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**IMPLEMENTING AND EVALUATING ASSERTIVE DISCIPLINE METHOD TO
IMPROVE POSITIVE CLASSROOM BEHAVIOR IN FIFTH LEVEL STUDENTS AT
THE ANGLOAMERICAN INSTITUTE OF LANGUAGES DURING THE SECOND
QUARTER OF 2018**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Dedication

This work is dedicated to my mom, because she has been always my inspiration, she is there always when I need her and taught me to never give up and follow my dreams. Also is dedicated to my brother David, my sister Diana and Allanh, for being so patient, tolerant and being by my side in this process.

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Abstract

What is the effect of the Positive behavior as strategy to improve assertive discipline in intermediate students at Anglo-American Institute of Languages?, an analysis was made, taking as a point of comparison the thesis made, there is no one with the same topic proposed, the topic is innovator, and the researcher makes a synthesis of the topics of each thesis analyzed the researcher has a clear notion of the investigation. Through interviews applied to the fifteen students of Anglo-American Institute of Languages. Moreover, the investigator made an inquire and a proposal of methodologies, such as: Behavioral modelers, in order to apply the classical conditioning, investigate about the topic to obtain strategies and execute the interventions needed. The positive discipline reinforces, to implement the positive behavior as a strategy by analyzing the different components of the discipline, regarding to some recommendations for the most of the students, they indicated that is easier learning by doing than learning by memory, method used in the educational system. The learning is simply the process of adjust the strategies to make an accommodation towards new experiences. Assertive Discipline is making a mention to a set of theoretical elaborations, conceptions, interpretations and practices that have a spectrum of perspectives very diverse. That means that as human beings we know the reality through strategies we build to explain it and always are susceptible of changes.

In the conclusions the pretention of the researcher is to release the importance of English as a second language, the implementation of new educational paradigms in order to help the students and each student faces the speaking and writing of the second language, not only for a job, but also to travel. As a main objective is when the students can make their own choices and learn through English.

Resumen

La investigación plantea el tema sobre el efecto de la disciplina positiva cómo estrategia para mejorar el método asertivo en inglés intermedio en el Instituto Angloamericano de Idiomas. Para la mejor comprensión del mismo, la investigadora se da a la a tarea de realizar un análisis temático sin observar que este tema haya sido investigado anteriormente, por lo cual se considera innovador.

La disciplina positiva, se está haciendo mención a un conjunto de elaboraciones teóricas, concepciones, interpretaciones y prácticas que junto con poseer un cierto acuerdo entre sí, poseen también una gama de perspectivas, interpretaciones y prácticas bastante diversas. Esto significa que conocemos la realidad a través de las estrategias que construimos para explicarla, y que siempre son susceptibles de ser mejorados o cambiados.

Los participantes directos de esta investigación, quince estudiantes del Instituto Angloamericano de Idiomas de San José, Costa Rica, son los encargados de proporcionar la información relacionada con el problema a investigar, donde mediante la aplicación periódica de una serie de instrumentos, la investigadora indaga propone las metodologías tales como: Modeladores conductuales –disciplina, Disciplina reforzadores positivos –negativos, estrategias como mesa redonda, exposiciones, y/o dramatizaciones para trabajar con los alumnos dentro del salón de clase, sin olvidar el constante monitorea y reforzamiento de la motivación estudiantil.

Lo que el investigador pretende es hacer relevancia en la importancia del Inglés como segunda lengua e implementar paradigmas educacionales nuevos con el propósito de ayudar a los estudiantes y que cada uno de ellos pueda hablar y escribir la segunda lengua no solamente para un trabajo, también para viajar. El objetivo principal es cuando los estudiantes pueden hacer sus propias decisiones y aprender a través del Inglés.

Chapter I

Introductory Framework

1.1 Problem Statement

Nowadays, teachers have to deal with many problems in the classroom to carry out successful the classes. One of the most common problems is-students' misbehavior and lack of discipline. So, it is necessary to a way that can allow teachers to cultivate discipline in the classroom, but at the same time to teach all the contents and not hurt or expose learners in the process.

The main purpose of the following investigation is to analyze the importance of classroom discipline, providing helpful strategies to avoid not only students' misbehavior due disruptions, distractors, but also to prevent repetitive disruptions in the classroom through the use of the Assertive Discipline Method. As a good example of indiscipline in class is when one student has a repetitive behavior or indiscipline pattern, such as talking with another classmate, or through interruptions. That kind of actions tend to annoy and irritate other students, making the rest of the class lose the interest in the subject and start to imitate the behavior or interrupt the class, but here is when the teacher practices the assertiveness to maintain the harmony of the classroom and the students.

Moreover, students tent to talk a lot in class or even make jokes or disturb the other classmates, interrupting constantly, for example, mocking student about the way he pronounces a word, reads a text from the book, if asks for the meaning of any sentence, and sometimes, the physical appearance, (the way how students dress, hair color, the way of speaking). Even students pronounce wrong a word only to make joke of anything and

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distract others, creating a disordered environment, not apt to learn or receive classes in an appropriate way.

Furthermore, students can feel attacked by other students because of a wrong behavior in class, making them feel intimidated by the fact of being object of mockery by his classmates; consequently, this provokes low self-esteem and a feel of shyness, and as a result, they avoid participation in class and lose the desire of learning a new language. Finally, it is important to mention the research question which include the topic of the investigation and what is going to be analyzed and evaluated. The research question of the study is: What is the effect of positive behavior as a strategy to improve assertive discipline in intermediate students at Anglo-American Institute of Languages?

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the effect of Positive Behavior as a strategy to improve Assertive Discipline in intermediate students at Anglo-American Institute of Languages during the second quarter of 2018

1.2.2 Specific Objectives

1. To identify classroom misbehavior patterns as students at Anglo-American Institute of Languages during the second quarter of 2018
2. To apply assertive discipline strategies to reinforce positive behavior in students at the Anglo-American Institute of Languages during the second quarter of 2018

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3. To evaluate assertive discipline strategies at the Anglo-American Institute of Languages during the second quarter of 2018

1.3 Justification of the study

Based on the problems that many teachers have in the classroom, such as misbehavior, disruptive conducts, and indiscipline, the present paper brings strategies through the Assertive Discipline Method in order to help teachers to correct those behaviors. Moreover, the delay on every class, because teachers spend most of the class time scolding or looking for a different sitting arrangement for the students to accomplish teach the lesson.

Another scope of the investigation is to focus on strategies and activities from the Assertive Discipline strategy to help teachers to create a good atmosphere in class and a good interaction between students and teacher, in order to make an enjoyable and productive class, by maintaining the students' interest in English and in learning. Besides, it is also relevant to inculcate good discipline not only in class, but also in home, thus increasing the responsibility at the time of presenting assignments thanks to the positive behavior. Equally important, developing an environment and behavior of tolerance and courtesy in class, by avoiding mockery and inappropriate jokes, and promoting a healthy-learning atmosphere for students and teacher, and a profitable appreciation of the English class, achieving a successful management, including important values, such as respect, honesty and esteem benefiting the learners, is seek through the above mentioned strategy.

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Strategies provide the teacher with help in order to manage in the best way the class. Moreover, they prevent bad behaviors and eventually, problems in the classroom with students and even parents. Additionally, teachers should teach to practice tolerance in two important ways, with the classmates and the teacher, no matter physical characteristics, the way a student pronounces or reads content in class, even the skin color or nationality, as students must learn how to understand, comprehend, and practice respect with others, or at least, tolerate those who are different.

In addition, tolerance and respect make learners to create awareness, about not mocking those who are different, but by learning good behaviors and manners through strategies in class, achieving self-control of the wrong actions. As a teacher, it is necessary to reinforce the good discipline when students present a better behavior and to state that if students present or repeat a bad action, it will have a consequence, form values in the students, define the consequences when students have bad manners or bad behavior in the classroom in a clear, firm, kind, and calm way to avoid clashes between students and teacher. Moreover, it is fundamental to accomplish steadily all the rules and guidelines to achieve successfully the discipline in the classroom.

On the other hand, at the time of teaching, students have to understand that in the class time they must take advantage of the contents, grammar structures, and practices that reinforce the correct learning of English, and the big opportunity of study another language to get a better future and better opportunities to find a great job. The application of

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assertiveness strategies and activities in class with the students of intermediate level must solve many of the problems of discipline in class, catch the students' attention and take advantage of it .

Students need to respect others, because in most of the cases of indiscipline, they show disrespect to other students and even teachers, do not allow the correct flow of the class and interrupt again and again, causing the annoyance of their classmates. The research tries to minimize disruptive behavior and find solutions others than to suspend the problem-student from the class or send a message to his home, because on that way the behavior become something repetitive, and those punishments not attain nothing, and therefore the student will neither attain a correct punishment or a consequence for the acts committed in class.

Through the use of the Assertive Discipline strategy, the students feel that they are taking part of the positive change and solve problems in class in an appropriate way, having a great behavior in the classroom, because assertiveness promotes an open and direct communication among students and teacher, and through by the use of this method, the higher interest of students is not involved in the situation and the student (implied in the indiscipline) understands that he does not have a valid reason or excuse to misbehave and the consequences implicated.

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The use of strategies through Assertive Discipline contribute to the development of useful tools and generate the correct and appropriate environment to form a profitable learning, increasing the self-esteem of the students, giving confidence, security, and the will of assuming all the responsibilities from the institute, including assignments, final projects, and practices.

1.6 Antecedents

Throughout the years, many authors have proved and written about Assertive Discipline in the classroom. According to the activities and strategies already practiced all of them obtained successful results. Assertive discipline inside and out of the classroom is not only responsibility of the teachers, but also is responsibility of all participants in the process of teaching and learning process. “The Canters”, as they are known in the field of the Assertive Discipline, made important discoveries and contributions in order to maintain discipline in the classroom and manage assertively the good behavior at class. Lee and Marlene Canter were the pioneers of Assertive Behavior. They are known as behaviorists, who established a Positive Behavior model when observed the effectiveness in the discipline of students if teachers acted assertively in the class. They brought a discipline and educational philosophy model implemented in the United States for two decades believing in a calm environment free of disruption and misbehavior, emphasizing the role of the teacher and handling the indiscipline, believing that teachers know and determine what is the best for learners defining exactly as teachers, what expect from pupils. Also, they explained to the students which behaviors were expected to have; moreover, they

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believed that teachers were the only ones in charge of the classroom and had the right to teach without any interruptions and through the use of three steps from the Assertive Discipline Method.

Additionally, the set of rules in the classroom dictate, punishments and students know what the punishments are, provides more assertiveness in the class. Jorge Edison Pila Chipugsi, talked about different assertive methods to improve foreign language using motivation and the commitment of the professors. The implementation of methods and techniques and find clarity in the verbal interpretation and in the written way, propose new ways and alternatives of assertive communication, in which students can express the necessities of the environment and actual context. As a main point, that teacher must establish the relation between self-esteem and learning of English; since, expression-comprehension and self-esteem creates a direct, high, and significant relationship, and the comprehension of English texts increases, as well. Mainly important, if is good to promote workshops and courses about academic challenges and routines. As a conclusion, the teacher takes a huge part in the improvement of how to develop the activities in the classroom and motivate students and make them feel the commitment with the learning English. W. Santrock applied behavioral modelers of discipline, based on awards and punishments depending of the behavior of students. To sum up, Julio Pimienta Prieto used the technique: what I don't see, what do I infer? In order to discover the relationship from a point of view critical, creative and hypothetic.

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1.7 Scope

As a result of the investigation, the students can learn to implement techniques for life and daily routines in order to establish better relationships with others, being more patience and tolerant not only in the classroom, but also in the everyday life, and as a good way to avoid bullying, as well as to make themselves strong people with a high self-esteem and defend against what is wrong or attack their believes.

Now, as from the point of view of the teacher, a professor must control the situations in the classroom to create awareness in the students and offer help when someone needs it, and this can be done through the implementation of strategies. This need to be done without evidencing the problem student and helping to improve the behavior and not underestimate the students, because the purpose of the strategies relapses in correct and help them and not in offending the student's feelings, because a teacher needs be somebody who students believe and trust in.

Furthermore, and very important, the effect of improving the Assertive Discipline with students establishes a great channel of communication among the students and the teacher, correct indiscipline in an appropriate way, and implement strategies to strengthen the discipline assertively and not being aggressive or rude with students. In addition, it is necessary to build a healthy environment.

Chapter II

Theoretical Framework

Misbehavior in the classroom provokes different situations that affect the good develop and achievement of the English class. Constant interruptions, delays in the lesson plan, bullying and disruptive conducts against the teacher and students cause an affectation in two sides; the way in which students behave and the good running of the lesson. In fact, due to the mentioned reasons, the reader finds in Chapter II strategies, activities, and theories to develop in the classroom, as well as images and examples of strategies applied in class.

Besides, it will be considered the origin and history of the Assertive Discipline, how it worked in class around several classrooms, including how the authors of this theory trained a lot of teachers around the world, and how Assertive Discipline changed the way of managing disruptive behaviors in class and how to manage students correctly, without discrimination or hurting the students' feelings, achieving a better behavior, discipline, and self-esteem. Also, this chapter deals with detailed sections related with the inquiry already proposed, background which indicates studies or theories related with the topic exposed and findings to look for any relation with the objectives proposed.

Assertive communication in class must be the most important rule for teachers, because unclear rules cause a mess in the class and young learners do not understand what to do or not to do in class. The teacher must maintain the order in the class and always set clear rules and practice them constantly every day, as well as to determine-the consequences of bad actions or misbehavior, due to constant practice enforces assertiveness

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in intermediate students. The role of the teacher, as a figure of authority, is of immense importance, but he should not be like an enemy of the students or with a brutal authority. Intermediate students must see the teacher with respect, but also like a person in who they can trust in. Another important aspect for the teacher when applying assertiveness in class resides in the superior interest of the boys and girls, and the correct strategies to achieve an excellent English learning and take advantage of the class and not lose time trying to catch the students' attention.

