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**PROPOSAL ON VIRTUAL CLASSROOM MANAGEMENT
STRATEGIES TO REGULATE BEHAVIORS IN FOURTH
GRADE STUDENTS AT BRAULIO ODIO HERRERA SCHOOL
DURING THE SECOND QUARTER OF 2020**

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

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Dedication

To my family, who have been an important pillar in my career, as they have encouraged me with all their words of motivation and have believed in me and in my abilities. To my boyfriend who has always motivated me to keep on going; no matter how difficult things were, he has always praised me for my achievements and has motivated me to get to the end of this difficult process with his words of motivation and offered me his help at all times. Moreover, I want to thank Rodrigo Jimenez, who gave me his house and his help to be able to stay there the days I had to attend the university.

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Abstract

The objective of this research is to provide the teachers with a proposal based on six strategies to improve the disruptive behaviors that students might present during their virtual classes. This investigation is focused on a group of fourth grade students at Brauilo Odio Herrera school, located in Monterrey, Aserrí. During several observations applied as a requirement for the didactics courses at Universidad Internacional de las Americas and during the time of her professional practice, the researcher noted that the students presented disruptive behaviors that interfered with the time and environment of the class, which also affected the group union and participation. The present investigation is worked under a qualitative approach, and two instruments will be considered, a questionnaire and a proposal, both with the intention of providing teachers with useful techniques and strategies to improve students' behaviors, as the idea of this research is to give recommendations that can help teachers and students to have a better class environment that is free from distractions and interruptions that limit the time established for the class. Moreover, this research tries to help teachers to provide a learning environment in which everyone feels comfortable and motivated to receive virtual classes, where respect, union, and group participation are important factors for a better development of the class.

Resumen

El objetivo de esta investigación es proporcionar a los maestros con una propuesta basada en seis estrategias para mejorar los comportamientos disruptivos que los estudiantes presentan durante las clases virtuales. Esta investigación propuesta se centra en un grupo de estudiantes de cuarto grado de la escuela Brauilo Odio Herrera, la cual se ubica en Monterrey, Aserrí. Durante varias observaciones aplicadas como requisitos para los cursos didácticos de la Universidad Internacional de las Américas y durante el tiempo de práctica profesional, la investigadora señaló que los estudiantes presentaron comportamientos disruptivos que interferían con el tiempo y el entorno de la clase, lo que también afectó a la unión grupal y la participación. La presente investigación tiene un enfoque cualitativo, y se utilizaron dos instrumentos: un cuestionario y una propuesta con la intención de proporcionarle a los maestros técnicas y estrategias útiles para mejorar el comportamiento de los estudiantes. Asimismo, la intención de esta investigación es dar recomendaciones que puedan ayudarle a los maestros y a los estudiantes a tener un mejor ambiente de clase, el cual esté libre de distracciones e interrupciones que puedan limitar el tiempo establecido para la clase. Esta investigación intenta ayudarles a los maestros a proporcionarles a los estudiantes un ambiente de aprendizaje en el que todos se sientan cómodos y motivados para recibir las clases virtuales, por medio de clases dinámicas, donde el respeto, la unión y la participación grupal sean factores importantes para un buen desarrollo de la clase.

CHAPTER I

INTRODUCTORY FRAMEWORK

The main purpose of this research is to improve the behaviors that children present in the classroom. It must be taken into account that there are various types of inappropriate behaviors which must be focused and guided using techniques and strategies that seek a change towards a positive or appropriate behavior; consequently, they do not interfere in the development of the class and, at the same time, they avoid problems for both, the student and those around him. Moreover, it is important to note that many times the students are not aware of their behavior, as they act out of instinct or repetitive patterns. Therefore, in the classrooms, the teacher must help students to be in control to achieve a good coexistence and learning. However, teachers often do not know how they should face such inappropriate behaviors, since they try to be mediators and this does solve the issue at hand or when it starts.

Clearly, teachers must have the appropriate knowledge and tools to help those children who behave inadequately, and more importantly, they must find out the cause of their disruptive behavior. Consequently, it is necessary to treat all kinds of unacceptable behaviors because if they are not improved, they can lead to learning problems. Consequently, this study proposes to carry out some observations to realize the magnitude of inappropriate behaviors, the way in which the teacher responds to the situations, if the techniques used by the teacher help the students-to improve, or if on the contrary, they affect them more. Furthermore, it is important to help children to assume positive attitudes and behaviors, which can boost their self-esteem and self-control and to create an

awareness of the analysis of the actions in the social environment that may influence the appearance of these inappropriate behaviors in the classroom.

1.1 Problem Statement

Inadequate behaviors in classroom have become a problem for teachers and parents. When talking about teachers, it generates a state of concern because the academic time is reduced and stress levels increase. Many of these behaviors develop acts of violence that may affect the child who presents them, as well as the people who are around them. Moreover, misbehavior in the classrooms is an issue that has been generating controversy, but above all, it concerns mainly teachers. Regina M. Joseph H. & Daniel J. (2011) state that “Disruptive behavior in schools has been a source of concern for school systems for several years. Indeed, the single most common request for assistance from teachers is related to behavior and classroom management” (p. 6).

Education and the inclusion of values in children start at home and then, they are developed in school with the main purpose of achieving good behavior relationships; however, parents are primarily responsible of creating a good environment where children have both, social and emotional stability through interpersonal relationships and good connivance. Canter (2010) states that inappropriate behaviors appear in the first school years and are mainly due to problems of adaptation, such as the lack of non-compliance with rules to the institution, disorder, and interruptions. Furthermore, the lack of discipline represents another problem. This occurs due to the lack of authority of the parents, as well as of the teacher. On the other hand, in many occasions the classroom’s rules and norms are not explained at the beginning of the course, so students do not see teachers as an authority figure. Undoubtedly, the lack of discipline within the classroom can be a sign of different problems that children may have, such as the absence of a

maternal or paternal figure, physical and/or verbal abuse, and in most cases, psychological abuse by the extended family.

This problem was detected in the observation report carried out at the Braulio Odio Herrera School during the second semester 2019, for academic purposes for the didactics course. During the observation, it was possible to notice the challenging and inappropriate behaviors that third grade students presented and the lack of techniques or strategies that teachers had to deal with these behaviors. For this reason, discipline is considered as one of the biggest problems for behavior management. Based on this, it is necessary to use techniques that allow to improve students' behavior; therefore, teachers and parents must work together to achieve a desired and positive behavior.

Nevertheless, it has to be stated that teachers are not trained to handle this type of difficulty. While at the university, there are some courses such as, Psychology of Education in which similar topics are analyzed, however, only general problems that teachers may face at schools, as well as the corresponding protocols that can guide both parents and teachers, are discussed. Indeed, the protocols for approaching inappropriate behavior are aimed at ensuring that each student who presents unappropriated behavior can be helped quickly and efficiently by following the necessary guidelines. Consequently, for teachers, inappropriate students' behaviors are especially in the case of large groups where time is limited. Therefore, it is necessary for teachers to use classroom management techniques that have a positive result, and that help them improves students' behavior; however, some methods can be harmful for children and for the rest of the classroom, so, teachers need to know about instructional and behavioral class management. Consequently, the research question that the researcher wants to answer is

what virtual classroom management strategies can be used to improve the behavior of four grade students at Braulio Odio Herrera School during the second quarter of 2020?

1.2 Objective of the Investigation

The objectives are an important part of the investigation because they allow the investigator to learn the important reasons for performing the investigation. The objectives describe what the researcher wants to achieve with the research and the information that will be analyzed to achieve it.

