of priority standards to make their classroom a complete classroom and an environment conducive to effective teaching and learning.

Priority rules might include:

- Appropriately addressing adults.
- Waiting for a person to finish speaking before you can speak
- Waiting to be called on
- Safety (rules about lining up and walking around the classroom)
- Respect for everyone (saying positive things for others and behaving well with others)
- Care of the classroom and inventory.

### **6.2.8 Classroom Management Techniques**

The use of techniques is also necessary within classroom management, as these are complementary to strategies that Scrivener (2012) mentions that:

“Different teacher positions:

1. If your classroom chairs are arranged in a semi-circle, sit in the middle of the semi-circle as part of the group rather than in a separate seat at the front.

2. If your classroom has fixed desks in rows, make one desk (perhaps towards the back of the room) your base for a lesson. Keep returning to this spot rather than the front of the room (NB such an arrangement may not be viable in a culture where students would feel they are being rude if they turned their backs on the teacher.)
3. Give instructions from different locations at the side or back of the room.
4. Try to clear a space in the middle of the room and use this to give instructions (yes, you will have to keep turning around to do so). make eye contact with people in different parts of the room!)
5. Have an entire lesson during which you deliberately avoid the front of the room, for example, never sit at the front of the class." (p. 21)

This technique complements the classroom arrangement strategy in which the teacher uses classroom space to his or her advantage.

When teaching English classes with a large number of students, it is necessary for the teacher to observe what the students do. That is why the technique of monitoring students' compliance with the rules helps the teacher to supervise what the students do with the activity in class, either from their desks or while walking around the classroom (Brophy, 1986). This technique, apart from supervising the students, helps the teacher to identify any irregularities regarding the classroom space.

### **6.2.9 Challenges in teaching large English classes**

In the teaching and learning process, there are several obstacles, one of them being teaching in a large English class, which represents a greater degree of difficulty; however, for teachers in public institutions, this is very normal, which is adverse for them and the effective management of the class. Given that in the guidelines given by the Ministry of Education of Ecuador, the number of students per parallel and teacher should not exceed twenty-five, in the case of exceeding this number, another environment should be sought to divide the group and thus be able to assign another teacher (Ministerio de educación). Consequently, this causes the class to have a degree of

difficulty, mainly in the control of discipline, thus generating the difficulty of the successful teaching process within the classroom.

Another challenge that comes with managing a large class is the behavior of students, while controlling a small class with a lower number of students is complicated, controlling more than 20 students in public institutions is a great challenge for English teachers. In the research of Ara and Hossain (2016) mention that "in a large class that behavior of one or more students blocks the learning of that moment and also hinders the learning process"(p.296). Even though it's possible to control this challenge, in reality, public institutions often have classrooms that are not adequate for more than 20 students. This makes it difficult to successfully manage the classroom, so teachers must constantly find strategies to help partially control the behavior of students.

In the end, the difficulties encountered can be controlled by investigating strategies that aid in the successful management of a large class, as Pedder (2006) states.

"In larger classes, more time is needed for non-academic activities related to administrative and organizational procedures and discipline management and control. Reductions in the amount of learning opportunities constrain teachers in achieving the necessary pace, depth, and breadth of curricular coverage as class size increases."(p. 224)

Anticipating any difficulties in teaching a class and planning or researching a strategy to support the teacher is required.

## **7. Methodology**

The qualitative approach was used, which made it possible to collect data on the knowledge of strategies used by English teachers in large classrooms. Since qualitative research involves data collection procedures that result mainly in open-ended, non-numerical data that are then analyzed mainly by non-statistical methods, the research employed interviews, the transcribed recordings of which are analyzed by qualitative content analysis (Dornyei, 2007). This allowed the researchers to obtain reliable information and diverse opinions.

The data were obtained from three public educational institutions located in Latacunga city, in which the researchers interviewed nine male and female English teachers; in each institution, three teachers were selected, and the levels ranged from elementary to high school. The non-probability sampling method was used since the participants and the institution will be selected without prior research. In qualitative research, purposive and non-representative samples may not be considered a problem; non-probability samples are considered less-than-perfect compromises that reality imposes on the researcher (Dornyei, 2007). For this reason, convenience/purpose sampling was applied to select participants.

The instrument used was a guided interview, which the researchers had created; this was divided into two sections: the first was for demographic data, and the second was for items on challenges and strategies for classroom management.

To carry out this research, an informed consent form was used (See Annex 2) indicating the importance of the research and the approval for the application of the instrument. Subsequently, the information was collected personally with each interviewee, explaining that the data would not be shared, and finally this information was transcribed using a computer into a table.

## 8. Analysis and Discussion of Results

The researchers categorized the information into a table to analyze the data. The table took into account questions six, seven and eight related to the challenges faced by teachers, and likewise questions four, five and nine on the strategies used.