From a point of view humanistic, discipline is defined as a set of behavior patterns related with the human culture. Moreover, makes reference to the different ways of behavior that have as main objective study the men in an integral way: their history, culture, thought and activities. Many teachers idealized behaviorism patterns in order to have an orderly classroom, such as being quiet and pay attention when teacher speaking, or avoid the use of cellphone during the class, but when students do the opposite, teacher must apply a punishment in order to increase attention and learning. According to Duncan, Ann. "Humanistic Approach to Classroom Management."Synonym, <https://classroom.synonym.com/humanistic-approach-classroom-management-10043471.html>. Accessed 21 August 2018, *"is fundamentally a teacher's willingness to be responsible for classroom control. In the humanistic approach to classroom management, the teacher is identified as a facilitator who encourages students to manage their own learning environment."*

The most important goal by applying humanistic discipline is sensitize the teachers in order to rediscover the role of the professors and start to have leadership in the process of discipline management, the creation of more harmonic environment in the classroom and make a intervention model to approach the goal.

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Also, is important to design a lesson plan to the manage discipline in the class, always showing originality, creativity, compromise, devotion, demonstrating a real desire of improve the coexistence in the classroom.

Nowadays, the discipline from the point of view humanistic is a must in many schools and institutes, originated by the frequent misbehavior patterns and provoking a tense coexistence and in this way, making a necessity to face and provide activities and help to the students. According to De la Mora (2003), the way how each teacher manages the discipline in the classroom from what they believe it is. From this point of view, is make the assumption of discipline implied a process that included feelings, rules, values, goals and personalities. In order to understand humanistic discipline is mandatory to look from a perspective holistic, allowing the regulator view and also the students potentiate their capacity of being social and coexistence, and at the same time favor the English learning. Finally, the discipline is a skill, due to is something that the teacher can practice, also learn and acquire through the stimulus and the process. So, from the point of view of the humanistic discipline is a discipline that without walking away from warmth, allow the students acquire little by little a sense of internal control and the teachers assume a star role in the formation of a skill that is going to be very useful in students' life.

The teachers must remember the discipline is part of every human being and their own knowledge and goals, so in order to achieve a good discipline very person requires lead adequately their actions. Moreover, as teachers, can improve the practice and experiences in the classroom and improve aspects that before did not do, and now can approach adequately.

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By the humanistic discipline is intended to increase the reflection about the role of the teacher in the discipline management and potentiate the sense of responsibility and compromise the teachers have in benefit of the learners, maintaining a line in the process, a phase of sensitization, indeed, put the teacher as a primordial element in the management of the discipline and most important, revalue the importance of the teacher's role in the professional and personal part.

In the present chapter, the reader can find a compendium of studies that inquired the objective of study, and in which it is mentioned different disciplines, such as psychology, philosophy, laws, education, and language, of course. The data proceeded from the years 2008 to 2018, with a period of inquiry of ten years, in order to obtain actual, viable and truthful information. In addition, the recollected data comes from different libraries, in a national and international level.

Moreover, this chapter details different inquiries referring to the topic given, to provide a clear idea about the effect of -positive behavior as a strategy to improve discipline in intermediate English Conversational Level at AngloAmerican Institute of Languages during the second quarter of 2018. Therefore, it is of huge importance to check the antecedents related to the topic exposed, to pose a newfangled topic less studied to make the inquiries needed and give an answer.

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2.2 Literature Review

In this section of the chapter, the reader finds the theories based on the investigation of assertive discipline, as well as the strategies to apply it in the classroom. Also, after reading this chapter, the reader will be able to identify and recognize misbehavior patterns in order to reinforce a good discipline in students when needed.

2.2.1 Classroom Misbehavior Attitude

Since many years ago to nowadays, misbehavior patterns are present in the classrooms; however, most teachers have trouble identifying those patterns in order to know what to do or how to proceed with the students. Nonetheless, it is mandatory as teachers to identify behaviors and attitudes, so in that way, they can be able to help students, show concern, and stop disruptive behaviors in class to get an effective class time and the correct development of the lesson plan in every class and, the most important, bring assistance to those students who indirectly are giving wake up calls of help.

Sun, R. C. F., & Shek, D. T. L. (2012). Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions. *The Scientific World Journal*, 2012, 208907. <http://doi.org/10.1100/2012/208907>. "Twelve individual interviews with teachers were conducted. A list of 17 students with behavioral problems, was generated. Results showed that the most common and disruptive problem behavior was talking out of turn, followed by no attentiveness, daydreaming, and idleness." Some other disruptive behaviors were mocking, constant interruption of the class with jokes, and especially breaking class rules. Likewise, defiance to the teacher, intimidating other classmates, talking with others, bullying were conducts that delayed the class and obviously the whole lesson plan. Equally important, a teacher needs to identify the leadership of teaching with the purpose of

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knowing the impact in the intermediate students; moreover, to identify strategies to detect emotional instability even provoked from problems with family and the misbehavior is a way to let out all the frustration and sadness.

In the same way, it is significant the impact of young learners 'stress and create solutions to deal with the stress, so is a must that teachers start listing each behavior and look for the way in order to help the student. As the main purpose is to get an excellent class management, full of respect, tolerance, and good manners. In the same way, it is important to create a positive discipline method in the classroom based on a moral attitude, also being kind, strong, and firm after noticing the misbehavior conduct in class.

In addition with the mentioned conducts, some other characteristics of common misbehavior are constant blurts or interrupts in order to catch the attention of others and the class cannot focus on the lesson plan, do not follow instructions, and do not delivery homework or activities in time, talking with others, and finally, excessive annoying sounds or phrases while teacher is talking or explaining a topic.

2.2.2 Causes of Misbehavior in the Classroom

It is known by teachers and principals that misbehavior causes a mess in the classrooms, delays the lesson plan, and even makes students feel bad and frustrated due to the class is not going forward. But, what are the causes for misbehavior? This is a question that a few teachers asked themselves; moreover, it can help to identify a background problem, help problem students, and create a good environment in the class.

In addition to the causes already mentioned in this paper, are other causes to consider and observe in misbehavior problems. First, problem students are always seeking

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for attention, have the need of being the center of everything, and believe they have to be the focus of attention of the whole class; so, in order to catch the attention of others or acting by making fun of others, cause the mess in the class. Second, the desire of power because they think that acting inappropriately or even making jokes of other classmates makes the intermediate students feel powerful as they disobeyed the class' rules.

The third point, looking for revenge. When a teacher scolds a problem student unintentionally, it can make feel bad the learner, so the intermediate student looks for revenge, with either the teacher or the classmate, who accused him of performing bullying acts or teasing in the classroom. Four, the lack of self-confidence generates inappropriate behavior because of the acceptance of the classmates, so problem students makes jokes, bullying, sounds or talk with others to get that acceptance and feel better with themselves. Fifth, physiological factors such as fatigue, emotional upheaval or even a change in the routine affects the intermediate student and cause misbehavior. Sixth, when the classroom physical environment is poor or is not designed for an optimal learning, it infers in the conduct of the young learners; for example, hot temperature in the classroom, disrepair desks, bustle and mess classroom. Finally, the problems with the curriculum are a strong factor of misbehavior because if the intermediate students do not feel challenged with the topics, feelings like frustration, boredom, tedium, cause a disruptive behavior.

2.2.3 How to Correct Indiscipline in Class with Strategies

The creators of the method, Lee Canter and his wife Marlene Canter, based on assertiveness as a strategy to put in practice due to the indiscipline of the children and young people in class; and not to see students like one more child or tag him as a problem and undisciplined student, to make teacher take control of the class in an assertive and

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positive way, with more structured and clear rules, and learning that a bad behavior always have a punishment or a consequence. So, in order to teach with respect and eliminate disruptive behaviors, the teacher has to talk in a direct way with the young learners to control and get a good discipline in the group and a great environment among the teacher and intermediate students.

Lee Canter obtained his masters' degree in The University of California, as a Social Worker. Then, he began to help children in California, and later started thinking about the idea of helping teachers and training to manage the indiscipline in class, and thus began to develop the Assertive Discipline Method. Marlene Canter also worked with her husband to implement the method, and founded the association Canter & Associates, to get the rights of the Assertive Discipline Program. They also worked with other programs, like strategies and violence. After many investigations in different schools and with different teachers, the indiscipline and the lack of classroom management, the marriage took the initiative of creating and developing the different strategies to help teachers and benefit students, and influence the good discipline in the classroom, and encourage teachers to motivate students through Assertiveness.

Lee Canter developed the method fourteen years ago and he has instructed many teachers in United States on the use of Assertive Discipline, and worked with social risk schools in order to let teachers know the strategy and apply in class, because sometimes learners in social risk schools tend to have the most and rude cases of indiscipline, so it is considered important to follow the model of discipline and the importance of listening to the teacher and give clear directions. Thus, as an important aspect, to motivate boys and girls. As teachers, they recommend making a discipline plan, set rules clearly, and set

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consequences as a punishment, reinforcing the positive discipline in class, and achieving actions through assertiveness.

Besides, they considered necessary to establish the three types of teachers in the classroom and to manage every type in the best way, to know what to do and not to do in class description, how a teacher must respond to a problem-student by using assertiveness to control misbehavior and disrespect from the students, the correct way of acting to face indiscipline, and the best strategy to control the class, being honest with students, and know how to talk to students with authority, but with-respect or combining clear rules and establish the rights of the students and teacher.

As a teacher, it is a must to identify the different problems of discipline in class; and in the same way, the correct establishment of rules in class and to let clear to the students which are some of the punishments for the bad actions. Furthermore, the identification of bad behaviors or problem-students helps to decrease indiscipline, behaviors like interrupting constantly the class, students talking with other students, not paying attention in class, playing with others, respond unrespect fully to the teacher when scolds the student classified as undisciplined, and teacher must correct in the act the bad behaviors and let know that such actions do not achieve anything good to the young learners.

Here, the teacher must establish and talk about the rights of the students, who do not have bad behavior and have the right of receiving a quality and calm class without the indiscipline from other classmates and the constant fight between the teacher and the problem-student, who tend to defy the teacher by the wrong actions and indiscipline. In addition, it is imperative to congratulate intermediate students for the good behavior and

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cheer them up to maintain the good behavior. Bring motivation to students must be essential to benefit the conduct and good behavior of the class, such as to congratulate the student, a note, or even a call to the parents to inform about the good behavior, as well as other behavior indicators in class that can include all the students in class.

Regarding behaviors indicators, a teacher can use a table with the name of all young learners, place two types of stickers, for example a happy face and a sad face, and when the intermediate students have a good behavior at the end of the class, put the happy face on the table and if intermediate students have a bad behavior, put the sad face. It can also include a waking call or a note home, it depends of the behavior. With this technique, students must make an effort to get a happy face at the end of the day and avoid the sad face.

Another useful strategy is to place four indicators in a wall and write *Congratulations! Keep on with your behavior!* and in another write, *Watch out your attitude!* in other write *Improve your behavior or you get a punish!* and in the last one write, *Repetitive behavior, note to home*, and add some clothing presses with the names of the young students and put it on each indicator, according to the behavior of each intermediate student. A teacher can even award young learners with a candy or a chocolate, as a gift for the good discipline showed during the class. Little by little, the teacher can accomplish conduct modifications and create an environment where teaching and learning take place free of indiscipline, scolds, and hostility. So, it is necessary to set the goals in the classroom and wait for the positive results that the strategies bring. The most crucial point is that intermediate students can see the change in class and feel the difference between the indiscipline, realize what is good or bad, and take responsibility of the actions committed.

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2.2.4 Behavioral Modelers-Discipline

The classical conditioning establishes that learning occurs by the association between a neutral stimulus and a non-conditioning stimulus. The classical conditioning works in the following way: unconditioned stimulus, conditioned stimulus, unconditional response and conditioned response. The generalization, discrimination, extinction and spontaneous recovery are important elements of classical conditioning. The generalization refers to a new stimulus similar to the conditional stimulus and generates the same answer as the conditional stimulus. Moreover, the discrimination happens when the student respond to some stimulus. Then the extinction is when an answer disappears at the time of remove the stimulus. Finally, the spontaneous recovery is when an answer extinct reappears of nothing when the stimulus is presented. According to Santrock (2006), “The classical conditioning, in which one organism learns to connect or associate stimulation, a neutral stimulus associates a significant stimulus and acquires the capacity of provoke a similar answer” (p. 212). So, to apply the classical conditioning, a teacher must inquire the topic to look for strategies, execute the interventions needed and the stimulus. The Systematic Desensitization, based on classical conditioning, reduces the anxiety by making the learner associates one state of maximum relaxation with the visualization of situations that produces an anxiety increase; for example, in language learning where students associate speeches in class with relaxation and not with anxiety. This technique must be used in class, because it minimizes the anxiety levels to achieve the objective in the class; for example, when learners have to give an oral presentation or speech. With the use of the classical conditioning, the listeners can understand the speaker in an adequate and clearly way.

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On the other hand, according to the Operant Conditioning from Skinner, the consequences of the behavior make changes in the probability that behavior occurs again. The consequences, punishments or awards make contingency to the behavior, but it is mandatory to talk more about awards than punishments. The Operant Conditioning works with two reinforces: The positive reinforce which provokes the increase of the probability of misbehavior because is accompanied with an award, while the negative reinforce provokes an increase in the good behavior because with it the student avoids a negative stimulus. Then, punish is a negative consequence to a misbehavior and makes the conduct decrease. Moreover, the teacher must be careful at the time of applying the Operant Conditioning, based on the implementation of awards and punishments. This because the teacher must take into account when applying the strategy, it must be applied in both, at school and at home, to obtain better results; obviously, having the support from the parents, in order to be successful when applying this technique.

2.2.5 Behavior Reinforces (Positive-negative)

Reinforcement increases the possibilities of a behavior and a punishment decreases the possibilities of a behavior; in the case of the process of learning, the first one decreases the bad behavior in the classroom. As teachers, we must have clear the difference between reinforces and punishments. A positive reinforcement, based on the principle that establishes the frequency of a response that increases, is followed by a rewarded stimulus; meanwhile, the negative reinforce establishes that the frequency of a response increases because of the removal of an aversive stimulus.

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Intermediate students must know that teachers in the classroom, only accept and perceive good behavior or discipline, until students understand that it is no sense to keep a bad behavior, due to the indiscipline must be ignored and having a good conduct to maintain order and right actions, must be reinforced and have a feedback. Additionally, intermediate students must comprehend that the awards given in class must not be material things, instead of that, an excellent recognition relayed on being the teacher's assistant and help when handing out photocopies, bring easy information, and even watch the classroom in determined moments, and also teach students that material awards does not make any difference with doing things with the own recognition and effort.