1.2.1 General Objective

To analyze some virtual classroom management strategies to improve the disruptive behavior of four grade students at Braulio Odio Herrera School during the second quarter of 2020.

1.2.2 Specific Objectives

1. To identify the disruptive behaviors that could interfere with the learning process of four grade students during the virtual English classes.
2. To suggest various virtual classroom management strategies to improve the disruptive behavior of four grade students at Braulio Odio Herrera School.
3. To analyze the use of virtual classroom management strategies to enhance the behaviors of four grade students in order to achieve the desired results during the virtual classes.

1.3 Justification of the Study

Bad or inappropriate behavior in the classroom might bring about some issues where all the people involved could be affected. Bad behavior and its consequences represent a problem for both, parents and teachers, because it becomes a constant call for attention and punishment. The teacher fulfills the function not only of accompanying the child during her learning process, but also during the process of creating guidelines that may help them to behave positively and acquire self-control of their actions. However, the help of the parents is also an important part of the child's process, since the accompaniment of the parents must be a joint effort to obtain good results.

In general, it is important that both, parents and teachers, know that behind each inappropriate behavior there is a cause and a consequence; therefore, it is essential to handle this pedagogically, in order to avoid punishment as a solution to the problem. On the other hand, it is important take into account that all children act and respond differently, and that each child is unique and unrepeatable. As children have their own characteristics, the same strategies cannot be applied equally in all the cases.

1.4 Antecedents

According to Cook (2016), "Classroom management is described as actions and strategies that teachers employ in a learning environment with students in order to engage students, measure how to efficiently use instructional time, provide optimal learning experiences, maintain safe and orderly environments, control student behavior, and form strong, lasting learning relationships" (p.1). In other words, classroom management are strategies or actions provided by the teacher to students with the purpose of achieving a good

learning environment, to use time efficiently, to remain in a safe environment and, above all, to control behaviors presented by the students.

Among some studies related to the implementation of classroom management techniques in schools, is the thesis by Sowell (2013), to opt for the degree of Doctor of Education in Liberty University. Entitled “Classroom Management Strategies: the Impact on Student Achievement” The purpose of this study was to determine whether student performance differs in a classroom management style from one in which the instructional management along with the behavior management are both taken into account.

As a result, this work classifies its strategies into three types. First, the interventionist one where the teacher tries to promote the results of the students through a reactive classroom management in which the consequences are direct to the students' actions based on the theory of helping others learners through observation. Second, the non-interventionist one, in which the teacher encourages the student to achieve results through proactive rather than through reactive strategies, which are planned with the purpose of extinguishing classroom problems before they occur. Finally the interactionist one, in which the teacher obtains results by promoting a shared classroom in which there are the students and the teacher.

In the same way, Mahvar, Ashghali, & Aryankhesal (2018) conducted an investigation entitled “Conflict Management Strategies in Coping with Students' Disruptive Behaviors in the Classroom: Systematized Review”. The objective of this research is to review the conflict management strategies implemented by teachers with students with disruptive behaviors in classrooms.

Mahvar, et al. (2018) state “The vital components of teacher preparation are knowledge and skills about student education and familiarity with relevant and effective fields of study to achieve efficient development and familiarity with unconventional cases and classroom management skills.” Hence, in this study a systematic review was carried out, in which thirty-one actions to perform an analysis were used. Included strategies for conflict management were also included. These strategies were classified into three categories, that is, cooperative strategies, problem solving, and avoidance and punishment. In addition, the study emphasizes cooperative strategies and problem solving, with the purpose of correcting students’ behaviors. On the other hand, teachers were trained so that they could understand and lead with all kinds of behaviors and be able to use teaching strategies and methods based on classroom management.

Ramos (2016) developed a thesis to obtain the Bachelor of Art in University Honors entitled “Who Matters? Effective Classroom Management Practices for Multicultural Elementary Education”. This research is based on multicultural primary education where the author focuses on three aspects such as: motivation, instruction, and behavior regulation. On the other hand, the author focuses this thesis on effective strategies classroom management for a multicultural school with the main purpose of providing an equitable education to all children; that is, to give children what they need.

In Costa Rica, Nahomi Barrientos Elizondo student at the Universidad Internacional de las Américas, School of Education and Foreign Languages in (2015) developed her thesis submitted to obtain the Bachelor in English with Concentration in Teaching, entitled “Non-verbal Communication Strategies: a Tool to Improve Classroom Management ”. The research is about effective body language strategies that teachers can apply to improve classroom

management. The researcher based his work on a very common problem, which is the loss of class time trying to organize and attract the attention of the group. Therefore, the study's main objective is to implement non-verbal style strategies that help students develop good discipline habits and improve their academic performance through the use of looks, gestures, and movements creating a positive relationship between the teacher and the student. On the other hand, it seeks to analyze if the chosen non-verbal strategies present changes in the behavior of students during the English classes, this to determine how effective it is to implement these strategies in students' learning process.

Campos (2011) in his thesis submitted to obtain the Bachelor of English with Concentration in Teaching, at Universidad Internacional de las Américas, School of Education and Foreign Languages, entitled "Classroom Management: Strategies to Control Misbehavior in Fifth Grade Students at Jardín de Niños Mi Casita S.A" focuses on the general review of the important factors to take into account for classroom management, using the correct administration to avoid or control inappropriate behaviors that is, using rules, good time management, classroom space, adequate body posture, and maintain adequate routines and curricula. On the other hand, the explanation of four theories about classroom management, which are: Skinner's behavioral management, Canter's assertive discipline theory, Jones' positive classroom discipline and Dreikur's logical consequences, plus, a brief explanation about the students' feelings which could be the cause of the bad behavior, as well as the causes and provisions are given. The instruments used for this investigation were four observation and two interviews, that is, one with the teacher and the other with the students, the objective of the observation was to acquire information, and the objective of the interview to learn information about the students.

1.5 Scope

Concerning the scope of this study, it is important to note that it refers only to a study about the use of management techniques to improve behaviors; this study will be applied in a public high school. First of all, it should be said that private education is not considered, since all private schools mostly have a population of students who come from a different social group and have a better social environment and a stable quality of life. This does not mean that in private schools there are no behavioral problems or inappropriate behaviors, but their causes may vary compared to those in a public school, where students grow up in an environment where there are violence, social problems, and unemployed parents. In other words, the causes of inappropriate behavior in a private school differ considerably from the causes of inappropriate behavior in a public school located in a rural area. In fact, the analysis of these differences is an interesting topic for a thesis investigation.

Second, the study considers the primary school, since there are huge differences among the inappropriate behaviors and the way strategies are applied, depending on if the school is urban or rural, if it is a huge institution over one thousand students or a small school with ten students, among others. Although, these differences can be expected in the public high school, the difference is that behaviors can change according to ages and environment. Another limitation that can interfere with the research is the age of the students because they are in the pre-adolescence stage in which many of their behaviors change or present different reactions.

CHAPTER II

TEORETHICAL FRAMEWORK

Classroom management is a topic that generates a lot of frustration to teachers, due to the fact that it is a difficult problem to solve while for others it is a problem of organization. Therefore, it is necessary to put into practice some class management factors to achieve it, for example; teacher's body language, use of rules, good time management, management of class space, correct organization between routines or activities, and mainly good organization with lesson planning. In addition to these, other important factors to take into account are the expressions and feelings that students may express. It is equally important, to understand the students' feelings to achieve effective classroom management because through their feelings, teachers can understand their current feelings, for example, if the student feels part of the group, if she/he is upset, sad, or discouraged, if she/he expresses rejection to a new change in their lives, and even the teacher can notice if the behaviors presented by the student are a result of imitation. On the other hand, it is important for teachers to identify the frequency of inappropriate student behaviors, thus understanding if the behavior comes from a trigger factor or if the student is simply measuring the teacher's patience and discipline.