**8.1 Table 1:** *EFL Classroom Management Challenges and Strategies*

Challenges		Strategies	
<b>Question 6</b>	What kind of difficulties have you encountered while conducting large English classes?	<b>Question 4</b>	What elements of classroom management do you consider necessary to carry out adequate management in large classes?

<p><b>Institution 1</b></p>	<p>IT1: I neglect the general group, to focus attention on the special needs student, and this sometimes makes it difficult.</p> <p>IT2: Excessive number of students with specific needs</p> <p>IT3: The use of cell phones in class makes them distracted</p>	<p><b>Institution 1</b></p>	<p>IT1: I have acquired strategies through years of experience since I did not acquire useful strategies in college.</p> <p>IT2: The strategy I use is teamwork, since it is a strategy that provides us with the formation and strengthening of good habits of the students and the discipline.</p> <p>IT3: I have applied some active, motivating strategies so that they assimilate and get good knowledge</p>
<p><b>Institution 2</b></p>	<p>IT1: It is the behavior, or discipline in this case, because being large groups it is a little complicated to control</p> <p>IT2: The obstacle I always face when there are many students is external and internal distraction</p> <p>IT3: The usual thing is the behavior of the students</p>	<p><b>Institution 2</b></p>	<p>IT1: It is important, depending on the number of students, to consider the strategies, for example, I love, above all, to look for ways to make the classes more dynamic, for example, with games, carrying out competitions between teams so that learning can take place in a more fun way.</p> <p>IT2: In my experience I have tried to take the active participation strategy which is more or less where the children have to act as the strategy says actively when I have used certain strategies as well.</p>

			IT3: Dividing them into groups is easy or, in some way, helps to control the behavior of the students
<b>Institution 3</b>	IT1: In my case, the age that the kids are going through because they are very restless. IT2: The diversity of students is due to the fact that not everyone learns at the same time. IT3: The instructions are not followed by those who are badly behaved	<b>Institution 3</b>	IT1: I make the students feel confident and secure so they can participate in class. IT2: Discipline control from the start of classes with classroom rules. IT3: Divide the classroom into groups and months and have one coordinator per table.
<b>Question 7</b>	In the course of English classes, what common inappropriate behavioral problems have you noticed in your large classrooms?	<b>Question 5</b>	What kind of difficulties have you encountered while conducting large English classes?
<b>Institution 1</b>	IT1: I have found that there is a shortage of interest among students in English as a foreign language. IT2: I have noticed the deficiency of the student's concentration and also the constant interruption. IT3: The distraction between classmates. in their minimum situation	<b>Institution 1</b>	IT1: I have used the classroom rules strategies to make students aware of the rules that they should follow in the classroom, and with younger students, I believe that motivation is a great help. IT2: Incentivize students to improve attention and perform dynamic activities within the classroom to convey positive encouragement to students.

			IT3: The strategies to be used must be active so that the students can be motivated to use the language.
<b>Institution 2</b>	<p>IT1: The use of cell phones. For example, when we allow the use of cell phones, even though the technology is at the forefront of education, and the children do not always have access.</p> <p>IT2: The inappropriate behavior I think is when they are entertained.</p> <p>IT3: Students start doing other things and sometimes don't come to class at all.</p>	<b>Institution 2</b>	<p>IT1: Classroom rules, because this allows the student to know the time, he/she is going to spend, it also helps him/her to control discipline.</p> <p>IT2: Well, I consider at the beginning of classes, we always use Classroom Rules, in some management situation.</p> <p>IT3: I used classroom rules to control the behavior.</p>
<b>Institution 3</b>	<p>IT1: Generally, the boys are the ones who, they want to get out of the classroom, in general when we have especially two hours.</p> <p>IT2: What we see in the behavioral problem is that here they have become accustomed to coming in with food at lunchtime, at class time.</p> <p>IT3: Negative and aggressive student behavior</p>	<b>Institution 3</b>	<p>IT1: I make the student feel confident and secure so that he/she can participate in class.</p> <p>IT2: Controlling discipline, making work groups, having contact with parents.</p> <p>IT3: Use the strategy of dividing the classroom into groups.</p>
<b>Question 8</b>	According to your criteria, do you consider that students'	<b>Question 9</b>	What kind of strategies do you use for classroom management, and why do you think these

	behavioral problems affect learning outcomes?		strategies help in effective classroom management?
<b>Institution 1</b>	<p>IT1: Each student is a different world, given that we have individual differences, and if we as teachers in a large group do not identify where we have to work.</p> <p>IT2: Yes, because students with misbehavior hinder the teaching work in the classroom and, therefore, delay the teaching and learning process.</p> <p>IT3: Very much because they use cell phones in class, and that makes them distracted and affects their process of learning and good grades.</p>	<b>Institution 1</b>	<p>IT1: Formation of groups, work using Information and Communication Technologies (ICT), with programs that they already have downloaded on their cell phones and that they like.</p> <p>IT2: The elements that I use or the strategies that I use is the inverted classroom.</p> <p>IT3: Anticipated rules for students to be attentive to the class.</p>
<b>Institution 2</b>	<p>IT1: I am sure, because if the children do not pay attention, do not participate in the activities, do not make the effort.</p> <p>IT2: Of course, it affects us a lot because most of the students want to learn.</p> <p>IT3: Yes, because I believe that when they are not producing or putting into practice what we teach them.</p>	<b>Institution 2</b>	<p>IT1: I'm not sure of the name, but I find it very interesting to do activities, especially roleplay, games, 100% games, competition in teams, because certain activities are given to the children in which the competition involves them in group work as well as in team work.</p> <p>IT2: Motivational strategies at the beginning, we play some kind of</p>