Therefore, to implement positive behavior as a strategy, a teacher has to make an analysis from the different components of the behavior and the behavioral part, in order to have a clear idea of the topic and put it to work in the classroom. In this case, the implementation of positive behavior in an English class requires to use the correct approach and motivating the students to participate in an active way in the strategy; consequently, the research aims to put into practice positive reinforcement and strategies to improve the English learning, in this case, in the Anglo-American Institute of Languages, through skills and dexterity of intermediate students during the second quarter of 2018.

Mainly important, the professor must give behavior feedback, the following expressions can function as feedback: Keep on, you are doing a great job, I like your class job, you are learning so great, your behavior is great! Similarly, teachers and parents must reinforce and praise good behaviors. When identifying a good discipline, even if the changes have been little so far, all changes in discipline and behavior have a reward. Also, it is necessary to teach coexistence rules, like asking for their turn to speak, raise the hand

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to ask something, asking for help to pick up things at the classroom, talk in a normal volume, queuing, and sharing with others, and putting in practice at home, social life, and in the class help the student to get assertiveness in every daily life situation, and also controls the impulses.

According to Vaello Orts, (2007), all students have a natural motivation, but with issues less important than school and issues not related with studies and results more gratifying. That is why as teachers, we must redirect the motivations to the school or studies, using the positive reinforcement as a tool to achieve successfully the motivation of the learners. Some ways of motivation a teacher can use are having a favorable attitude, introducing new expectations to the class to catch the attention of the students, motivation and satisfaction when achieving successful activities.

A professor must know the power and influence that exercise can have over the students, as it can open or close doors, can motivate or demotivate. The effectiveness of the teacher can induce successful expectations, making the students believe, and accomplish the goals proposed by promoting the individual effort and motivation. Equally important, to get to integrate education in the personal individuality, personal effort, and merit.

2.2.6 Behavior Strategies

Teachers must use strategies in class, such as conceptual maps, summaries, pictures, draws, and questionnaires. According to Pimienta Prieto J, (2012), the Technique what I see, what I don't see, what do I infer? consists on allowing the students to discover the relationships that exist in the part of everything (environment or theme) from a critical, creative, and hypothetic reasoning. This strategy has three elements:

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- What I see? That can see, know or recognize from the topic.
- What I don't see? That no comprehend explicit in the topic, but can stay included.
- What do I infer? That deduced from the topic.

The teacher can implement this strategy by posing the topic, case, or image to be analyzed, then answer the three questions and make a graphic organizer. This strategy works to inquire previous knowledge, develop the capacity of questioning, the critical thought and creativity, and finally, the hypothetical thought, making young learners questioning the reason of such behavior, and defining why the miss behavior, having conscience of the fail and try to emend the behavior. The teacher can take advantage of the bad behavior and talk with the student and make him think about the error made, in order not to be repeated in class.

Teacher must try to debate, another technique to develop in class, but mainly important to develop a freedom, tolerance, and discipline environment. This technique consists on picking a modeler, who makes the presentation of the topic and shows the points to be discussed and the main objective of the debate. This one is characterized by being a space open dispute with feedback from the defender team and another team against the discussion. It requires a rigorous documental investigation to reply on the fundament the points to discuss.

The teachers apply the strategy inside the classroom with intermediate students or also, can take young learners to observe and listen to debates related with the content of the syllabus. It can also be considered rounded tables, speeches, role-plays, and oral

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presentations, to represent the bad behaviors in class, and make learners understand how it affects the class and the process of learning, as well as to avoid bullying, by the same token, giving advice to prevent abuse in the classroom. Moreover, students can take pieces of advice from the activities and apply them in the High School with classmates and advise others about bad manners and abuse in class.

2.2.7 Good Things Learning about Academic Assertiveness

The teacher must take into account the reasons and statements to use assertiveness in the classroom. When a teacher applies assertiveness, the results can be obtained in a successful way, and thus, avoid frustration when an intermediate student does not accept the instructions given and makes the situation more stressful. Also, as teachers, we need to respect the student's rights; inasmuch as, they can relay to the importance of talking with young learners instead of using scolds or punishments that at the end, and make the students to lose class, due to generally the idea of a time out is for example, to take the student out the class for a while.

Teachers can become more critical and tend to analyze better the situations in the classroom. They also look for solutions in a critical and analytical way. To teach intermediate students how being assertive not only in class but also in life, helps them in their studies, home, and social life, now and in the future. As professors, we must help intermediate students to manage frustration and other feelings, such as anger, impotence, and sadness. In addition, a teacher can make use of experiences that happened in the classroom, using the students own experiences to analyze and think about it and ask the young learners about the feelings and thoughts and how to solve the situation to turn it out better by using assertiveness, and thus make students learn from their own mistakes and

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previous experiences. A very important characteristic of assertiveness, to be put in practice, when building the class rules, is to make the rules in a positive way, and not using the word “NO.”

2.2.8 Assertively, anxiety

As a basic element of assertiveness consists on showing and expressing wishes, desires, and favors in a friendly but frank way; and as a fundamental goal, to show feelings and thoughts in a way that does not hurt anybody; that is, to learn right way to express those feelings. Nevertheless, sometimes intermediate students and even the teacher can feel anxious and fearful, getting to the point that they cannot express wishes and feelings in a better way. So, when all those scary feelings happen, teachers must find a strategy to be implemented with intermediate students, due to assertive conducts to a notorious reduction of anxiety.

According to José Antonio García Higuera (2013), *Terapia Psicológica en el Tartamudeo de Van Riper a la Terapia de Aceptación y compromiso*, Editorial Ariel Psicología, the basic rules to practice assertiveness consists on learning techniques and rules well-learned to apply assertiveness correctly. Each teacher needs to be prepared to negotiate and, the most importantly, to enforce the rules that impede an excellent negotiation and talks with intermediate students.

As a preparation phase, the teachers need to know what to say, according to each situation developed in the classroom in order to not show inexperience or fear, depending on the situation. Also, it is important to have the capacity of negotiation, due to in this way the teacher tries to get what he wants with the approval of the student, propound the problem, and finally, find a solution and a deal. As a very strong recommendation, teachers

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have to run away from bad intentions or prejudices; in other words, they should not judge the intentions of the students, because they can lose perspective of the objectives set. Moreover, with the objectives clear, it may be easier to approach the opportunity of negotiation and achieve what they want from the intermediate students.

In the dialogue with learners, the teacher must take into account steps, like to describe the entire facts from the actions that happened in the classroom, manifest and let manifest the feelings and thoughts of the students in a clear and convincing way, and then, ask in a concrete and strong way what the teacher wants the intermediate students to do, as behaviors concretizes what students can understand and do. Then, specify the consequences, but in a positive way. After that, in the execution phase, the teacher must take into account some basic techniques to achieve all already prepared, not leaving aside the positive dialogues and strategies. Lastly, the teacher must apply, in the case needed, all the last points, to make work the assertiveness in classroom, and also important, to maintain the respect and tolerance from intermediate students.

People who practice assertiveness tends to have more security, are more honest, have more self-control, and show respect for others. Some of the characteristics that teachers must apply in the classroom, mainly important to follow, are to look directly into the eyes, to establish a good contact, as well as the voice volume to improve the communication, modulation and intonation of voice, and voice fluency that requires security and spontaneity.

Subsequently, posture and gestures that represent the intonation of the body, go along with the language and complete the sense. Finally, the verbal content of the message has to be clear, explicit, direct, consider, and mostly respectful of the rights of others. On the other

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hand, the teacher must avoid the use of not assertive behaviors, due to the negative consequences and personality conflicts, also related with feelings of anxiety, low self-esteem, and culpability that can provoke affectation on the bad behavior and indiscipline.

2.2.9 Behavior Management

According to Lavay, Barry, and Wayne (2015), Positive Behavior Management in Physical Activity Settings, California State University, Long Beach, Ron French EdD, Texas Woman's University, Denson, Hester L. Henderson , PhD, University of Utah, Salt Lake City, Third Edition; state that this is a process that involves both, the Science and art, of systematically applying evidence-based prevention and intervention techniques to enhance the probability that another person or group will develop socially acceptable behaviors, as well as to develop self – discipline, responsibility, self – direction, and character in order to create an environment that is conducive to learning.

The appropriate behavior does not happen in class, but most are practiced and learned by intermediate students. There are three major behavior approaches to apply in the classroom, such as the behavioral approach, that consists on manipulating the environment of the class and setting consequences for misbehavior. The humanistic approach asks why of the actions and behaviors, involving also, self–responsibility for facts and cooperative behavior. Finally, the biophysical approach, that consists on looking for what is causing the behavior of the student. Also, it is important to check if the behavior increases or decreases to choose the method that best fits the conduct that the teacher wants to correct.

In addition, the tolerance level works to identify some other problems in class. If the teacher can identify which behaviors interrupt the class and which do not, depends on the teacher visualization of the moment. For example, when the class is about to start and the

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teacher asks to grab the books and look for a specific page, but some of the intermediate students do not pay attention and ask to the teacher which page they will work on, the teacher can take it as a normal action in the students and can tolerate it; instead, if in the course of the class, the young learners talk and interrupt the class, that can be taken as an act of indiscipline that needs to be fixed immediately. The teacher must examine the behavior to determine which actions can be minor and do not need a scold and which behavior does need it; always remembering, that the ideal learning environment is caring, as students must feel safe, motivated, and consistent with the instructions and rules.

Mostly important, it is to always keep intermediate students motivated and provide feedback, because when learners do not feel a support from teachers, they start to have disruptive behaviors, and when the teacher does not provide consistent rules, instructions, and others, later control the indiscipline can be difficult to disappear. As a recommendation, teachers must visualize some situations that may happen in the classroom in order to have a previous view of the situation, prevent, and know what to do. Due to the teacher must deal with many situations, like bullying and fights within intermediate students, he must be prepared to face a situation like those, for sure, and thus to develop skills to deal with explosive and hard situations without improvising or needing help from the principal or other workmates.

The teacher must act normal, not paying attention to the behavior or be scandalized about the event, but being strong at the time of taking actions. Another point to take into account is to maintain a good relationship with parents and keep them informed about everything that happens in the classroom, giving them the confidence to scold, help, or make the necessary processes to maintain a great discipline.

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Similarly, the teachers have to practice, visualize, and try to prevent those events to also work the stress that can cause the misbehavior of students, because teachers can feel even depressive working with students who do not pay attention or do not feel interested in the class, or have disruptive conducts. Additionally, professors need to develop skills to being closer to the intermediate students, and thus to understand, that is to place himself in the shoes of the young learners, and be able to identify the problem of the indiscipline, so the intermediate students see the teacher as a friend and someone they can trust in.

In the classroom, it is recommended to carry out activities to support the assertiveness, which are easy to develop, including motivation methods and incorporating all the intermediate students, creating and maintaining positivism within learners; in effect to establish, create, and keep the good relations. Teachers must listen to the students, show enthusiasm, be optimistic and feel passion for the students and teaching, because those characteristics influence intermediate students. In addition, it is important to care about the hobbies, likes, and activities to make students feel cherished, and show concerns like respect, honestly, righteous, consistent, keep high expectations on intermediate students, and being even funny sometimes, but always keeping the discipline, respect, and assertiveness in the class.

Although usually violent parents have violent children, the teachers must have the appropriate assertiveness preparation to face different situations in the classroom and learn to deal with the problem and prove different techniques to handle the problem correctly. Moreover, as a helpful tool, the teacher must count with the help and support of other professionals, for example psychologists, social workers, and the guidance counsellors, in

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the case of misbehavior or a situation that goes beyond the limits or has a background situation at home.

2.2.10 Setting rules at class

By using different strategies, a teacher can manage and control the classroom.

Therefore, the teacher must set clear rules at the beginning of the course by making a plan, and make sure that intermediate students understand and follow the rules and know the punishment for each act of indiscipline, for example if a student speaks with another during the time of making a practice or an explication of the teacher, the punishment is 05 minutes from the break or go to the principal's office. Seemly important, the teacher must talk and face the intermediate student in a direct way, with the gaze on the student's eyes to approach assertiveness with the wrong behavior. Also, the teacher has to work with discipline modulators in class and approach two important aspects, the motivation of students to behave good in class and start working in assertiveness.

As an important point to take into an account, the teacher must work the techniques every day, because the process does not last only one day, he has to give continuity to the whole process to see the positive changes in young learners. Even teachers can get the benefit; inasmuch as they avoid the frustration of the teacher, at the time of not feeling the right control of the class and the intermediate students, due to the mess students can make during the classes. In addition, young learners feel the responsibility of behaving correctly in class, respecting the teachers and classmates, and finally, the commitment that all intermediate students should have with the teacher.

Besides, teacher can have more strategies and have the will of have assertiveness, set goals with intermediate students and work effectively the discipline in class in the different

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scenarios presented and determine the correct actions to take in account. The lack of teachers' authority is a problem the majority of the teachers have to fight, because intermediate students do not have respect for the teachers and show a strong fact of indiscipline.

According to Lee Canter (2010), *Assertive Discipline: Positive Behavior Management for Today's Classroom*, 555 North Morton Street, Solution Tree Press, states that teachers have attributes that can be effective in class, for example a strong teacher voice, high expectations for the students' behavior, an effective classroom discipline plan, procedures taught at the beginning of the year, and two important abilities: building trusting relationships with students and gaining the support from the parents. Also, it important is the management of the classroom as a teacher, visualize how as a teacher can take the indiscipline from students and not to let the wrong behavior become a frustration.

Moreover, teachers should take advantage of the positive empowering of the classroom and reinforce motivation in intermediate students, always in a direct and clear way. Likewise, the use of clear limits in the classroom and at home, maintain communication with parents, in order to learn limits and put it into work in the classroom and home; also, the parents have a major participation in the process and advice the methods to implement with children. Furthermore, they must observe the behavior of intermediate students to reveal if the methods chosen work and make an adequate intervention it requires.