The role of the teacher is one of the most important parts to achieve effective class management in which students are attracted and interested in attending and participating in each of the processes and activities that are planned in the teaching and learning process. However, there are students who present behaviors that are not the most appropriate ones, and lead to an imbalance between class time and the interruptions that occur. Therefore, the classroom management seeks, as its main objective, to establish a self-control between teachers and students fostering a strong relationship, where teachers establish affectionate, supportive relationships,

strengthen the use of social skills, and use intervention strategies to help students with behavioral problems, so that students are able to express their feelings and work alongside the teacher looking for success and professional growth.

2.1 Behavior

At the beginning of the school year, the teacher must analyze the skills and knowledge they expect from the students; similarly, what are the expected and accepted behaviors with the purpose of identifying, which the needs of each student are. In general, when talking about behaviors, whether they are adequate or inappropriate, it is important to know what their differences are and; therefore, be clear about what their term refer to.

Definition

Malle (2004) defines behavior as “A series of actions and reactions, driven mostly by power and resources. It can be highly complex and nuanced yet still comprehensible, allowing for often impressively coordinated interaction that rely on mutual” (p.1). Moreover, Bicard, S. C, Bicard, D. F., & the IRIS Center (2012) define behavior in a simpler way, that is, the actions that people perform which can be observed, measured, and repetitive. In another definition, Bergner (2016) defines behavior as any observable movement of an organism including verbal movements and physical movement (p.4). According to those definitions, behavior an essentially observable physical activity which is not necessarily expressed through the verbal code, but can also be represented through physical movement; although in any case, it is considered as a behavior.

2.1.1 Inappropriate behavior

The Health system (2018) states that “Inappropriate behavior is the least offensive of the disruptive behaviors and is often seen as the way a person “broadcasts” him or herself. People who display these types of behaviors are typically mindful of what constitutes “proper” conduct, but they choose to ignore the limits of acceptability when in the presence of others.” The University & Health System (2018) also point out Specific Actions Associated with Inappropriate Behavior such as, rude and loud remarks, inappropriate jokes, swearing in public, shouting out loud but not targeted at someone, and exhibiting presumably uncontrollable mood swings in front of the group.

2.1.2 Actions to Build Positive Behaviors in the Class

The social environment, in which the child grows and lives, is undoubtedly a fundamental factor for academic performance, which can affect both emotionally and psychologically. It is important that teachers contextualize their teaching methods according to the social status of the school, taking into account all the factors that can affect children; factors that can be triggered to develop inappropriate behaviors in class. In addition to this, not all students come from the middle class, not everyone has the opportunity to eat before going to class, some get up earlier than others to get to class on time, not everyone has the opportunity to receive love in their homes and are probably mistreated and forced to perform actions that are not appropriate according to their ages. This is why there are actions that teachers can use to create positive environment in the classroom, which help the child to develop a better behavior, leaving aside the problems they face in their home or environment where they are. According to Katie (s.f). there are seven actions to build positive behaviors in the class:

1. Perform morning routines.

Greet, create, and paste a morning routine that guides students about what they should do when they arrive in the classroom to make them feel good about themselves and ready to learn.

2. Provide a soft landing time.

In general, when children arrive in classes they have different moods such as tiredness or sleep because they may have had a bad night, also be hungry, upset, sad or even anxious. All this can be caused by different social or emotional factors that may affect class time by the presence of inappropriate behaviors; therefore, it is useful to give them time to carry out activities that call them attention such as, talking quietly with a classmate, reading, writing, drawing, painting, accommodating something in the classroom or complete an incomplete sheet of the workbook. Any of these things may help them increase their mood.

3. Have a morning meeting.

When the students are ready and have finished the morning class work, the teacher can hold a group meeting where everyone sits on the floor and forms a circle with the purpose of promoting inclusion among all students. The Morning Meeting consists of a greeting, quick game, sharing time and a class message; the teacher can ask questions, students can make positive comments about their peers, this, in order to create active communication and build positive behaviors.

4. Add brain breaks.

It is important to implement break times in the class schedule, obviously, this depends on the content and class time; therefore, creating pauses helps students refocus on their work and classroom activities. This is because when students have been working for a long time without

breaks, it is possible for them to lose their interest and concentration, which causes lack of class control. Since they carry out other activities such as, chatting, some brain breaks as "Simon Says", a breathing technique or a more active idea like "Jumping Jacks", they retake interest and concentration again.

5. Role model and practice expected behaviors

According to Katie Gretchen (s.f) role modeling and practicing expected behaviors is a way to set a positive tone in your classroom. It is important to recognize that students do not fully know the expectations of the class or the appropriate use of each of the things in the classroom; this is why teachers can carry out activities in which they demonstrate the appropriate use of things and routines to finally put into practice what they have learned.

6. Use empowering language to support behaviors.

Using a language that encourages students to think about their behavior gives them responsibility. For this reason, it is important to use phrases that promote a more positive way to encourage better classroom choices and help students make better decisions.

7. Have an end of day meeting.

Holding a meeting 10-15 minutes before class, where students sit in a circle and share their views or final comments about the school day will instill in students an active communication between themselves, on the other hand, implementing these types of meetings will foster a positive classroom culture that will support better behavioral options.

2.2 Classroom Management

Definition

Mulvahill defines classroom management as the skills and techniques that a teacher uses in order to keep the classroom trouble-free and away from disruptive student behaviors (2018). When classroom management strategies and techniques are applied effectively, teachers are able to minimize the frequency of disruptive behaviors by promoting effective learning both individually and in groups.

2.2.1 Why classroom management is important

Achieving good classroom management allows the teacher to create a meaningful, pleasant, and comfortable learning environment that fosters creativity, in addition to providing students with an effective use of time by creating a concentration environment to develop an effective process of teaching and learning. Classroom management is based on two different purposes, which not only seeks to establish and maintain classroom order so that students participate in academic learning in a meaningful way, but also aims to improve both the moral and social growth of each student. (Evertson & Weinstein, 2006).

Evertson & Weinstein (2006) point out five specific tasks that teachers must take into account to manage behaviors, as well as to develop positive and affective relationships with students. Some of them are: use classroom management methods that are group-based to encourage student participation in academic assignments; encourage the development of social skills and self-regulation and make use of appropriate interventions to help students with behavior problems. Moreover, good classroom management allows students to understand what is expected from them during class as well as the objectives of each activity and process that is part of class time; therefore, the skills used by teachers to achieve good classroom management

allow students to create a favorable environment where they can explore more learning opportunities.

2.2.2 Important Elements of the Classroom Management Plan

To obtain a good class management, it is important to design a plan where the teacher can supervise each of the students and at the same time provide a safe, calm, and organized environment taking into account the time established for each class or activity. The Ministry of Education (2019) pointed out the following essential elements to achieve effective class management:

- Classroom Design

In general, the design of the classroom and the position of each of the elements inside the classroom is not the first thing that they take into account for classroom management; however, it is important to create a good classroom design to make this a good workplace. Some of the elements to take into account to create a good class design are: to make the classroom a creative place that attracts the attention of students, whether with informative material, posters, and bright colors; organize desks according to the characteristics and activities of the group; position the boards in a visible place for all students; and, eliminate any unnecessary or distracting material that exists within the classroom.

- Rules

It is important to create the rules together with the students from the first day of class. Paste them in a visible place and review them every day at the beginning of the class; this with the purpose of letting students know what is allowed and is not, in the same way, tell them how

behaviors should be handled. Likewise, allowing students to have an active role in creating the classroom rules, help them know the classroom community they are, and understand what each rule is about. Also, allowing children to be participatory in the elaboration of the rules allows them to know what they expect from their classmates and the class environment they want.