			games, obviously referring to the topic we are going to teach. IT3: The use of small groups with different activities, which makes it easier for me to control a large classroom.
<b>Institution 3</b>	IT1: It does affect because when we fail to control students' behavior, they want to do what they want. IT2: Yes, because a behavioral problem is similar to distraction, so distraction is already a weakness in learning. IT3: Of course, of course, because a child who has excellent behavior will always have excellent grades and a child who is a distraction to others	<b>Institution 3</b>	IT1: One strategy we use here is the elaboration of didactic material. IT2: From the beginning, the classroom management strategies, when you set the rules. IT3: For me, the use of small group division in the classroom is the best strategy

The first challenge that teachers faced was students' inappropriate behavior in the extensive English class. The vast majority of English teachers stated that the main problem was students' inappropriate behavior, which made it difficult for English teachers to control their students' discipline because they produce excessive noise levels, which made it seem like English teachers were using inappropriate tones of voice (Erlina et al., 2022). Students' inappropriate behavior contributes to teachers being forced to take drastic measures, which can be perceived as inappropriate management by the teacher.

Another challenge that researchers encountered was the lack of interest of students in learning English as a foreign language. Because English is a foreign language for students, they were not very interested in learning it, their vocabulary is limited, they often need to remember to bring

learning materials to class, and their motivation to learn it decreases (Erlina et al., 2022). Therefore, effective management strategies must be identified to encourage students' participation in acquiring the English language.

The last challenge was the lack of understanding between teachers and students, which affected the teaching and learning process since, in large classes, teachers cannot provide individualized guidance, leading to misunderstandings between teachers and students. The teacher is also not within reach and could not establish a good relationship with the students (Mahara, 2015). In the teaching-learning process, it is of great importance to foster clear communication between the teacher and the student, especially in large English classes where contact is minimal between them; this facilitates a productive environment.

During their professional training, teachers acquired several strategies to manage numerous English classes, the most commonly used one being motivating students. Students did not understand the material during class, so implementing jokes encouraged them and refreshed their minds to concentrate on the class (Suwartono et al., 2019). Implementing this strategy helps concentration in the classroom and creates a positive environment, which is important in large English classes.

As a second strategy to control a large English class, teachers mention the use of classroom rules at the beginning of the school year. Suwatoro et al. (2019) mention that teachers-imposed sanctions on students to let them know or understand the mistakes they made by breaking the rules, such as not eating inside the classroom and doing homework in separate seats when they did not finish it. Establishing classroom rules at the beginning of the year helps with inadequate student control and also gives responsibilities to the student.

The classroom organization strategy helped teachers effectively control the English class. According to Marzulina (2021), some of them changed the seating arrangement of students to control distractions and keep them engaged. Controlling the classroom space can also control inappropriate student behavior without having to raise the teacher's voice.

## **9. Research Impact**

This study focuses on the educational context, as it provides information on classroom organization, classroom rules, and motivational strategies, which informs English teachers to address the difficulties of inappropriate behavior of a large number of students, lack of interest, and miscommunication between teachers and students, which promotes a positive and productive learning environment.

## **10. Conclusions and recommendations**

It was concluded that establishing the theoretical foundations on the strategies for managing a large English class promoted solid bases that aided in teaching practice by optimizing an effective learning environment for both the teacher and the student.

Therefore, it is recommended that teachers develop a conceptual framework that includes diverse strategies for managing a large English class, which may include the implementation of differentiated teaching techniques to address the diverse needs of students, in addition, fostering collaborative learning can be beneficial, as it promotes interaction among students and teamwork.

Teachers face several problems when managing a large English class, including an excessive number of students, aggressive behavior, the use of cellphones, lack of attention, little interest in acquiring the English language, and eating in the classroom.

Therefore, it is recommended that teachers use various strategies to address these problems, establishing clear rules and consequences from the beginning of the course can help foster an environment of respect and discipline, and the use of group dynamics and interactive activities can increase student interest and participation in lessons.

During data collection, it was found that, teachers, apply the main strategies for managing large English classes, these strategies include classroom arrangement, classroom rules and motivational strategies.

Therefore, it is recommended that teachers continue to improve these strategies, making sure that the classroom organization fosters an adequate environment for learning, which includes proper

seating arrangements and the creation of spaces that facilitate interaction among students; likewise, it is important that class rules are effectively communicated and constantly reinforced to ensure compliance.

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