Also, teachers must avoid setting some rules in class; for example, they must not ask the students to raise the hand and wait silently, while the teacher gives the opportunity to talk, sit down, and stay in the desk until the student has permission of get up or speak

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quietly in the classroom. Instead of that, the teacher has to prepare some general rules for the classroom, analyze which rules can be applied according to the intermediate students' behavior and also help to control discipline and does not have a mess in the classroom.

2.2.11 Building a Teacher Voice

The voice of a teacher takes an important role in the class. The tone a teacher uses determines what kind of authority they have, and if young learners have respect or not, and not confuse assertive voice with hostile or even screaming to the students. The adequate tone of voice must be firm and clear, so intermediate students understand the message given. If a teacher uses a hostile tone, they can get a controlled classroom, but that technique does not help intermediate students. It helps only to maintain control, but not an enjoyable class, and young learners can feel intimidated and uncomfortable by the use of controlling phrases.

When intermediate students talk in class, teachers wait for silence and continue the class or with the instructions, then make a wakeup call for silence in class and to pay attention, and remember the punishment for interrupt the teacher. If teachers try to catch the students' attention while talking, it gives a wrong indicator, and the conduct of the students can be repetitive, or not to pay attention to what teachers say in the classroom. A teacher has to practice and find the correct tone of voice to speak to students, in order to expand and implement that tone in class. A good way to create a tone to develop in class, for example, take notes and observations from a colleague, watch the tone in every scenarios of the class, the reaction if a student commits an indiscipline act, and how the teacher speaks to that student to comprehend and implement some of the aspects carried out in class.

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When a teacher cannot develop a correct tone of voice, the best alternative is to apply a fake tone of voice; that means that a teacher can dramatize the tone of voice. Also, it is important to practice the tone before using it in class. Besides, it is recommended to use the same tone of voice, if a teacher needs to congratulate a student for a good behavior or to scold the student if necessary. In conclusion, find an adequate tone of voice help to have a good manage of the classroom.

A teacher always needs to have good and high expectations about students and about what happens in class, no matter if a teacher has a really troublesome student, or if he has have to scold her or him every class, always maintain high expectations. Then, the teacher is to apply strategies to help intermediate students with indiscipline, and not only to scold them, call their parents, or isolate them from the others-classmates. Additionally, a teacher needs to have strategies to apply in the class and work in every class. In ~~by~~ this way, the teacher will take advantage of the troublesome student, making a better job in the classroom and the class work, by avoiding the scolds and punishes. Similarly important, they must have a great attitude at the time of applying the strategies, maintain the good mood and clearly, high expectations to make things work in the best way possible.

2.2.12 Self Control of students

In the latest years, scientists do not have a parameter to improve the moods of people, for example self-control anxiety stages, impulsiveness, accept other human beings control disruptive behaviors, and a correct management of sadness. Here, teachers make an intervention and fouling, putting in practice abilities and skills developed by students in order to implement strategies to embrace the necessities of each intermediate student.

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During the teaching-learning process, the teacher guides each intermediate student in different skills, such as solve every difficulty that may presents when learning and life, in a cognitive, social, and personal level, through tolerance, respect, cooperation, values; preparing in this way, the student to face life from different perspectives and solve the difficulties in the best way. As a recommendation, young learners should practice any sport, meditation, or yoga, among others, to distribute better their leisure time, to canalize the feelings of frustration, anger, and the possible conflicts with family and others.

Nowadays, in Costa Rica, the situation at the time of speaking about discipline provokes outrage, due to the discipline topic includes many positive and negative aspects. However, discipline must be inculcated at home, with the family, with values and love; but, at the same time, parents leave minors alone at home, without any adult supervision, making situations glisten, like different indiscipline behaviors, for example rebellion, not appropriate friendship ties, non-attendance to class, being late, and other risk situations, like the consumption of drugs, and even their trafficking.

The Ministerio de Educación Pública (MEP) has many programs to develop and help young learners; for example, the Service of Support in Emotional and Conduct Problems was created to help the population vulnerable to desert, making interventions in the whole context of intermediate students, including the context social, home, and community to minimize inappropriate conducts, with the objective of improving the level in the academic field, home, and of course, society.

In order to apply self-control techniques, intermediate students first must have a previous diagnostic to know the weakness and situations, and then it must be explained to

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the student and family the purpose of the objective to reach, after the professor makes a conduct modeler, adjusted to the educational necessities of the student, and after monitoring or tracing to the response that the teacher expects from the student.

Finally, the professor gives some self-control techniques to decrease the student's stress or frustration, as some examples of techniques they can be mentioned breathing techniques, a diary, solving problems, counting, etc. The intermediate student idealizes different situations with the purpose of looking for different solutions; in addition, the establishment of limits must be functional at school or at home, reinforce the goals, look for positive reinforces, and inexpensive awards, as a candy, chocolate, or a pencil, and give students more time for playing games, work better like awards. As an important complement, it is necessary to take notes about it to not go back to the behavior, and, in a most important consideration, take into account the medication, when the student already has gone to an appointment with any professional in health, like a psychologist or psychiatrist.

2.2.13 Premark Principle

The most common use of Premark Principle is enhancing and reinforcing desirable conducts, by increasing the work time in class, upgrading the learning, and reducing disruptive behaviors in class. Equally, teachers can make use of the technique at any age. To make the technique works, the teacher must know the conducts to reinforce each intermediate student. At the same time, the teacher must be careful with the usage, due to the application in class, as the teacher must know the interests of every intermediate student. For example, if the young learner likes to play the guitar, teacher can give him the opportunity of playing a song to the classmates, as long as the student already had a good

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behavior during the class. In brief, teachers have to be very creative in the application of the technique, make use of draws or graphics, and motivate the student to approach the purpose of the strategy.

2.2.14 Discipline Plan

A teacher can develop a discipline plan in order to have a strategy in case of Indiscipline; this because he must include the rules, feedback, and mainly important, the corrective actions or punishments to put in practice in the classroom. In the discipline plan, the teacher writes the behavior expected from students and how to organize the activities to promote an assertive classroom environment. The main purpose of the discipline plan relays on three important aspects to consider. The rules that students follow during the class time; the teacher's feedback for good actions and the rules followed, and finally the actions to correct them, when the intermediate students do not follow the rules.

Many benefits can be gotten from a discipline plan, such as do not make improvised decisions in class when any intermediate student misbehaves, since a teacher already knows what to do and how to proceed. As well, young learners have an idea of how to behave in class, and practice self-control and think responsibly before making an action. In addition, the teacher can protect the intermediate student's rights by using a discipline plan, due to that the teacher has chance to look for activities and procedures according to the curriculum of the program.

Likewise, the teacher communicates the strategies to use in the discipline plan to the parents; making them actively support and be involved in the process of learning. To summarize, when a teacher uses a discipline plan and informs to the principal or

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administrator, if there occurs an indiscipline situation during the course, the teacher has to support when a corrective action is needed. After the discipline plan is done, teacher must teach intermediate students how to behave in class, think before making any action that affects the discipline, and applying assertiveness in class and instruct the learners to differentiate good actions from bad actions, and decide how to put assertiveness in practice, not only in class, but also in life.

Equally important, the teacher must provide assertive activities in the lesson plan, in order to not lose more time than the already thought for each activity. Also, he must control the behavior to avoid bullying or mockery; as well as to control the participation of young learners to get the desired results. Another point to take into account is to bring some awards to recognize the discipline and improvement of this one, to motivate intermediate students to apply assertiveness in the classroom, and stay away from jokes, intolerance, and disrespect.

Chapter III

Methodological Framework

In Chapter III, the reader will find a description of the Assertive Discipline, the plans, and the strategies to solve the problem of misbehavior in the classroom of intermediate students at Anglo-American Institute of Languages during the second quarter of 2018. Likewise, the instruments employed in order to collect information from the field of study in the investigation, will be explained.

According to Barrantes (2007), the purpose of the present investigation is mentioned what is applied to the institutional community, which allows in the future to generate a spectrum of projects in benefit of the different educational actors. It is elaborated in the search of techniques directed to the acquisition of knowledge of all kinds of people who want to innovate and enrich more the cognitive part. The not inclusion of this part in the formulation of the problem can leave the investigator with an unimportant problem: the search for useless data. The lesson plan must be reinforced continually, in order to the learners can have a defense in life, not only the fact that they can speak and write a language correctly, according to the grammatical structure of the second language, as new strategies must be implemented, so the quality of the second language can be improved in the students.

Additionally, there exists two types of methodological approaches, the quantitative and the qualitative. The research approach used in the present paper is the qualitative, because it allows to obtain descriptive results of the observations of the students' behavior, the characteristics, and factors, through procedures and other variables of phenome and facts; also, this is possible through the collection of data, discovery of facts, and analyze

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phenomenon; although, it does not propose the search of actions that help and transform the reality inside the context of the educative community.

3.1 Research Approach

In this study, the approach is developed in the mark of the naturalist paradigm with a focus of the qualitative being flexible, assuming a dynamic reality. Therefore, there exists a permanent interaction between the observation and interpretation, allowing the use of techniques in order to collect data. According to Barrantes (2018), some of the characteristics of the naturalist paradigm are classified in the following way, it is interested in the notions of comprehension, meaning, and action; it is dynamic, multiple, well-built and divergent.

Moreover, the investigation has mentioned some points, so it has characteristics of the naturalist paradigm. This approach looks for generating or discovering theories. Also, it puts emphasis in the deepest and the analysis is not translated into mathematical terms. The field work consists on an intense participation in large time stages with the subjects of study (intermediate students, in this case) and requires a detail register of all the events, due to the analysis competition.

In the qualitative approach, the problem is observed, and it is susceptible to modifications over the running, where the field work implies to have a close up with the environment, the place, and the subjects; allowing the subjects to contribute with additional data collection to verify the investigation. Meanwhile, it has to be used trustworthy instruments to sustain the objectives and variables through their application.

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The present investigation is made from the qualitative approach. This kind of investigation does not look to prove theories or hypothesis, but to explain the reasons of the behavior. That is why the social interaction, the phenomenology and hermeneutics are the basis to try to understand the human behavior. Also, it is mandatory to remember that phenomenology aspires to the deep knowledge of the phenomena and the hermeneutics tries to explain the relationship between the facts and the context. In fact, the qualitative approach makes an observation of reduced groups, makes the studies in a small scale. This research is related with phenomenology due to the fact that is directed to analyze and study the intermediate students' behavior during the second quarter of 2018, the way how the method and activities applied in the classroom had an effect on them, and also the influence of the investigation on the students.

This investigation is merely qualitative because it picked up all the data, opinions, points of view, and thoughts from the research subjects, in this case the intermediate students and three teachers from the Angloamerican Institute of Languages. Likewise, an adequate construction of the instruments was applied, so it helped with the investigation to reach the necessary reciprocation between facts and theories. Then, the researcher proceeded to interpret all the information and discovered patterns from the application of the instruments. In the present investigation, it was necessary the data collection to know if the methods worked or not, how the students felt and thought about the application of the activities, and finally the point of view of the teachers concerning the method applied in the intermediate students.

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3.2 Research Method

It is necessary to explain the method used in order to obtain all the information to solve the interrogate of the study. Moreover, the instruments used in the investigation were an interview, observation of the students during classes with the main purpose of obtaining real information. In addition, the instruments already chosen to obtain the results from the investigation, are basic elements from the qualitative method and linked with the Action Research Process, that actually is a process carried out by a single person. In this scenario, the teacher is the person who carries out the investigation and shares the interest in a problem with other teachers in the teaching center.

The method or design, according to Hernandez et. al. (2014), refers to the plan or strategy conceived to obtain the information wished with the objective of solving the approach of the problem. The method is selected based on the problem about to be solved, the objectives, time, and even the budget destined to the investigation. It is indispensable to describe each step of the design and how it is going to be used in the investigation.

Each approach has their own designs or methods already established, so it is incorrect mix them. By the same token, according to Sagot (2000), the Action Research consists in seven steps which become an endless circle for the inquiring teacher. The seven steps are: selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking informed action.

Indeed, teachers can find three purposes in the Action Research, which a teacher gets involved, also with other teachers who have the same concern and want to achieve a common objective. In order to reach the goals or purposes already exposed, the teacher can

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make use the reflective practitioner by the use of the Action Research to make a continuous progress to develop the straights, also including grow, but making a personal commitment.

This research is based on the Action Research because the researcher can make possible the improvement of the good behavior and is binding between the theories applied with the intermediate students and the practices carried out with them at class. Moreover, the results need to show the productivity of the investigation during the development of the strategies. If teacher applies building professional cultures the teacher empowers the students to feel passion and love for what they do; in this investigation, for example, the passion and love for learning the English language, allow to implement this point, so the learners also can even share what they learn in class.

Many people question the use of the Action Research, but there exist many reasons to implement it and the most important reasons are the professionalize teaching, the enhancement of motivation, and the inefficacy of weary faculty, meet the needs of an increasingly diverse student body, and achieve success with standards-based reforms. As a final point by making progress on schoolwide priorities, the teacher shares the commitment to achieve excellence, for example developing a positive social behavior or excellent scores in all students. All the educative community obtain a compromise and start working to achieve the goal proposed as a priority, so changes and thus to accomplish the task.

3.3 Information Sources

Every investigation requires reliable, real, and valuable information because the writer has to prove the theories and statements depending of the field of study.

Information sources are defined as all the resources that contain formal, informal, written,

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oral, or multimedia information. In addition, they are divided into three types: primary, secondary, and tertiary. All are considered important at the time to carry out an investigation. The primary sources consist in a document or reported by first hand for example autobiographies, diaries, literary works, and interview. The second sources consist in value or discuss the primary source, for example biographies, monographs or research articles. And last, tertiary sources consist in the summary or compilation produced by someone else and they are usually an assemblage of primary and secondary resources. Some examples of tertiary resources are textbooks, dictionaries, guides books and manuals.

Equally important, the data analysis can be defined into three phases: localize, discriminate, and make a selection of the useful information to attend the necessity of data that the writer needs, and in this way to reach the desired objective. Then, in the data analysis the investigator has to read, understand, compare, and evaluate the selected data in order to verify if is coherent, relevant, impartial and enough, and also verify if more information is needed. By the same token, the investigator has to check if the information expresses conclusions or answers to the necessity of the problem pretended to be solved. Together with, the literature review, it starts directly the selection of primary resources, so it also is recommendable to start the selection by consulting one or more experts in the topic and check secondary and tertiary information sources.