- Discipline

It is important that from the first day of class students recognize who the authority is; this because students evaluate the limits of each teacher, so it is necessary to be firm, fair, and aware; it is essential that students know clearly what the rules of the class are and that if they are not respected, they lead to concrete consequences.

- Scheduling

Being on time for each class, preparing the plans with the appropriate time, taking into account the time established for each activity, allowing time for students to prepare after the changes of lesson, recess and lunch can lead to good classroom management, as well as students' behaviors.

- Organization

Keeping organized class material such as, activities, class planning, and homework allow the teacher to avoid wasting time looking for what is needed for class development.

- Instructional techniques

Being flexible with the planning of study depending on the contents, activities, and groups can help teachers create convenient changes; however, each instructional technique must be adapted according to the grade level and learning style of each student.

- Communication

Communication is the most important aspect of classroom management; it is essential to have active communication with parents, students, colleagues, and the administrative part of the institution. Being flexible and accepting suggestions from others, help create an environment of respect and active communication.

2.2.3 How to implement a well-managed classroom

Welsh Government (2012) provides some tips to achieve a well-managed classroom: (a) Begin the year with a set of rules and routines, which are understood by all children. (b) Have agree rewards and positive reinforcements. (c) Have sit sanctions for misbehavior. (d) Have a selection of options for dealing with disciplinary problems. (e) Make use of their physical space. (f) Have well-planned lessons. (g) Encourage respect and develop positive relationships.

2.2.4 Classroom management tips to help teacher settle problems

The following are some helpful tips to help teachers to settle problems or to prevent them from occurring, so that they can spend more of the classroom hour on teaching and learning (Foley, 2019).

- Take charge of your class.

It is important to call the attention of all students before starting the class, it is necessary to let the students know that the class will not start until everyone is in their seats paying attention. An effective strategy may to walk to the front of the class and ask

or talk about something interesting that captures the attention of the students; only if you get the concentration of all the students the class can begin.

- Focus on the Disruptive Students.

The first thing to do is to identify the students who generally do not focus on class work but show their interest in other things, then once they are identified, teachers must be able to capture their interest using nonverbal cues that make them know the students whose actions are not approved. Some nonverbal cues would be: pause and look at the students who present the problem, walk towards the students and stay close to them; if the class topic is about a discussion, direct a question to the student who is misbehaving. In addition, if non-verbal cues are disregarded, the next step will be imposing discipline measures within the classroom such as having them stay a few minutes after class or changing their seats.

- Let students choose their seats.

Allow the students to choose where to sit at the beginning of the school year, after a few days let the students know that they will have a specific seat, this will help the students to behave better, since they do not want to be changed from their favorite place.

- Keep an eye on your students.

It is important to position yourself in a place where you can see all students, so that they feel guarded and do not have time to mess or act inappropriately; it is essential to walk near the students but without creating a pattern, that is varying the movements.

- Establish consequences for misbehaving

Good class management is established from the first day of class as long as the students understand that if the rules are not followed correctly, then that will have consequences.

2.2.5 Why is classroom management such significant issue for today's teachers?

Teachers must deal with inappropriate behaviors or misconduct in many classrooms at all grade levels, and this consumes much of the time that should be allocated for class development. The following are some reasons that (Lee Canter, 2010) mentioned about Why is classroom management such significant issue for today's teachers?

- Lack of respect for teacher's authority.

In the past there was a high level of respect on the part of the students towards the teacher; this because the parents worked together with the teacher, based mainly on the importance of education and the importance of listening and obeying the teacher.

On the other hand, the students were clear that the problems caused at school would have repercussions at home and that a simple expression like "I will call your parents" was simple to improve the attitude and avoid problems. Today the reality is different as specified by Canter (2010) "Today the reality you face is quite different you have to deal with society's lack of respect for teachers and the educational establishment; in general, parents often do not automatically support your efforts and, in fact, many openly questions and undermine your authority "

- Changing classroom demographics.

There are several reasons why the composition of the classrooms has changed and affects the management of the class in which teachers have been affected. One of the reasons is that students with special needs who were in separate classrooms, have now been integrated into the general classrooms and teachers face unknown behaviors. On the other hand, there is cultural, racial, and linguistic diversity (Canter, 2010). Therefore, the approaches previously used to establish discipline, today will not be as effective as with previous generations.

- Ineffective classroom management training.

One of the main problems mentioned above has been the lack of knowledge and training of teachers regarding class management. In general, teachers face situations in everyday life, for example, inappropriate student behaviors; therefore, teachers during their studies have not had an effective training for the management of these behaviors, so it becomes an unknown situation for teachers. “Today an overwhelming number of teacher still do not receive the classroom management training they need to deal with their students. Most teachers are trained in programs that work just fine with “compliant” students. (Canter, 2010).

In schools and in any institution, there is always a group that is the headache of every teacher, due to their behaviors and attitudes. However, there is always a teacher who manages to keep the group together, in silence and working in an orderly manner, which is amazing for other teachers who do not manage to keep the group in the same way. This is why Canter (2010) states some specific attributes that are needed to effectively manage students today’s classroom.

- A strong teacher voice

Effective teachers use a strong tone of voice that is capable of controlling a group of students, a tone of voice that is clear and assertive, so that students can understand what the teacher wants to

say and how he wants to say it, that is, a strong tone of voice commands respect and the necessary authority to take charge of the group.

- High expectation for student behavior

Teachers must create high expectations for students by demonstrating through words and actions what behavior they expect from all students. Effective teachers will help students learn to behave appropriately and will do whatever it takes to ensure good behavior.

- An effective classroom discipline plan

For a good class management, it is important that from the first day of class onwards the teachers develop a plan that includes classroom rules, techniques, or strategies that work as a positive support, as well as disciplinary consequences that guide the entire effort of classroom management.

- Policies and procedures taught at the beginning of the year.

The priority that effective teachers must have at the beginning of any class is to teach students what the appropriate and necessary behaviors are to be successful during the activities carried out in the classroom.

- The ability to motivate all the students to quickly follow directions and to get and stay on task

An effective teacher must master strategies that are valid to motivate students during work time with the purpose of maintaining the classroom in a safe and quiet environment where academic success is promoted.

- The ability to build trusting relationship with the students

A good relationship between student and teacher is an important key to maintaining good communication. For this reason, teachers must use best practices to foster and build positive relationships with students.

- The ability to gain support from parents and administrators

Not in all cases, the teachers obtain positive results regarding the behaviors of the students, mainly those with a type of behavior difficult to control. Due to this, it is important that the teachers develop skills that maintain good communication with the parents and administrative staff of the institution in order to obtain the necessary support.

2.2.6 What are some common mistakes in classroom management?

Classroom Behavior Management

Barbetta, Patricia, Norona, Kathleen Leong, Bicard & David (2005) mention some common mistakes and what to do instead.

First mistake. Defining misbehavior by how it looks

Defining a behavior as inappropriate for the simple reason of just looking at it does not help us to carry out a change in behavior, since looking is just an incomplete contribution of what may actually be happening.

Instead: Define misbehavior by its function

In this way, you can generate questions such as: What is the function of behavior ?, What does the student gain with a bad behavior?, and so on. You can find the reasons that lead them to

generate these types of unwanted behavior taking into account that each has its own purpose; otherwise, they would not happen.

Second mistake: When an approach Is not Working, try harder

Many times it is believed that an approach to class management works for the whole group in general; however, this is not true because not all students react in the same way and this is why when the approach does not work for the teacher. He / she believes that he / she should try harder by increasing the consequences and eliminating privileges which not work or improve behaviors, but instead generates a feeling of defeat among students.

Instead: Try another way

If the approach does not work, it is important to analyze where the problem is and use other ways instead of forcing it to work. Use verbal redirects, proximity, make eye contact, use nonverbal cues, reinforce incompatible behaviors and make academic changes that can affecting. These approaches are more effective and generate a more positive classroom climate.

Third mistake: Lack of planning for transition time

In general, transitions between different classes or groups are not contemplated within the time established for class planning, so the time that passes from one class to another in many occasions is the cause of unwanted behaviors. This can be due to the pressure or frustration that both, the student and the teacher may feel, the teacher's frustration can lead to a diversion of attention towards the student and the student might not be ready for a change or lack of adaptation.

Instead: Appropriate plan for transition time

Placing transition time into planning allows the teacher to obtain effective class time. Creating rules for transitions provides the student with a notion of what is being done in class and the changes that can be presented from one lesson to another. It is also important that the teacher minutes before the transition, informs the students that they should finish because they have changed their activity, with the purpose of not taking unsuspecting students.

Fourth mistake: Overuse and misuse of time out

When a student acts with an inappropriate behaviors, teachers tend to use time-out strategies, such as withdrawing them for a specific time or ignoring him/hers during class time; however, time outside is applied inappropriately since time is lacking and instead of favoring what is done is involuntarily reinforcing bad behaviors.

Instead: Follow the principles of effective time out

It is important to take into account that time out is an effective strategy as long as you know how to handle it properly, that is to say, create within the classroom an established space for this type of strategy, since if you send the student to a place where he is done more funny, that class can be a cause of why he or she does inappropriate things within the class. On the other hand, it is important that when a student is withdrawn from class because of him/hers behavior, the entry time area finds a better environment with cooperation and reinforcement activities.

Fifth mistake: Taking student behavior too personally

When inappropriate behaviors are developed by students within the classrooms, teachers tend to take it personally, so that they lose their objectivity, they look for quick and not exactly effective solutions, so class time and teaching time are minimized.

Instead: Take student misbehavior professionally, not personally

When problems with behavior management are taken from a professional point of view, it gives the teacher a sense of responsibility. The teacher is clear about the importance of having a calm and stable class environment where the problems of the class and the problems are dealt with individually looking for realistic expectations and not for quick solutions.

2.2.7 Virtual Classroom Management Strategies

In any institution, regardless of the level, there are cases of inappropriate behaviors where there are students who exceed the limits, act inappropriately, and seek constant attention calls; however, these are signs that something is not right in the lives of these children and this is why they seek to attract the attention of other people, in this case the attention of the teacher. This is why the implementation of techniques and approaches that have a positive impact on student behavior is required.

Dr. Radhika Kapur says, “The teachers need to become active, when they search for efficient strategies in making students think resourcefully and critically, in guiding them to work in teams, in directing them to determine and define the concepts, and in building stimulus by raising students’ self-esteem through ensuring their learning success.”

To achieve virtual classroom management effectively, it is important to take into account some factors that influence the effectiveness and development of the class. For example, it is necessary that the teacher put into practice the necessary skills for the management of the class, choose the strategies and approaches used in a traditional class that she/he can apply in the virtual classroom, and finally use effective teaching methods for online classes, all this with the purpose

of making the virtual classroom rewarding and enjoyable and for the students' development and learning.

Kosturska (2019) establishes some virtual classroom management strategies.

Virtual classroom management strategy A: Set your rules and expectations ahead of time

It is necessary for the teacher to establish the class rules, as well as the desired expectations of the students according to their disciplines; it is important that the rules are clear, positive and easy to follow. On the other hand, the teacher must present to the students what their duties and responsibilities will during the study process, so that the teacher guides the students during the class showing the routine that each one must follow. The teacher must discuss the following factors with the students:

- Discuss the rules and the norms with your students: The teacher should discuss the rules with the students because they are part of the process; in other words, the teacher can ask students for ideas and suggestions about the class structure they want.
- Use polite and respectful language and eye contact: Use appropriate and educated language to explain which expressions and words are allowed and which are definitely not allowed during the virtual class.
- Dress code: Explain to students what is the appropriate type of clothing to wear during lessons; making it clear that pajamas are not appropriate to wear during class time.
- No distractions: The teacher must request that telephones or electronic devices are silent or turned off, as well as that distracting objects such as toys that should be placed away from the workspace during class.

- How to “raise your hand” in the virtual classroom: It is important that the teacher teach students how to answer and ask questions when they want to without interrupting another person, that is, respecting the space of others using the raise hand button appropriately.
- Set an example for the behavior that teacher expects from the students: It is necessary for the teacher to take into account each one of the established rules, so that the teacher uses the correct dress code, the appropriate language, and distractors away from the workspace. This is because the students always notice or are pending of whether the teacher follows the rules or not, so this could cause problems in the students' discipline.

Virtual classroom management strategy B: Establish a routine.

Students express security and comfort when study time is well established so they know what to expect from the class. This is why the teacher must create a routine from the beginning of class to the end of it. This with the purpose of organizing students in the established times. For this, it is important that the teacher make sure to follow the routine of the class.

Virtual classroom management strategy C: Deal with discipline issues in the virtual classroom immediately and without any exceptions.

It is inevitable to have to deal with discipline problems during the class especially when the classes are given in-group or with young students. Due to this, it is important to address discipline problems immediately; therefore, it is important that the teacher investigate the approaches or methods necessary to handle these types of situations. On the other hand, the teacher must show a positive attitude and appropriate language even when having to correct unacceptable behavior. In these cases, it is recommended that the teacher speak to each of the

students who disrespect the rules individually and privately to know the reason for the problem and its possible solutions.

Virtual classroom management strategy D: Include everyone and encourage questions.

One of the most important aspects within virtual classes is to encourage the participation of all students; therefore, the teacher must ensure that everyone participates in the lesson. The teacher can create group projects to identify active students to ask and answer questions and calm students who need motivation for participation; after this, the teacher can change and mix groups for future projects promoting critical thinking and healthy competition.

Virtual classroom management strategy E: Friendly but firm.

Teachers must create a friendly and pleasant environment where students always learn something new and where they develop activities that become interesting to them. Maintaining a positive attitude is more effective than applying punishments, that is, teachers must be friendly but at the same time express authority in a way that ensures that students follow the rules correctly.

Virtual classroom management strategy F: Praise your students.

As well as establishing rules at the beginning of the class, the teacher must establish the reward system using different ways of praising and congratulating the students when they are progressing; however it is important to take into account that the awards should not be material things but things that they are used within the class such as writing notes, naming students as

team leaders, creating lists with the best results, or using stickers that demonstrate good behavior and progress of the student.

2.3 What is classroom discipline?

Discipline is the most discussed component because it involves taking into account students' cultural behaviors and the teachers' perceptions of them.

The Ministry of education (2015) defines classroom discipline "Classroom discipline refers to the strategies a teacher uses to manage student behaviors and attitudes during instructional time." The lack of discipline is a problem that teachers normally face in classrooms, which creates an obstacle in the teaching process, late arrivals, disinterest in class, and distraction are some of the problems that could be caused by poor discipline.

2.3.1 Types of discipline

Marin (2018) classifies the types of discipline in the classroom in four approaches:

- Discipline in the classroom

Classroom discipline involves commitment and commitment, so that students achieve their goals and aspirations through autonomous learning. The educator's job is to promote situations where the students can establish their own rules and regulations, so that they commit to them.