Additionally, it is important to take into account that those who elaborated the secondary and tertiary information sources are specialists in the corresponding field of study and take advantage of the data provided. Moreover, it is necessary to appeal straightly to the primary sources and consult with expert people in the study area with the purpose of bringing help and orientation in the topic, authors to localize the primary sources in an easy

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and effective way. On the other hand, to appeal to tertiary resources brings help to find secondary sources and places where to obtain additional information. Also, the literature review is carried out by the information query. In addition, the researcher can consult articles on line that are considered worthy for the investigation.

Finally, in accordance with the already proposed, the subjects in charge of providing the information and that are directly related with the problem about to investigate through interviews and observation, are the intermediate students from the Anglo-American Institute of Languages during the second quarter of 2018. However, the literature review was carried out through the query of the information on internet, as there were also identified other sources of interest such as books and web pages. The on-line articles consulted are those which were considered worthy for the investigation.

In order to choose the correct theories and activities to develop in the investigation, first, the researcher proceeded to make a search in the internet, and read books, articles and others. As primary sources were taken into account, as for example the following authors, as they are pioneers in the field of Assertive Discipline, Marlene and Lee Canter, who established and developed a model of discipline in the classrooms based on the fact that the rules have to be clear, as same as the punishments for misbehavior. Also, Sun, R. C. F and Shek, D. T. L wrote about the common disruptive behaviors in the classroom and how to identify them. Pila Chipugsi, J, designed a guide of motivational strategies in order to teachers use it in the class. W. Santrock J, wrote about the behavioral modelers of discipline. Vaello Orts believed that students have a natural motivation and teachers have to learn how to work with that motivation. Likewise, Pimienta Prieto J, Technique what I see, what I don't see, what do I infer? consists in the following: this strategy allows to discover

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the relationships that exist in the part of everything from a critical, creative, and hypothetic reasoning. As secondary resources, it was taken into account José Antonio García Higuera, the basic rules to practice assertiveness consists on learning techniques and rules well-learned to apply assertiveness correctly. In essence, all the mentioned authors and theories were considered to carry put the present investigation.

3.4 Analysis Categories

Before elaborating any work of the investigative type, it is crucial to take into account the steps to make during the whole inquiry about the proposed project with the purpose that the investigation has much more credibility in regards to the final results. According to Barrantes (2007), “The descriptive studies look for specify the properties, characteristics and the important profiles of people, groups, communities or any other phenomenon that is submitted to an analysis.” The primordial basis of this kind of investigation is based on collecting data in order to analyze them and allow to emit, at the end, a serial of results, where the researcher gives recommendations from it.

Similarly, there exist some instruments used to pick up all the data, for example the observation, videos, and bibliographies; in this particular case, the technique of elaboration of the instruments. The main idea is to get practical and trustworthy first hand information. Indeed, it is necessary to watch and analyze the students’ behavior, if there are or not changes, and finally the conclusions about the study.

In the case of the analysis categories (derived from the content of each specific objective), only it is made a conceptual definition in the light of the theoretical line that is assumed in order to the investigative action. Thanks to these definitions, the items are

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elaborated with more precision. Equally important, before elaborating any document of the investigative type, it is important to take into account the steps to take during the whole elaboration or inquiry about the project proposed; as a result, to elaborate it with the purpose that the investigation has much more credibility regarding to the final results.

This research uses categories because it is a fundamental way to identify, classify, and have clear the terms and population of the investigation, to not make misunderstandings with the population under study. On the other hand, this investigation, in its whole is qualitative, so it includes categories. The categories in this work are the basic classifications of conceptualization, and refer to different kinds of objects. The researcher can say something specifically mentioned as a guide to find answers and describe the content of the research.

The categories used in the investigation were the intermediate students, making reference to the subject of the study in the present investigation. Intermediate students used as a synonymous of the intermediate students in order not to make too much emphasis on that keyword. Assertive discipline is the method used to emend the discipline and behavior of the students; also, it is the theory applied and described in the investigation. Positive behavior as the description of the behavior desired in the classroom and all the positive changes in the students, as well as a way to encourage good behavior. Misbehavior is the conduct found in the students during the English class, all the patterns and undesirable actions in the classroom. Finally, teachers are the people who teach the students, providing a guide, knowledge, support and understanding to the students.

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3.5 Data Collection Instruments

In order to collect data, the researcher needs to select the most suitable instruments, which allow her to obtain information from the group under study. In this paragraph, the process of validation of data is synthesized in order to corroborate the questions formulated in the instruments, applied to fifteen students at the Anglo-American Institute of Languages during the second quarter of 2018.

3.5.1 Observation

With this instrument, the researcher was able to observe the behavior of the intermediate students during the investigation; through a sheet used in three times, with the purpose of observing the conduct of the students before, during, and after the application of the Assertive Discipline Method. The application of the observations was done on Saturdays June 09th, 16th, and 30th, 2018.

3.5.2 Interview

Through the use of this instrument, the researcher made three interviews to the students to find opinions and points of view from the learners. The application of the interviews was done on Saturdays June 09th, 16th, and 30th, 2018. With the first interview, the researcher knew what conducts made students felt uncomfortable with their classmates and what reaction they expected from the teacher. In the second interview, the researcher collected information about the techniques used in the classroom, if they noticed any changes, and the participation of the students in each activity. Finally, in the third interview, the researcher discovered if the techniques used worked, the changes on the behavior of the students, what kind of changes, and the feeling of the learners after the

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activities. The questions made for the intermediate students were done and contained words related with the vocabulary of the students; in means, it not so technical words as to the intermediate students could understand every question from the interview. In summary, the application of these instruments allowed the investigator to know that all the aspects of the activities applied were covered.

3.5.3 Questionnaire

The questionnaires asked about the phases of the method implemented in the classroom. Three questionnaires were applied on each stage of the investigation in order to establish the activities. They consisted in 5 to 6 questions about the relationship between teachers and their students, also if the teachers made use of the Assertive Discipline, the establishment of rules in the classroom, and the behavior of the students. In the questionnaire participated three teachers, who teach at the Anglo-American Institute of Languages to make the correct validation of data. The application of the questionnaires was done on Saturdays June 09th, 16th, and 30th, 2018.

In conclusion, all the instruments were important and useful in order to obtain important and successful results from this investigation. The collection data are concepts which express a view from the real word and the reality of the intermediate students after, during, and before the application of the activities.

3.6 Collection Data Process and Data Analysis

In a concrete way, the investigator explains how the information was collected and how the data analysis is going to be done. After the application of the instruments, all the process of validation of data is synthesized with the purpose to corroborate the questions

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formulated in the instruments. The data analysis from the results of the questionnaires and interviews applied to the sample of study is detailed in tables and figures, besides an analysis of them. The information is presented in charts, chronic and for the most comprehension in figures, taking as a sample a total of fifteen students from the Angloamerican Institute of Languages.

Furthermore, the first set of instruments was applied on Saturday, June 16th, 2018; so, the questionnaires were delivered to the teachers at the Anglo-American Institute of Languages, in order to they have time to answer all the questions, and then the researcher picked up the papers. With the students' interview, it was done in an open way and it was divided into two groups of students, with the purpose of evacuating doubts in case any student had one. Finally, with the observation, the investigator observed the students' behavior and made the corresponding notes of the first observation.

The second set of instruments was applied on Saturday, June 23rd, 2018. Again, the questionnaires were delivered to the two teachers who answered the first questionnaire; the researcher asked some questions from the teachers and finally picked up the papers. As well, the researcher repeated the same method with the second interview with the students, and then, made the second observation.

Finally, the third set of instruments was applied on Saturday, June 30th, 2018. In the same way as in the mentioned applications of the instruments, the questionnaires were delivered to the teachers, and the interview with the students was applied in the same way as the other instruments, so as the application of the Qualification Scale for students. In addition, the last observation was made, and the researcher took the final notes for the last observation.

Chapter IV

Data Analysis

In this chapter, all the data obtained from the application of the instruments must be analyzed in order to get results that indicate if the activities applied in the classroom worked and how they did it. Moreover, the data from the instruments are going to be explained and organized to show the results obtained during the application. Similarly, the information from the results of the questionnaires, interviews, and observations applied to the study participants is detailed through charts and figures, along with their respective analysis. The data is presented in charts and for its better comprehension in figures, where there was evaluated a sample a total of fifteen intermediate students and three teachers from the Anglo-American Institute of Languages during the second quarter of 2018.

4.1 Analysis and Interpretation of the Results

Once the collection of data and the application of the instruments is finished, the researcher has to make the analysis and the interpretation of the information obtained in order to answer the questions already stated in the investigation. After obtaining the results and data of the instruments, the next step is to tabulate them to reflect the results of the instruments applied.

4.1.1. Observation

The direct observation of the phenomenon under study is a technique really objective of data collection due to the observation allows to obtain information and it is independent from the capacity and veracity of the people about to study. For this investigation, the researcher applied three observations before, during, and after the application of the strategies in order to know deeply and from first-hand, the information gathered from the

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application, in the same way, about the behavior of the intermediate students during the investigation. The investigator found something wrong in the classroom, a serial of misbehaviors and indiscipline during the English classes and started thinking to apply any method of activities in order to correct those conducts. That was the initial impulse to carry out the present investigation.

4.1.1.1 Observation Number One

The observation sheets used as instrument contained various specific points related with the behavior observed before and during the English class. The first observation took place on Saturday, June 16th, 2018. The observation lasted the two hours of class at the Anglo-American Institute of Languages and in that time, the investigator observed fifteen intermediate students. The objective of this investigation was to identify the misbehavior in the intermediate students at this institution.

In the first observation, the identification of the following conducts was made, the most common pattern in the classroom, what kind of punishments were used for misbehavior, if students paid attention to their teacher, if the repetition of class rules was necessary. The students asked why the researcher was taking notes every time misbehavior was identified, so the researcher answered that she was taking notes in order to obtain information for an investigation about Assertive Discipline and to know what activities could be brought to the classroom to fix the indiscipline of the students. They were agreed with the observation and at the end of the class, the investigator asked if they felt uncomfortable and they said no, and they had expectations about the activities that ~~about~~ could be brought to the class.

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The results of this observation were the following; the constant talking between students interrupted the class and they looked like they were not listening to the teacher when she asked for silence because they ignored her when she spoke. Mockery in the classroom and the low tolerance to the pronunciation mistakes of others made a terrible environment in class, because they wanted to avoid the classmates' mockery that made students not to participate in the oral activities and the class was stuck many times because of that. Students complained a lot about the activities or topics seen in class. The teacher made a great effort to get the students to read the readings and paragraphs of the book. Also, students did not listen to the teachers' instructions and sometimes she had to talk in a loud and rude tone of voice to catch the students' attention. Indeed, the students asked several times what exercises they had to do in the book because they did not pay attention to the teacher's instructions.

The punishments applied most of the times were oral scolds, repetitive indications and instructions, and even class mirroring. Moreover, students repeatedly made fun of the pronunciation of their other classmates, they feigned about the teachers' indications, or when she remembered them the class rules. Also, they were constantly messaging with their cellphones, did not make the exercises, talked a lot in class, and did not asked for permission to go to the restroom. To conclude, the lesson plan did not run freely, because all the times the teacher tried to catch the students' attention, and also students talked a lot in class, and the teacher had to ask for silence in repetitive times.

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4.1.1.2 Observation Number Two

In the second observation, the points observed were if the strategies had effect on the reinforcement of positive behavior, tolerance, and acceptance of the strategies, the feedback received by students, the influence of the teacher in the students and the involvement of students in the strategies. The second observation took place on Saturday, June 23rd, 2018, during the two hours of class at the Anglo-American Institute of Languages. The objective of this observation was to identify the behavior of the fifteen intermediate students of Anglo-American Institute of Languages during the application of strategies.

The application of the strategies in the classroom was having a positive effect in the students, as the misbehavior seen in the previous observation decreased and students were more tolerant with others during the oral activities, since they did not laugh while others read or asked about any doubt during the class. Furthermore, the mockery disappeared, and students helped among themselves and worked in groups; something that the teacher never had accomplished because of the chaos that way of working provoked. Only one student did not participate in the activities.

During the observation, the students noticed the notes taken during the classes, and finally asked what the observer was writing and what the observation was about. As a result of this observation, it was concluded that students were willing to participate and collaborate in all the activities and speak less with others in order to get an award or a sticker with a smiling face in the good behavior chart, but if they had any indiscipline act,

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they received a sad face. Specifically, with this behavior modifier, students were very enthusiastic because they wanted to get a smiling face in the chart glued in the classroom.

In this observation the students realized again that the researcher was taking notes, so the misbehavior decreased a little, and even started to ask for permission to go to the restroom, something that they did not use to do, and also the use of cellphones decreased, and students were more willing to pay attention, allowing the lesson plan and the class to run freely. After the activities, students also had good acceptance and participation in the classroom and the exercises provided by the professor. Even they also asked for more activities due to the fact that they felt the activities helped them to bond with the rest of the classmates and the activities strengthened the relationship within them.

One student said even that the undisciplined students needed to be busy in the class, so they could not disturb others and speak less. As feedback for all the activities, the students received notes with motivational messages from the teacher, such as “Job well done!,” “Keep on keeping on,” “Motivation is a state of the mind,” “Be proud of yourself for hard you’re working,” and of course the smiling face in the chart in the classroom. Students liked a lot the chart, so they tried to always have a smiling face on it. This made a positive and excellent effect on students because they wanted to get an award and positive feedback. Eventually, the influence of the teacher was good, as the teacher and students worked together, and the discipline was being emended in the classroom. Students listened to the teacher instructions and pieces of advices in order to get a good environment in the classroom and make students get along to achieve the main goal of all of them, learning English and obtaining a degree.

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4.1.1.3 Observation Number Three

The last observation was carried out on Saturday, June 30th, 2018, during the two hours of class at the Anglo-American Institute of Languages with fifteen students of Intermediate Level. In the last observation, the researcher observed how the behavior of the students was after the application of the strategies, if the Assertive Discipline worked to reinforce positive behavior, if the misbehavior decreased in the classroom, and finally if students had more self-esteem and tolerance towards others.