On the other hand, the discipline of the classroom must be established from the first day of classes. This will help students to the norms and rules of the classroom clear with the purpose

of regulating a framework of respect that allows the personal growth of each one, and at the same time, achieve an adequate teaching and learning environment.

- Preventive discipline

Preventive discipline assigns more active role to the teacher where he/she must create guidelines and strategies to prevent problems before having to fight them, on the other hand, the role of students must also be active in a way that allows them to self-regulate their own behavior.

In this sense, Gotzens (2006) argues:

The preventive discipline has the additional advantage of serving as a reference to the teacher about the conditions that have been established as essential to be able to function in class and are the communication and intervention strategies selected to achieve and maintain the marked conditions so that it becomes a facilitating element for the analysis of situations of alteration of the order in case it appears (p.3).

- Support discipline

In the support discipline, the role of the teacher is focused on collaborating in the event that inappropriate behaviors occur with the purpose that students regain their self-control through various actions such as, the elimination of distractors, emitting gestures or signals that indicate the student to be controlled, using a tone of voice appropriate to the situation, approaching the student or walking through the classroom, and even making a call to the student's attention.

On the other hand, it is important to take into account that a wake-up call does not exactly mean pausing the class or doing it publicly, but rather that the teacher can use some type of technique to get the student's attention without having to do it publicly.

- Corrective discipline

Corrective discipline is applied when the student despite the teacher's efforts to establish actions that improve their behaviors, do not follow the norms or rules; therefore, the students must assume the consequences of their behaviors, which were previously defined and accepted between both sides. This means that students cannot correct their behavior after several attempts using the supporting discipline.

2.3.2 How to implement a discipline plan in the classroom?

Establishing a discipline plan allows teachers to clarify what types of behaviors students expect and what their expectations would be. The goal of the discipline plan is to establish a positive and orderly environment where the teacher can teach and the students can learn safely and efficiently. Lee Canter (2010) mentions in his book *Assertive Discipline*, that a discipline plan consists of three parts: (a) Rules that student must follow at all times, (b) Supportive feedback that students will receive consistently for following the rules, (c) Corrective actions that you will use consistently when students choose not to follow the rules. Moreover, according to Chandra (2015), problems of lack of discipline in the classroom can be improved by preparing the class correctly, motivating students, providing a comfortable and stable environment, being creative during class development, and strengthening students' self-esteem.

2.4 Causes of misbehaviors in a child

There are various causes that lead children to have poor behavior or inappropriate behavior. This is why teachers must be very careful and always before judging a child or treating him as "rude", "spoiled", "without discipline", "It is necessary to investigate the reason for the

causes and analyze what external factors could be leading them to act inappropriately. It is important that the teacher always ask the question of why the students behave in an inappropriate way; this because behind a bad behavior there is always a cause regarding the fact. Buarden (2020) mentions some causes of misbehavior; they are:

a. Health factors

Lack of sleep, an inadequate diet, an allergy or a general illness affects the ability to complete assignments or to interact with others. Also, the excessive consumption of sugar causes alterations in the behavior of children such as imperactivity. On the other hand, diseases associated with physiological deficiencies or physical disability can also contribute to behavioral problems.

b. Neurological conditions

Mental disorder disease greatly affects behavioral levels, for example, attention deficit with imperactivity which has as its main characteristic that the brain does not control motor activity as it should, causing imperactivity, spontaneous impulses where the student participates in dangerous activities without thinking about their consequences.

c. Medications or drugs

The use of medications or drugs causes changes in the body, whether physical or mental. This is why students who consume a substance called drug or medication are not generally in their normal state, but rather develop unusual behaviors.

d. Influences from the home or society

The conditions in which students live and develop cause changes in their lives and behaviors. For example, there are children who come from homes where communication or dialogue is void and the treatment towards them is not the most appropriate, reason why in the classroom, they develop inappropriate behaviors with the purpose of drawing the teacher's attention. Also, factor in the community or society may contribute to students behavior problems. On the other hand, television programs can negatively influence children's behaviors by causing aggressive behaviors.

e. The physical environment

The physical conditions in which the classroom is located can affect the way the student feels, factors such as, noise, light and temperature can affect student behaviors, on the other hand, student overcrowding can cause lack of commitment on the part of students during lessons, generating inattention.

f. Poor behavior decisions by the students

The classroom sometimes tends to be a complex environment, not only for students, but also for teachers. In the classrooms, students face challenging and tempting situations that put their behaviors at risk. Because of this, students must make decisions about their behaviors, which leads them to make bad decisions and as a consequence.

g. Others students in the classroom

Some of the inappropriate behaviors in the classroom are caused by the presence of other students who insist on creating problems. In addition, the pressure generated by the group causes a bad behavior.

h. Teacher factors when managing the class

Teachers on occasions needlessly generate disciplinary problems due to the way they teach classes, for example, some teachers tend to act negatively, express a lot of authority, and react badly to the situations generated in the class, and even use massive punishments for all students.

Some steps to help teacher set up consequences are: (a) Determine what consequences will be effective with your students, (b) Tell students that there will be consequences for misbehavior. First, you will put their name on the board; after that, tell them how long they stay after class, and finally, tell them if they become a “model citizen,” you might even erase their name.(c) Follow through with consequences for misbehavior.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter will describe the method used to carry out the investigation, which focuses on the analysis of effective strategies and techniques to improve behavior management in fourth grade children at a rural school in which there are problems with behavior management. On the other hand, the instruments used in the investigation for the collection of data will be described, as well as the techniques used for the acquisition of information; in the same way the procedure of the data will be mentioned.

3.1 Research Approach

The research approach corresponds to a plan and procedure from which assumptions are created for using detailed methods of data collection, analysis, and interpretation. This is why an investigation problem arises to be addressed during the investigation. The research focus is made up of two categories, which are the approach to data collection and the approach of data analysis or reasoning.

Researchers can use three ways to examine and relate their studies, which are qualitative, quantitative and mixed. These three types of research approach are differentiated according to how the researcher explains his findings. If he uses, for example numbers, he/she is using the quantitative form; if the research is based on a descriptive style the researcher is using the qualitative form; and; if the researcher is at an intermediate point between quantitative and qualitative then the research obtains by a mixed method.

3.1.1 Quantitative Approach

According to Hernández, Fernández & Baptista (2014, p.4), the quantitative approach as "uses data collection to test hypothesis, based on numerical measurement and statistical analysis". Researchers seeking this approach should ask specific questions with limited options because the researcher seeks specific options in the population under study.

3.1.2 Qualitative Approach

Unlike the quantitative approach, the qualitative one uses the data collection without a numerical measurement with the purpose of asking questions where the interpretation process is used. In this paper, the method to be used will be the qualitative one. In general terms, this research consists on a descriptive study. As Hernández Sampieri says (59), these studies are basically aimed to describe situations such as events, trends or specific situations that call the attention of the researcher, in order to specify their properties and features, and understanding their reasons. As it was detailed in the previous chapters, the main objective of this study is to analyze the use of virtual classroom management techniques with students who have inappropriate behaviors. In addition, it is important to outline that the study is specific descriptive, as it is focused in two particular elements from the general process of the learning process.

This study can be considered as a qualitative research, as it seeks answers to specific questions raised by the researcher and by the application of a set of questions to the subjects of study. This qualitative approach of the investigation is used, as it allows a better interaction between the researcher and the participants, allowing also a good comprehension of the human aspects of the problem researched.

3.1.3 Mixed Approach

The Mixed Approach is based on a set of systematic processes which seeks the collection and analysis of both qualitative and quantitative data, obtaining a joint discussion of all the information collected to achieve a better understanding of the study.

3.2 Research Design

3.2.1 Descriptive Design

Mccombes (2020) says “Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon to determine cause and effect, experimental research is required.”

This research is defined as descriptive because the researcher seeks to know the prevailing situations, customs, and attitudes in fourth-grade students through the exact description of activities, objects, and processes. On the other hand, the researcher describes and interprets the situations that currently exist, worries about the conditions or relationships they face. This means that the researcher will study the current phenomena and their state, providing a basis for fundamental research.

3.2.2 Phenomenological Research

Creswell (2013 as cited in Chambers, 2013) states “Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon”.

This research is phenomenological because the researcher uses the qualitative approach based on questionnaires and observations to know first-hand information related to the phenomenon under investigation. The researcher bases the research by analyzing the experiences lived from the perspective of the students and the teacher; the researcher's objective is to identify phenomena through how they are perceived by the students; in this way, the researcher will collect information through the use of qualitative methods such as observations and interviews.

3.3 Information Sources

This study requires the consultation of primary and secondary sources of information provided by people and documents. The main reason to use both kinds of sources corresponds to the need of having the possibility of contrasting the theoretical proposal of educational researchers with the reality expressed by the students and the information yielded by professors.

The primary sources of information correspond to the information provided by the students that will be surveyed; in other words, the subjects of information. The information provided by the subjects will be processed directly by the researcher according to the methodology that is described in the following sections of this chapter.

On the other hand, the information taken from former governmental reports, such as books, correspond to secondary sources of information for this study. There is an emphasis on the data and the individuals being studied. Regarding the governmental reports, they will be considering all the information available during the last couple of years in order to get access to

information that can be considered relevant with the currently conditions in the schools. Finally, the researcher pretends to consider the investigations related to educational issues generated during the last decade to be sure of considering the most updated points of view and perspectives.

Description of the Institution

Aspects of the institution

- Name of the institution: Braulio Odio Herrera
- Dependency: Dirección Regional de Desamparados Circuito 03
- Institution: Public
- Year of foundation: 1976
- Province: San José
- Region: Aserri
- Telephone number 2540-00-55

Relevant Aspects about the Community

Monterrey de Aserri town is a rural community located in the region of Aserri, San José, founded in 1966. This town limits to the south with the district of the Legua, to the west with the Canton of Aserri, and to the east with the cantons of León Cortés Castro y Desamparados. There are some basic services available such as health clinic, school, and high school, among others. This community has an area of 8.36 km². Monterrey Town has a population of 542 citizens.

Regarding the economical part of this community, the main incomes come from the coffee production; therefore, most of the people pick up coffee during the summer. In addition, some students also participate in this activity at the end of every year on summer because some of their parents have a coffee farm; as a result, some students pick up coffee in order to earn money.

Consequently, they can buy materials such as notebooks or uniforms to start the academic courses every year.

As it was said before, the coffee production was one of the main activities in this town; therefore, most of the people, not only pick up coffee, but also they till the soil during the winter in order to prepare the coffee plantations for the summer production. As a result, agriculture is one of the main activities for people in this town; consequently, they also plant some other products such as corn and beans because the weather allows them to grow these kind of crops.

Physical Structure of the Institution

The institution counts on 14 premises available, which are distributed as follows:

- a) Seven regular classrooms
- b) A lunch area and a library
- c) A Principal and Administrative Office
- d) Four restrooms
- e) A security Guard's Office.

Schedule of the Institution

The schedule of the school is from Monday to Friday from 7:00 to 4:40 p.m.

Research Population and Sample

The population chosen to carry out this investigation consists of students of a public school. More specifically, one level: four grade at Braulio Odio Herrera in Monterrey de Aserrí.

The population consists of 98 students that correspond to the total amount of students registered in the current year. Then, the sample is composed by 14 students.

3.4 Analysis of Categories

Classroom Management

Iverson (2003 as cited in Rufai , Alebiosu & Adeakin, 2015) defined classroom management as “the act of supervising relationships, behaviors, and instructional settings and lessons for communities of learners ”.

Virtual Classroom

Racheva (2018) describes virtual classroom as “virtual classroom is a shared online space where the learners and the tutor work together simultaneously. Usually, these interactions take place through videoconferencing”. This means that in a virtual classroom, students have the necessary tools to present learning content in different formats in addition to developing individual or collaborative activities where the teacher works together with the students but developing a moderating role.

Behaviors

Malle (2004) defines behavior in his book How the Mind Explains Behavior as “A series of actions and reactions, driven mostly by power and resources. It can be highly complex and nuanced yet still comprehensible, allowing for often impressively coordinated interaction that rely on mutual.” (p.1)

3.5 Data Collection Instruments

In this section, the researcher will give a brief explanation about the tools that will be used during the research in order to obtain necessary and important data to help identifying and finding solutions to the types of disruptive behaviors during their virtual class time. The researcher will use two instruments which are: a questionnaire that will be applied to the English teacher and some teachers at the institution with the purpose of knowing different points of view regarding the behavior of the students and how the teachers handle the issue, and the second instrument will be proposals on the use of strategies to implement in virtual classes in order to reduce or control the disruptive behaviors of the students.

3.5.1 Questionnaire

In general terms, a questionnaire consists of a printed self-report form that is designed to get information from the written responses of individuals. (Watson, 2018). In this specific study, a questionnaire was designed to collect the data provided by the teachers at the institution under study by taking into consideration general recommendations. Therefore, based on the population target, besides the sampling frame and sample size, it is possible to apply one questionnaire for the teachers of the institution. The questionnaire will focus on three general elements: (a) Information regarding to the student's behaviors during virtual class, (b) Information regarding to the application of virtual classroom management strategies and their effectiveness, and (c) Information related to the environment of the class.

The instrument will be arranged into an effective sequence of questions. The set of questions will be open and closed, both related to the main elements mentioned above. The questionnaire will be applied to the English teacher and to another teachers of the institution to

evaluate and define what behavioral problems they have noticed during the virtual classes. Moreover, the questionnaire will be applied with the purpose of knowing more about the teacher's point of view about the behaviors that the group present-in general. In addition, this instrument will allow the researcher to know the level of knowledge of the teachers regarding the use of effective class management techniques during the virtual classes that can improve the behavior of the students, and to know if the teachers have knowledge on the possible causes of the bad behavior of the students.

In fact, the questionnaire is used as a primary sources of information for the research, because the data obtained is first-hand information that corresponds to people involved in the subject and that have some relation to the research. Furthermore, the researcher will use the questionnaire as a valuable instrument to acquire useful information provided by the teacher and the students. This is why it is necessary to establish a good relationship between the researcher and the interviewee, so that the interviewee feels comfortable, safe, and trustworthy.

3.5.2 Proposals

A proposal is a document that is prepared for a prospective change to persuade the people to adopt the solution to a problem or the fulfillment of a need proffered in it. Moreover, a research proposal is intended to convince others about the solution of a specific problem. According to Zouaoui (n.d.), "Proposals are informative and persuasive writing because they attempt to convince the reader to do something. However, the goal of the researcher is not only to persuade the reader to do what is being requested, but also to make the reader believe that the solution is practical and appropriate." Consequently, the researcher will use the proposal as a research method in order to provide the teachers at the Braulio Odio Herrera school with a series

of strategies based on the behavioral problems observed and identified by the teachers during the time the students are in their virtual classes. Within the proposals, the researcher will also take into account the behaviors observed during the time she worked with the fourth grade students for the fulfillment of the teaching practice.

The proposal consists of recommending teachers some techniques, activities, and/or some advice based on the six strategies recommended by experts on the topic to reduce disruptive behavior during the virtual classes. The six strategies will be the main basis for carrying out each proposal, and thus to give teachers useful and simple suggestions on what to do to reduce disruptive behaviors during virtual classes, types of activities to increase student interest, and suggestions that teachers can take to act and control the students' behaviors without influencing their feelings or the group environment in general.