As consequence of the results from the third observation, it was denoted that the intermediate students spoke less in class, their use of the cellphones was null, they paid more attention, they were more tolerant to others' oral mistakes and did not make jokes about that. They greeted when entering the classroom, and they say good bye when leaving. The assertive Discipline Method did work, as students had a more positive attitude in the classroom such as helping other classmates, they did not mock their peers in the class, instead of making jokes they helped their classmates with the pronunciation of words of phrases, they raised the hand in order to speak, the class was less interrupted because the students did not talk as much as they did during the first observation. Also, they spoke less in class and paid more attention to the teacher.

Additionally, now the students are more respectful, mockery has decreased, they think before acting, and also they adulate and congratulate others by the goals achieved. The misbehavior decreased considerably. The bullying presented in the classroom also had decreased and students now act positively and the relationship among them is respectfully, friendly, and cordial. Also, now they are more patient.

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Finally, the students said that the method worked and had a positive effect in them. Now they felt more confident, mature, and have more interest in learning English than before. In addition, they feel more comfortable at the time of making oral activities, such as reading out loud or role-play, because now none of the classmates laugh when they make a mistake in the pronunciation of a word. Likewise, now they feel more confident when doing the final project, which consists in a speech from a free topic previously chosen by the students. In conclusion, students now have a very positive attitude and that is it reflected during the classes, they looked more confident, asked more when they had a question about any topic or exercise, or the pronunciation of a word, something that they did not do before the implementation of the activities.

4.1.2 Interview

After the observations were made, the researcher designed three interviews in order to collect data before, during, and after the application of the Assertive Discipline Method and the activities. The interview was made with the purpose of getting firsthand information; understand why the students were undisciplined in the class, and the most important aspect, the feelings of the students in regard to the misbehavior of others.

In the three interviews applied, the investigator asked the students different questions after the before, during, and after the application of the activities in the classroom. With the interview, the researcher was able to know directly the different opinions of the learners, since a total of fifteen intermediate students were interviewed, with ages between the fifteen and eighteen years old, in a group interview made by the researcher of the investigation.

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4.1.2.1 Interview Number One

The first interview took place on Saturday June 16th, 2018, at Anglo-American Institute of Languages. The intermediate students were interviewed, in a collective way, as they were divided into three groups of five students, so the researcher was sat down with one group at the time. The objective of the first interview was to know students' point of view about misbehavior in the classroom.

The questions asked, were the following. What behavior makes you feel uncomfortable during the English class? The most common answer was the bullying in the classroom. In the second place the constant interruptions when others spoke when teacher was explaining a topic, and then, when somebody mispronounced a word and the problem students laughed about other classmates or, at the time, of presenting a speech, as they did not shut up or mocked others. Students felt some the presence of bullying in the classroom, and this made them felt uncomfortable, because of two main reasons; they were not held in the bullying attitudes, and they really wanted to learn English in a correct way.

The second question of the interview was, how do you expect your teacher to act when there is indiscipline in the classroom? The students answered that the teacher must ask for respect in the classroom, apply punishments and talk with the student or students who misbehave to correct their conducts. Also, they thought that the students who misbehave must not be in the classroom, because if they do not want to learn English, it is better that they do not come back to classes, so those who really want to learn and take advantage of the class and the teacher be the ones there.

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In the third question, do you feel threatened by your classmates' behavior? In their majority, they answered that no, because they did not pay attention what others did during classes, and if they did not have attention, eventually they will be tired of the bad behavior. Moreover, in the fourth question, why do you think you classmates have that behavior? The majority thinks that is because of family problems followed by the thought of catching another's attention or making others laugh, and maybe others just followed the pattern and laughed about the bad actions in order to be accepted. Indeed, they thought they were not interested in the class and got bored. For this question only one student answered that he did not think that there were any indiscipline issues in the classroom. According to the students those behaviors are normal in students.

In the fifth question, have you ever misbehaved during class any time? Most of the students stated that they did not misbehave during class, but some of them did misbehave in order to be included in the environment of the high school or to avoid bullying. In the last question of this first interview, what punishment have you had when you misbehaved? The most common punishments were clean windows; go out from the classroom, be scolded by the teacher in charge and pick up trash from the high school. For this question two students answered they never had a punishment for misbehaving because they never did.

As a conclusion, the researcher realized from reading their the answers of the interview applied to the intermediate students that there was a pattern of misbehavior and bullying in class and the need of help so there it could a difference and a change of behavior in the classroom, especially for those students who really wanted to learn English.

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4.1.2.2 Interview Number Two

The second interview took place on Saturday June, 23rd, 2018, at Anglo-American Institute of Languages. Nine of the intermediate students were interviewed, and again the application of the interview was in a collective way, as it was divided into two groups of five and four students; so, the researcher sat down with each group. In this day, six students did not go to class because of personal reasons and a dentist's appointment. The objective of such an interview was to know the students' point of view about the activities applied in class.

This interview consisted of six questions and was applied in-group, as the first one. The first question was, how do you feel about the activities applied in class? Do you think they have a positive effect on your classmates? They felt good about the activities, as well as a positive change in the classroom and the problem students were behaving in a better way, the use of cellphones decreased in the class, and now students asked for permission for going out the classroom. In addition, they felt the strategies had a positive impact and effect on the students.

In the second question, have you participated in all the activities? The answer was affirmative in almost all the interviews. The participation of the students was the expected. However, only one student answered that he did not participate in some of the activities, only in the behavior modifier, and that he did not accept the feedback cards provided by the teacher because he felt that he did not need or want any award for an adequate behavior. He said that he just participated in the behavior modifier and for him that was enough.

The third question, do you feel your teacher has a positive influence on you due to the use of the activities to reinforce discipline? All the students answered yes, besides they

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thought that the teacher made a good work with the implementation of the activities and the teacher made a good change and difference in class. In the fourth question was, did you have a good relationship with your classmates after the activities? They thought think that after the activities the problem students had a better behavior, were more disciplined and more respectful with the teacher. Moreover, the relationship among the intermediate students and the teacher increased and they became kinder and less rude. Then, they said that now students showed more interest in the class, and that was is the reason why they were establishing a good relationship.

The fifth question was, do you think that positive behavior has increased in the classroom after the activities? Students answered yes and also added that they felt more comfortable in the classroom, as the environment was cordial and respectful. In the last question of the second interview, how do you feel with the feedback you teacher gives to you? They answered that they felt good, safe, motivated, respected, and that this was really important to them to improve. They never received any feedback from another teacher, only in English classes and they felt happy and important for that.

Furthermore, it can be stated that students now felt confident to approach the main goal of the course and free of asking whatever they needed during English classes. Also, they said that the feedback was important and interesting, since in that way they could know what the teacher thought about them. Moreover, feedback was a motivation to continue and give the 100% in all the classes. Finally, the researcher saw a change in the misbehavior, the participation and motivation of the students towards the strategies, and even the intermediate students were noticing a change in the behavior.

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4.1.2.3 Interview Number Three

The third interview took place on Saturday June 30th, 2018, at the Anglo-American Institute of Languages. The intermediate students were interviewed, and as in the previous interviews, this one was done in a collective way, since the students were divided into two groups of three, so the researcher sat down with each group. In addition, in this instrument participated only six students due to most of them were out of the city because of the mid-year vacations according to the justification received from the Principal's Office. The instrument's objective was to know students' points of view about the behavior of their classmates after the activities applied in class.

The first question was, how do you feel after the application of activities in the classroom? The students answered that they felt good, comfortable, and more respected by the problem students, due to they did not mock others during the different situations presented in the classroom. Now they felt "free," to ask questions without the fear of being a target of jokes or that their classmates thought they were asking ridiculous or foolish questions. Additionally, they felt confident when doing oral activities in the classroom. Also, they wrote that the whole group helped with the positive changes in the class. They felt calm and confident.

The second question, what are the changes that you think were made in your classmates? Students said they noticed many more changes, such as less talking in class, less mockery, and less mean jokes about others and the way how they pronounced words. In addition, they stated that they were more aware of their process for learning a new language and that they must not make jokes about the pronunciation of words or phrases.

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Moreover, they thought the good behavior improved in class, as the misbehaving students paid more attention to the class. The attitude had changed, as now the respect and tolerance were a must in the classroom; besides, the friendship had flourished among between the students, and they even, for example, ate at McDonald's together, and at the time of the interview, they were planning going to the cinema. Similarly, students wanted to do a meal including all the classmates and teacher, and every one would bring something to eat and share with the others.

In the third question, do you think your classmates really changed their misbehavior during the course? Students thought the most remarkable change was the decreased of jokes and mockery. Another important change was that the students did not laugh when someone mispronounced a word or a phrase during the class. As a change, they considered the decrease of whispering and the use of the cellphones during classes, which for them, was an undesirable practice. Equally, harmony was observed in the class, so the students could now concentrate in the exercises in a quieter environment.

In the fourth question, do you think misbehavior decreased in the class? Students believed that misbehavior and bullying really had decreased in the classroom, and the good manners such as saying Good morning! and ask for permission to go to the restroom, increased. Also, the jokes and mockery almost disappeared. In the fifth question, were all the activities good enough to decrease bad behavior in class and why? Students answered that they felt a decrease in the misbehavior, and they also they were happy, because now they took more advantage of the classes and made more questions or clear doubts without feeling ashamed. Furthermore, they felt that misbehavior really disappeared, as the students were ~~are~~ more discipline, they concentrated on the task, paid attention, and there were less

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interruptions. Students felt good with the activities and thought that they helped them a lot to fix misbehavior and bullying in the classroom. They felt very identified with the behavior modifier and all the feedback provided by the teacher. They wanted more activities like those in class. To summarize, with the results of this interview the investigator realized the changes made in the classroom and in the behavior of the intermediate students, since they had an adequate discipline during the English classes, and took advantage of time in class.

4.1.3 Questionnaire

In the application of the questionnaires participated two teachers at the Anglo-American Institute of Languages. One of the teachers had in charge a beginners group, and the other one had an intermediate group. Both of them have wide experience in teaching English at the institute and had to manage misbehavior in class during their classes. The researcher applied three questionnaires to the teachers, that is one before, one during, and one after the application of the Assertive Discipline Method in the intermediate students' class, in order to know the opinion of the teachers and their experiences in teaching.

4.1.3.1 Questionnaire Number One

The first questionnaire took place on Saturday June 16th, 2018. The questionnaire was applied to two teachers at the Anglo-American Institute of Languages, who have taught there for two years, and that are currently teaching beginner and intermediate students. The objective of the first questionnaire was knowing the teachers' point of view about misbehavior in the classroom. In the first question, what kind of misbehavior you have seen in the classroom? The teachers answered that the most common behavior of the students

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was talking and whispering in class, as this triggered constant interruptions in the class and the lesson plan. Also, the use of cellphones to chat or check Facebook was another issue.

In the second question, what punishments have you applied in situations of misbehavior? The teachers agreed in asking for silence and change students from their seats. Another punishment was to ask the students to clean the classroom or the windows after the class was over; as well as arrange the desks and pick up the trash. In the third question, have you identified problem students? Professors said yes, one in the beginners group and three in the intermediate group. They identified the students who misbehaved through the constant acts of indiscipline, such as endless speaking in the class, interruptions or annoying phrases. The teacher of the intermediate group said one of the students tended to imitate other's words, including the teacher when she was teaching or giving indications.

In the fourth question, have you ever used Assertive Discipline Strategies with the students who misbehaved? The teacher of the beginner group said yes, only because she has a problem student in the class and she has applied assertiveness with him. The teacher of the intermediate group said that she never has applied assertiveness in the classroom, so she preferred to apply punishments already mentioned in the classroom. In the fifth question, have you set rules in the classroom? Do the students follow the rules? Both teachers answered that they applied rules in the classroom and established them in the first day of class. Some rules are to avoid the use of cellphones unless an emergency is presented, asking for permission to go to the restroom, raise the hand to speak in class, do not interrupt others when talking, do not arrive late to class, bring homework, and bring the materials needed in class. But most of the students did not follow rules.

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In the sixth question, do you consider that do you have a good relationship with your students? The teachers answered yes; they have a good relationship with the learners, and they make activities to establish a connection with their students, like watch a movie once in the course or participate in the activities with them.

At the end of this questionnaire, both teachers show interest in applying some of the Assertive Discipline Method activities in their classroom, in order to modify the behavior of the students and motivate them to have a good behavior, as well as having some fun in class and with their students, so they can help each other without making mocking others, said the teacher of intermediate level.

4.1.3.2 Questionnaire Number Two

The objective of the second questionnaire was to know the teachers' point of view about the strategies applied in class. The second questionnaire was applied on Saturday, June 23rd, 2018, in the Anglo-American Institute of Languages, with the same two teachers from the previous one. In the first question, do you feel a decrease in misbehavior after the application of the strategies? The teachers told the researcher that effectively the misbehavior had decreased, and the application of strategies helped a lot in the behavior of the students, and that they felt that the misbehaving students were now more interested in the class.

In the second question, were the students willing to participate in the activities? The teacher of the beginner level group answered yes, and that it was incredible to watch the participation and collaboration of the students, because in the past it was difficult for the teacher to make the entire classroom to participate in the activities and some of them even

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complain about the activities or just do not want to do anything in class. Moreover, the teacher of the intermediate group said yes as well, since she was stunned about seeing the participation of the learners and that they did not complain about collaborating in each activity and seeing the positive acceptance of the feedback provided.

In the third question, has the relationship among the teacher and the students improved? Both teachers said that a good relationship was established since the first day of class; moreover, some situations or scolding can make the relationship to decrease. Nevertheless, after the strategies were applied, the relationship among the students and the teacher was great and cordial.

Besides in the fourth question, have the students had a good acceptance of the activities and do they complain about the activities? The professors answered in a positive way, and that the collaboration and participation of the students was great, and they asked for more activities in order to establish laws of coexistence, ties of friendship, and bring together the students. Also, the collaboration after the strategies was amazing, because always it was hard for teachers to make and achieve the participation of the whole class in all the activities.

In question fifth, have the strategies had positive behavior reinforcement in the discipline of the classroom? Teachers said that strategies helped with the reinforcement of the behavior; as the students were now focused on the process of learning and were more involved in achieving successfully each level. Finally, the mockery and jokes decreased and instead of that, students offered to help to others and did not make fun of the mispronunciation of their classmates anymore.

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For both teachers, eradicating mockery and bullying from the classroom was a big step in order to get neat, respectful, and tolerant students, due to the classes would run freely without interruptions in the lesson plan, and students could take advantage of the class and feel more secure when asking a question, allowing a great learning and improvement of the oral skills. This because now they had a great advantage that is that the students were not mocking from others and were free of making mistakes without feeling ashamed or afraid. Finally, the results of this questionnaire were satisfactory because the strategies started to have a positive effect in the intermediate students and the teachers were noticing it, also the strategies were working and fixing the misbehavior patterns.

4.1.3.3 Questionnaire Number Three

The third questionnaire took place on Saturday, June 30th, 2018 in the Anglo-American Institute of Languages. It was completed by the same three teachers from the first and second questionnaire because they knew the process of the application of the method. The objective of the third questionnaire was to know the teachers' point of view about the behavior of their students after the activities were applied in class.

The first question, what is your general opinion after the application of Assertive Discipline activities in the classroom? Both teachers noticed a change in the conducts of the students, especially in the use of behavior modelers and the motivational feedback. Another change noticed was the decrease of whispering and talking in class, as well as the interest of the students in the subject and learning English. For the beginner teacher, Assertive Discipline is a useful tool with many strategies to apply in the classroom, and thus obtaining great results without making threats, intimidate or yell at them.

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Moreover, in the second question, have you noticed any changes in the intermediate students? Were they positive or negative? The teachers remarked the good behavior of the students and the changes brought along with the strategies. The bigger change was the decrease of scolding and the repetitive talking during the class. Also, the interest of students for participating in the activities. Then, students followed the class' rules and were more polite and behaved better.

In the third question, do you feel that students now have more tolerance towards others? The professors answered in a positive way. They said that students now were more careful about their actions and thought before they did or said something. Now the students were more tolerant towards the mispronunciation of words or phrases and did not make mockery of the accent of others. In addition, they were more cooperative with their classmates and helped them.

In the fourth question, do the students act more assertively after the activities developed? The teachers indicated that they have seen a change in the way how students treated each other and did not mock others. Now they even went out together and made plans with others to go to the cinema or play soccer. Finally, in the fifth question, has the misbehavior increased or decreased in the classroom? The teachers answered that effectively the misbehavior had decreased and now the indiscipline was almost null, due to students now were more interested in paying attention in classes, and improving their learning of the second language. Additionally, the good relationship among the learners has improved considerably and they were not rudeness anymore.

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Students now behaved, paid more attention in the class, asked questions without any fear or shyness, and were willing to participate more in oral activities, and that they had heard them talking in English and practicing words and phrases in the hall of the Institute. Also, the relationship each other increased and they did not make jokes about their classmates and helped them to do the homework and exercises assigned by the teacher. As a result, after the application of the strategies and activities with intermediate students, the teachers who answered the questionnaire agreed with the positive changes in the learners, their interest in the class, the environment and the cordiality among them. Another positive change was the fact that the scolds from the teacher decreased and were less repetitive in during the development of the class, which allowed that the lesson plan ran freely without any inconvenient.

4.1.4 Comparative Charts per Sets of Instruments

In this section of the document, the reader will find comparative charts for each of the instruments applied with the purpose of getting a better interpretation, observation, and analysis of all of them together. For the different instruments applied, the investigator tabulated and classified the information provided in order to make visible the different results. The comparative charts specify the existing links between the different data, the discovery of similarities and differences among the diverse elements from the analysis and observation in an easier way for its understanding. These comparative charts also allow the reader to find the data with the date of the application, in order to compare the different reactions and behaviors of the intermediate students and the teachers who participated in the application of the instruments, the observations made by the researcher.

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4.1.4.1 Comparative Chart: Observations

The observations before, during, and after the application of the Assertive Discipline Method were made to watch and take notes regarding the behavior of the students in the different stages of the investigation in order to have information about the strategies applied in the classroom and know if the strategies worked or not; and finally, to know if the method and activities were successful and improve the behavior and Discipline of the intermediate students.

Comparative Chart of the Observations			
Criteria Observed	Observation 1 Date: Saturday June 09 th , 2018.	Observation 2 Date: Saturday June 16 th , 2018.	Observation 3 Date: Saturday June30 th , 2018.
Common behavior pattern	Talking during the class, jokes about others' pronunciation, low tolerance, students did not listen teacher's instructions	Decrease of talking and mockery	Students did not make jokes or interrupt the class. They were more focused on classes.
Effect of the strategies applied	They participated in the behavior modeler.	They were happy about the feedback provided and were willing to participate in all the activities.	They acted more assertively and thought before acting.
Participation of the students in the activities	Three students did not want to participate in the activities at the beginning.	All the fifteen students participated in the activities, only one of them did not want to get feedback.	They participated in all the activities and now they participated more in class.
Tolerance to others	They did not have tolerance and had constant discussions because of that.	They tolerated others and now they were more patient with others; even, they helped others in case someone needed it.	Tolerance is a must and it is practiced in every class.

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Characteristic behavior	Mockery, bullying, low tolerance, and acceptance.	More tolerance with the classmates; the mockery decreased.	They were assertive and tolerant to others. They apologized when an inappropriate joke was made.
Students' feedback	They did not receive any feedback because of their misbehavior.	They received feedback about their good development in class.	Students received feedback in reward of their good actions and accomplishment of the tasks and exercises made in class.

Source: Researcher's own creation

4.1.4.2 Comparative Chart: Interviews Comparative Charts

With the interviews, the investigator knew the opinion of the intermediate students before, during, and after the activities applied. In the interview for the students, the researcher made use of words according to the vocabulary of the students, so they could understand each. The students did not have any difficulty at the time of answering. Moreover, the investigator made the interviews by dividing the group into sub-groups, so the students could make questions if they had any about the interview. Moreover, investigator could explain each question and what was the interview about, filling out the interview step by step with the intermediate students.

Additionally, the comparative chart represents the participation of the students who felt uncomfortable with the misbehavior in the classroom, the decreased of misbehavior, how many students accepted the feedback; and also, how many of them felt a positive influence from the teacher and the changes in the class during the application of the Assertive Discipline strategies.

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Comparative chart of the interviews:

Criteria Observed	Interview 1 Date: Saturday June 09 th , 2018.	Interview 2 Date: Saturday June 16 th , 2018.	Interview 3 Date: Saturday June 30 th , 2018.
Students felt uncomfortable because of the misbehavior	No, the misbehavior of others was irrelevant for them.	The misbehavior had decreased, so the students felt the same.	Now, misbehavior was null in class.
Participation in all the activities	Three of the students did not want to participate in the activities at the beginning.	All the fifteen students participated in the activities.	Now, they participated freely and with no pressure.
Positive influence of the teacher	The influence of the teacher was tiniest.	They thought the teacher had a good role and had a great influence in their behavior.	The teacher had an excellent role and influenced positively the students.
Changes in the behavior	There were no changes in the misbehavior.	More tolerance and patience. They spoke less during the class and paid more attention.	They were-assertive, tolerant and willing to help others.
Students liked the activities	Not in their majority at the beginning.	Yes, they liked and participated in all the activities.	They felt good and motivated with the activities. They wanted more activities in class.
Students' opinion about the feedback	They did not have any.	They liked it and felt cherished by the teacher.	They felt really great with the feedback. Now, they were more motivated during the class and made an effort to do things better.

Source: Researcher's own creation

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4.1.4.3 Comparative Chart: Questionnaires:

The questionnaires were made with the participation of two teachers at the Anglo-American Institute of Languages; one of them is in charge of a beginner level group and the other is in charge of an intermediate level group. In this chart, it will be visible the opinion of the teachers about the Assertive Discipline Method applied with the intermediate students during the second quarter of 2018. The comparative chart of the questionnaires shows the agreement of the two teachers who answered the questionnaire about misbehavior. One of them never applied the Assertive Discipline Method in the classroom. Although, both of the teachers set rules in the classroom; they said that they maintained a good relationship with students. They said that the participation of the intermediate students was great and unexpected, due to the teachers always had trouble making students participate in activities during the development of the class. Finally, they noticed the positive changes in the class thanks to the use of the Assertive Discipline Method.

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Comparative chart of the questionnaires:

Criteria Observed	Interview 1 Date: Saturday June 09 th , 2018.	Interview 2 Date: Saturday June 16 th , 2018.	Interview 3 Date: Saturday June 30 th , 2018.
Misbehavior identified in the classroom	Both teachers identified misbehavior.	Yes, but it had decreased.	Now, the misbehavior was null.
Use of Assertive Discipline in class	One of them used it, the other teacher did not.	They used it with two problem students, as they were working to decrease indiscipline.	The use of assertiveness was successful, as misbehavior was null, now.
Relationship with the students	Good	Great	Excellent
Acceptance of the activities	Regular	Excellent	Excellent
Students' willingness to participate	Some of them did not want to participate.	All students participated in the activities.	They participated by their own will and did not feel fear or shy.
Assertiveness of the students	They did not act assertively.	The progress was is great, they were trying to act better.	They thought before acting or saying something hurtful or rude. They decreased the jokes about other classmates in class.

Source: Researcher's own creation

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As a conclusion, the application of the instruments was successful and allowed the researcher to tabulate all the information, which had excellent and positive results. Both, teachers and intermediate students felt and saw a big change in class. The students were more motivated with the learning of English, they delivered the homework, and completed the tasks assigned during classes; moreover, they were in a good mood and this built a great environment to learn, as they stopped making jokes or bullying others in the classroom. Consequently, this allowed the lesson plan to run freely without interruptions.

Additionally, the application of the interviews allowed the investigator to know the feelings of the students after the application of the strategies. The majority of the intermediate students felt satisfied with the activities. Also, they believed that the implementation of the activities had improved the behavior of their classmates. For them, the activities provided to class were correct and helped to decrease the misbehavior. After the activities, the students developed a good behavior, and they thought that their classmates were willing to participate in all the activities, even though only one student gave back to the teacher the feedback of personal opinions of the student. Finally, the instruments allowed to know that all the strategies applied during the second quarter of 2018 were worthy and helped the intermediate students to improve their behavior and thus be able to take advantage of the English learning with no shame, pressure, or fear of what their classmates would say about their participation in class.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the conclusion

At the beginning of this investigation, the investigator focused mainly on the misbehavior and indiscipline of the intermediate students at Angloamerican Institute of Languages during the second quarter of 2018. It pretended to not only improve the positive behavior in the classroom, but also to bring strategies to help teachers to who had the necessity of reinforcing good discipline in the class. Indeed, maintaining discipline allowed the teachers to develop profitable and quality lessons to help students in their learning English.

In the present chapter, the conclusions that give an important input after the experience of this investigation are detailed. The realization of this investigation allowed to put in practice the theoretical knowledge already acquired, besides to make use of the tools, which allowed teachers to be facilitators and mediators of learning to find more practical ways to make activities based on the Assertive Discipline, by thinking in the benefit of the students.

Besides, open projects are the best way to build the knowledge of the students and the curiosity of learning another language, as well as the Assertive Discipline, which acts as a mediator between the intelligence and the emotions; the heart and the brain, by helping students to express by themselves. The main objective is that the students can make their own choices, but also learn with responsibility and think before acting. Equally important, the pedagogical mediation in the activities used in the class were made according to the

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contents of the program established at the Angloamerican Institute of Languages, by developing the abilities of the students to take advantage of the English in an oral and written way to achieve a significant learning.

Teachers are always looking for viable alternatives, mostly in the study of a second language, where each student can learn by their own rhythm and style; so, the process of learning can be significant and the student can be interested in the field of study. The interest showed in students to complete the interview was acceptable, so it showed a big motivation to learn English, due to the strategies were flexible and attractive for them. Nevertheless, one of the students in one of the activities did not want to receive the feedback provided by the teacher. However, he participated in the behavior modifier because of the insistence of his classmates. Although, the students told him and tried to convince to participate, the answer was always no. As a conclusion, students enjoyed the application of the activities in the class and the researcher achieved to modify their misbehavior.

5.2 Conclusions

In this section of the chapter, the reader will find the conclusions and goals achieved during the application of the Assertive Discipline Method in intermediate students at Anglo-American Institute of Languages during the second quarter of 2018, for each of the specific objectives set at the beginning of the investigation.

5.2.1 To identify classroom misbehavior patterns as students at Anglo-American Institute of Languages during the second quarter of 2018

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This objective intended to identify the behavior showed by the intermediate students at the Anglo-American Institute of Languages, in order to find strategies, theories, and activities to develop in class with the students and then appoint those which are adaptable to the group of students. Moreover, the investigator made observations to identify closely the behavior during the classes and observed those conducts and worked on them to fix the misbehavior.

The misbehaviors identified during the observation, were conducts such as speaking in class, mockery, whispering, constant interruption to the teacher, and the use of cellphone. In order to disrupt these behaviors, it was implemented the reinforcement of discipline through the use of Assertiveness, which helped intermediate students to fix the indiscipline acts and take advantage of the whole class. Moreover, some other misbehavior patterns, for example, getting up from their desks or going out from the classroom without asking permission that caused constant interruptions during the English class, were corrected through the use of Assertive Discipline methods.

5.2.2 To apply assertive discipline strategies to reinforce positive behavior in students at the Anglo-American Institute of Languages during the second quarter of 2018

The implementation of activities was very important to mend indiscipline, because students had an excellent acceptance of the activities and they felt a change in the classroom, this because the students were more cordial and respectful with their classmates. The participation in all the process was vital to obtain positive results and make the changes desired at the beginning of the investigation. With the application of an interview and an

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observation after using the strategies, it could be verified the success of the implementation and application of those. In addition, the good behavior was visible in the class. Moreover, the students were satisfied with the results of their classmates, as well as with the tolerance and good manners present in the classroom.

Through the application of the strategies, the investigator obtained successful results regarding the discipline of the intermediate students, as she managed to correct students' misbehavior. Now, intermediate students used less the cellphone during English class, they do not make fun or jokes about the way their classmates say words or phrases, asked for permission to go to the restroom, arrived early to class, and the most important change, spoke less during the English class. In this way, they and the teacher learned that the class and the lesson plan can run freely. In addition, the intermediate students made friendships with their classmates, and through the implementation of the strategies, they were more tolerant and patient with others.

Finally, as a result of the application of the Assertive Discipline Methods, the intermediate students learned to act in an assertive way, to think before acting or saying something that will hurt another classmate, to give support to others, and not to make fun when someone did not understand any topic from the lesson, as well as being more humble, honest, and strong human beings.

5.2.3 To evaluate assertive discipline strategies at the Anglo-American Institute of Languages during the second quarter of 2018

After the interview made to the intermediate students, it was concluded that the strategies applied in class worked and had a positive effect in the students who misbehaved.

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Through the evaluation of Assertive Discipline strategies at the Anglo-American Institute of Languages, it was concluded that intermediate students achieved the main goal of the investigation, which was to improve the behavior of the students, and it was achieved through the use of Assertive Discipline methods in the class.

Also, the exercise of tolerance and patience helped the students to act more assertively and to realize when they made a mistake and how to fix it, or offer an apology to their classmates. Mainly important, the researcher found out that the lessons ran freely and both, teachers and intermediate students, took advantage of the classes through the reduction of misbehavior such as whispering, use of the cellphone, constant interruptions, students constantly standing up, mockery, jokes, and the fact that the teacher did not scold any more the intermediate students.

5.3 Restatement of the Research Question

The general objective of the present investigation was to analyze the effect of Positive Behavior as a strategy to improve Assertive Discipline in intermediate students at Anglo-American Institute of Languages during the second quarter of 2018. The objective exceeded from the previous experience of the researcher dealing with discipline issues in class. After an analysis, there was not any similarity with other investigations proposed; therefore, this investigation was innovative, but when the synthesis of the topic was made, it brought a clear notion to the investigation.

The investigation answered the research question through the use of Assertive Discipline strategies to intermediate students. The application of the strategies fulfilled the expectations the researcher had. As an example of the effectiveness of the method applied,

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it can be stated the big change that intermediate students had, as they became friendlier among them, more tolerant and patient, and even they helped each other with the tasks delivered by the teacher. Moreover, they avoided mockery and making jokes in the class, and the use of the cellphone. In addition, they stopped laughing when their classmates were performing an oral presentation or a listen and repeat exercise in class. Consequently, the effect of positive behavior was acceptable and broke the molds of the researcher's expectations. Likewise, the strategies worked and had a good impact on the intermediate students, making really positive changes, even in the attitude of the students, not only in the English class, but also in their daily life.

5.4 Recommendations

After the application of the Assertive Discipline strategies, the researcher recommends the following with the purpose of improving some aspects with the students' methodology and the institute, as well. Most of the students said they learn better say that in learning process for them is easier to learn by doing activities or playing-learning than memorizing, as commonly used in the educational system. The learning by doing gives better results at the time of applying knowledge. The Assertive Discipline helped to elaborate more dynamic and adaptable learning stages.

Indeed, teachers are a model to follow and they make an effort day by day to give the best of them and transmit the passion and talent for teaching, and these characteristics are reflected on the students. Additionally, it is recommended that the teacher must be creative and assertive, and that she/he must organize a favorable medium to the learning process, according to the students' necessities; as well as, an order to develop the topic and

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contents every week. Thus, they have to make a diagnostic test to determinate the profile of the students and the group in general, in order to approach and try to avoid misbehavior in class.

In addition, it is recommended the implementation of the proposal that the teacher as mediator assumes a more dynamic, reflective, and analytical role in pedagogy, taking into account the characteristics, necessities, experiences, and interest of the students and their environment. Similarly, the program of study recognizes the importance of the family and the necessity of work hand by hand with the parents to achieve a favorable environment towards the integral development of the student, with the purpose of having a better communication, make them part of the learning process , and maintain a great relationship when an indiscipline act occurs, and thus the teacher will count with the support of the parents. Also, it is important to keep informed the parents about the activities, progress of the students, grades, and the projects to be done in class, in order to accomplish all the tasks and homework delivered by the teacher and have a cordial relationship with the parents to succeed in the students' learning process.

Moreover, it is recommended to facilitate techniques and data to the teachers with the purpose of providing the students with a better pedagogical mediation when they have a discipline problem, taking into account the necessities and strengths in an individualized way, in order to provide an excellent attention of the problem. It is also recommended that the teacher verifies before evaluating the activities, that the students have finished them and systematize the achievements obtained through the use of techniques and instruments of evaluation. Furthermore, it is mainly important to always provide feedback to the students in order to increase their motivation. Feedback can be both, written on the books or

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notebooks, or make cards with phrases such as “*good job!*” “*keep on!*” “*you can do it!*”, to motivate intermediate students to maintain the adequate discipline.

In addition, it is necessary to carry out participative activities to stimulate games, investigation, experimentation, reflection, creativity, and criticality in the process of English learning, to increase the students’ interest in the development of their creativity and get them engaged in the language and keep motivational phrases in the classroom. Moreover, as a group activity, students can bring phrases to class and glue them on a wall and they can say why they liked that phrase. Coupled with that, the teacher can take some minutes from the class to speak with the students to know their feelings and opinions, and if something is not right with them, the classmates, or the environment of the classroom; as well as, if they have any problem that can infer with the learning process, so the teacher can find a way or a solution to help. It is important to show concern for the students, because a teacher never knows what situation can be happening at home or with the family and students need the support of their teachers.

Responsibility and respect are a must between teachers and students. Another recommendation is to check the homework and projects on the due days stated by the teacher and teach students the responsibility of turning in the works asked. Also, it is important that the teacher and students arrive always on time to class to not delay the beginning of the class. Equally important, teachers always have to show respect for the students and act in an assertive way, that is do not yell at students and do not treat them in a disrespectful or rude way, and always bring a smile to class and show them that they care about the different situations they can face.

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It is recommended to establish a clear set of rules in the classroom to teach a sense of responsibility, making emphasis in avoiding the use of the cellphones, due to that is a big problem, as students do not pay attention because they spent the whole class chatting or watching Facebook. Likewise, teachers have to inculcate manners, as greeting when entering the classroom and say good bye when the class is over; similarly, ask for permission to go to the restroom, because many intermediate students did not do it; they only got up from their seats and left the class without saying anything. Mainly important, the teacher has to practice these manners and remember that there is an imitation pattern of attitudes, so the professor must greet the students when they come into the classroom to start making a pleasant environment.

Finally, when a teacher is assertive with the students, listens to them, and shows concern about their problems and situations, so she/he can achieve a good relationship with them, so it is easier to provide help. Thus, the students will trust the teacher and this makes the environment of the classroom more respectful and tolerant, so the students understand that bullying and mocking is not good for anybody and instead of being funny, they can cause damages in their classmates, affecting their self-esteem and motivation to learn. Similarly, to talk with students makes a significant difference between a teacher who does not care at all of the students, and a teacher who really wants to provide help and knowledge about the students, beyond the English classes.

Likewise, as a recommendation the teachers must arrive early to the institute. Some of the teachers arrived late to classes and this was a bad example for the students.

Additionally, teachers must be responsible and start the lesson on the time stipulated by the

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institute. Teachers cannot ask for responsibility, request modals, or scold learners if they do not accomplish these requirements.

Another recommendation is that the Principal of the Angloamerican Institute of Languages must support the teachers more, because students tend to be absent a lot during the courses, and he justified them, but he does not demand students to commit to the classes, and this creates a gap in the lesson plan and the topic seen in class. The fact that the classes are on Saturday can affect the assistance of the students but it must exist a commitment from the students and the parents at the time of starting any of the courses. Also, the Principal can prevent this absenteeism by scheduling the holidays and mid-year vacations and re-scheduled the classes on these days to prevent the delay of the students in the courses, because after vacations the students come back to class, but they were lost in the topic and it is hard for the professors to update them and this made the responsible students mad and upset because they have to review the subject again, losing time of the class.

In the same manner, there must exist a sign of commitment from the parents in order to establish a contract between the institute, the teachers, students, and parents to prevent absenteeism or when students run away from their classes; establish a link to verify when the students are really absent in order to avoid students from leaving the class and verify when the teacher assigns a homework and that students bring it on the date assigned. Also, the compromise from the teachers of arriving early to class; additionally, a compromise from the professor of not skipping classes in order to achieve a free lesson plan of all the courses and comply with the chronogram successfully and on time; also, with the

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commitment of the teachers, the students can feel the responsibility too, and do not skip the classes and have a constant assistance.

As a conclusion, the recommendations made by the investigator were obtained from the experience during the investigation at the Anglo-American Institute of Languages, as a way of improving the English learning process of the students who go there and give them a quality learning and service. Equally important, to give the learners tools and an excellent English learning, so they can achieve their goals, that is to speak English in a fluent way, get a job, travel to other countries, know other cultures, and even help others with their knowledge of the language, by giving the importance that a second language deserves. In addition, it is necessary the implementation of new educational paradigms and each student can face talking, writing, and listening in the English language, and express their feelings, ideas, and emotions through English in a more natural, fluent way, and they can feel that all the time invested in studies is worth it and opens doors to a new horizons.

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Appendixes**Tribunal Examinador**

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en Enseñanza.

M.s.C. Yanith Delgado Chacón
Tutora

Título Académico y nombre
Lector/Lectora

M.Ed. Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés

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Instruments

Instrument Number 1: Observation I.

Observation time: _____

Objective of the instrument: Identification of misbehavior in the intermediate students of Angloamerican Institute of Languages.

Angloamerican Institute of Languages.
Intermediate Group of Conversational English.

Date: _____

Criteria	Comments
What is the most common pattern of the intermediate students in the classroom during the English class?	
Do the teacher repeat class rules more than 4 times?	
There are any punishments for misbehavior? (If there are, name some of them)	
Does the class run freely as the lesson plan stipule?	
Do students pay attention to teacher indications?	

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Instrument Number 2: Interview.

Questions of the interview:

Students' Interview I.

Objective of the interview: To know students' point of view about misbehavior in the classroom.

Please answer the following questions as much specific and clear as you can.
This interview is confidential and anonymous.

1- What behavior makes you feel uncomfortable during English class?

2- How do you expect your teacher acts when indiscipline is in the classroom? What actions do you think your teacher must take?

3- Do you feel threatened with your classmates' behavior?

4- Why do you think your classmates have that behavior?

5- Have you ever misbehaved at class any time?

6- What punishment have you had when you misbehaved?

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Instrument Number 3

Teachers' Questionnaire I.

Objective of the questionnaire: To know teachers' point of view about misbehavior in the classroom.

Please answer the following questions as much specific and clear as you can.
This interview is confidential and anonymous.

1- What kind of misbehavior you have seen in the classroom?

2- What punishments have you applied in misbehavior situations?

3- Have you identified problem students?

4- Have you ever used Assertive Discipline Strategies with misbehavior students?

5- Have you set rules in the classroom? Do the students carry out the rules?

6- Do you consider that do you have a good relationship with your students?

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Instrument Number 4

Observation Number II.

Angloamerican Institute of Languages.

Intermediate Group of Conversational English.

Date: _____

Objective of the instrument: Identification of the behavior during the application of strategies in the intermediate students of Angloamerican Institute of Languages.

Criteria	Notes
Are the strategies having effect on the reinforce of positive behavior?	
How is the accepted and tolerance of the intermediate students towards the strategies?	
Do the students participate and collaborate in the strategies?	
Are the intermediate students receiving feedback?	
Is the teacher influencing positively the intermediate students?	

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Instrument Number 5

Students' Interview II

Objective of the interview: To know students' point of view about the activities applied in class.

Please answer the following questions as much specific and clear as you can.
This interview is confidential and anonymous.

- 1- How do you feel with the activities applied in class? Do you think they have a positive effect with your classmates?

- 2- Have you participated in all the activities?

- 3- Do you feel your teacher have a positive influence on you through the use of the activities to reinforce discipline?

- 4- Are you having a good relationship with your classmates after the activities?

- 5- Do you think that positive behavior has increase in the classroom after the activities?

- 6- How do you feel with the feedback your teacher gives to you?

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Instrument Number 6

Teachers' Questionnaire II.

Objective of the questionnaire: To know teachers' point of view about the strategies applied in class.

Please answer the following questions as much specific and clear as you can.
This interview is confidential and anonymous.

1- Do you feel a decrease of misbehavior after the application of strategies?

2- Were the students willing to participate in the activities?

3- Has the relationship between teacher and students improve?

4- Have the students have a good acceptance of the activities? Do they complain about the activities? Have the ss a complain about the activities

5- Have the strategies had positive behavior reinforce discipline in the classroom?

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Instrument Number 7

Observation Number 3.

Angloamerican Institute of Languages.

Intermediate Group of Conversational English.

Date: _____

Objective of the instrument: Identification of the behavior after the application of strategies in the intermediate students of Angloamerican Institute of Languages.

Criteria	Comments
How is the behavior of the intermediate students after the application of the strategies?	
Did assertive discipline works to reinforce positive behavior?	
How is the behavior of the problem students now? Do they act assertively?	
Has the misbehavior decreased in the classroom?	
Do the students have more self-esteem and have tolerance to others?	

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Instrument Number 8

Students' Interview III

Objective of the interview: To know students' point of view about the behavior of their classmates after the activities applied in class.

Please answer the following questions as much specific and clear as you can.
This interview is confidential and anonymous.

- 1- How do you feel after the application of activities in the classroom? Have you notice any changes in the class?

- 2- What are the changes that you think were made in your classmates?

- 3- Do you think your classmates really change their misbehavior during the course?

- 4- Do you think the misbehavior decrease in the class?

- 5- Were all the activities good enough to decrease the bad behavior in class? Why

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Instrument Number 9

Teachers' Questionnaire III

Objective of the instrument: To know teachers' point of view about the behavior of the students after the activities applied in class.

Please answer the following questions as much specific and clear as you can.
This interview is confidential and anonymous.

1- What is your general opinion after the application of assertive discipline activities in the classroom?

2- Have you noticed any changes in the intermediate students? Is it Positive or negative?

3- Do you feel that students now have more tolerance to others?

4- Do the students act more assertively after the activities developed?

5- Is the misbehavior increase or decrease in the classroom?