3.6 Data Collection Procedures and Data Analysis

With the purpose of obtaining the necessary information to carry out the investigation, two instruments will be applied. These instruments are a questionnaire and a proposals, which will use based on what it was stated on the objectives of the investigation with the purpose of obtaining relevant information regarding the problem posed for the investigation; in addition, to find evidence on the inappropriate behaviors, their possible causes, and strategies suggestion to obtain effective virtual classroom management.

It is important to mention that during her professional practice, the researcher was working with the fourth grade students at this institution; therefore, during this time the researcher could notice the different types of behaviors that the students presented, which many times were challenging. As a result, from that moment, it arose the idea of investigating about

some strategies that can help teachers to control and to know how they must act when students present this type of disruptive behavior. However, the researcher not only acknowledged those behaviors seen in the classes, but when she spoke with the school's principal to explain the subject of the investigation and to seek for some suggestions, with the purpose of knowing the behavioral problems with which the teachers at the institution must face, according to the objective of the research, the principal also suggested working with the fourth-grade group due to the behavioral problems they presented during classes.

The participants are fourteen students of fourth grade from a rural school Braulio Odio Herrera. In addition, during the investigation the researcher is going to work with some of the teachers at the institutions. Moreover, a series of steps will be taken as a guide in order to apply each of the instruments that are necessary to collect the information. The first step to obtain data is to apply one questionnaire. The questionnaire will be addressed to some of the teachers at the institutions. The researcher will ask open-ended questions with the purpose of knowing the teacher's point of view about the behaviors of the students. In addition, the researcher will ask student-based questions in order for the teacher to identify the students who present inappropriate behaviors and, in turn, to know the possible causes of the behaviors. The teacher's questionnaire will be send via email.

The main objective was to apply the questionnaire only to the English teacher; however, as the researcher could not make the observations that she had planned to do to the students during their virtual classes, because the majority of the students do not have the necessary resources to join to virtual classes, the researcher decided to send the questionnaire to other teachers. Being a rural area, the economic situation is not enough for children to have internet or electronic devices. For this reason, it was decided to apply the questionnaire to some teachers to

find out the types of behaviors that they have observed in fourth-grade students at the times they have worked with them virtually.

This is why the researcher will propose some strategies, which will be based on the answers obtained from the questionnaire about the types of behaviors present in fourth grade students to obtain clear and detailed information, the questionnaires of teachers who do not belong to the English area will be sent in Spanish. As soon as the researcher gets all the questionnaires, she will proceed to organize and analyze the data according to the behaviors mentioned by teachers. Consequently, before suggesting the strategies to manage the students' behavior, the researcher will look for useful information based on each of the strategies, and then, the researcher will base the proposals on the behaviors mentioned by the teachers. The proposal will be based on the following strategies: (1) Set the rules and expectations ahead of time, (2) Establish a routine, (3) Deal with discipline issues in the virtual classroom immediately and without any exception, (4) Include everyone and encourage questions, (5) Be friendly but firm, and (6) Praise the students.

Moreover, to carry out the proposal that will be addressed to the teachers at the Braulio Odio Herrera School, the researcher will use the mentioned above strategies as a point of reference to reduce students' disruptive behaviors during the virtual classes; for each strategy, the researcher will give suggestions and recommendations to apply each strategy. For example, the researcher will give suggestions based on: class routines, activities to increase student interest, activities to encourage and motivate students to participate in class, break activities or for lesson transitions that allow students to put into practice their hobbies or activities of preference in order to encourage them to continue, tips or techniques to praise students, and suggestions for solving behavior problems without involving the group in general, among others.

The main objective of the creation of each proposal is to create a virtual classroom environment where the teachers have at their disposal useful techniques, strategies, and activities to address behavior problems and increase participation and effectiveness of the class. The idea of each suggestion is that students see the virtual classes as something dynamic and interactive and not as an academic obligation. Moreover, that teachers can implement strategies that can reduce disruptive behaviors without having to resort to the disciplinary plan as the only one option; therefore, by taking into account that behind each behavior problem there is always a specific cause and not simply because the student wants to go to the wrong behavior.

To carry out each proposal the researcher will take into account the class time and the number of students, as well as the resources available from the teachers and the students. That is to say, for each suggestion the researcher will carry out an analysis of the possibilities that the teacher has to apply and the students to carry out, as well as to analyze what would be the reaction that can be generated in the students. This with the purpose of avoiding some type of rejection that may affect the process.

CHAPTER IV

DATA ANALYSIS

The purpose of this chapter is to inform the reader about the results obtained during the application of the instruments used to carry out the research. This chapter is one of the most important ones in this investigation because in this section the reader better understands what the main inappropriate behaviors are presented by fourth grade students, as well as the possible causes that lead students to express this type of behavior. On the other hand, in this chapter the researcher suggests strategies that can help teachers to reduce or to monitor the students' behaviors.

4.1 Questionnaire

1. How is the class environment?

Teacher A

The class environment is good. Students want to express their knowledge and experiences about the class and their personal life.

Teacher B

It tends to be participatory and spontaneous; however, sometimes, some fear is perceived in the students, probably because the technology does not have the same emotional level as face-to-face.

The researcher agrees with both answers, since the virtual classroom is an environment that tends to be interactive and dynamic for students. Moreover, it is a new tool for them, so it generates the feeling of wanting to share information or life experiences. However, in many occasions, it can be frustrating and exhausting, especially for those students who are accustomed to a classroom environment where everyone is close and not through a screen. Moreover, achieving a good classroom environment depends a lot on the teachers' class management and on the tools they use. As mentioned by Basat (2018), a perfect virtual classroom needs to have a couple of elements, which are key for the virtual classroom, so the teacher can manage a dynamic and enriching classroom environment. For example:

Media player: where the teacher can upload and play educational audio and video files.

Chat: which is a good additional tool, where the teacher can send important links to the students and they can ask the teacher questions in writing, both individually and in groups.

Screen Sharing: which is a powerful tool that teachers in virtual classes should have as they can share the screen with all students and all working at the same time. It is also very useful for student presentations.

Archives: where students can enter and download files seen in class or created during the lesson, as well as files for them to upload work materials such as homework. In this way, it will be more orderly and simple for students.

2. What techniques or strategies do you use to manage the virtual classes?

Teacher A

I try to make questions to the students, and only that student have the opportunity to open the microphone. I try to make questions for each one of them.

Teacher B

I model classes according to each thematic axis, attending to the concerns, suggestions, and timely specific questions; I ask students questions to keep students active.

According to these responses, it can be seen that both teachers use questions as a technique to control the students, with the purpose of maintaining a conversation and active participation among group members. From the researcher's point of view, she considers that it is a good way to engage students in the class topic, as everyone is part of the discussion of a specific topic. Moreover, this allows students to stay active and entertained and to contribute with ideas; in this way, teachers avoid distractions and behavior problems as mentioned by Racheva (2017), who states that "Its application raises the level of engagement among students; they take "possession" over the questions raised, perceive them as their own investment and are motivated to find the answers." On the other hand, it is important that teachers use this technique to motivate students to create their own questions, so that they do not always have to be led by teachers.

Furthermore, Racheva (2017) suggests some steps to apply the technique of formulating questions in the virtual classroom, but in this case formulated by the students. In the first step, the teacher formulates the focus question, which will be the basis of the topic to be discussed. Once

the question is discussed, students are expected to start asking their own questions, which will be generated based on the initial question. Students can ask each questions using the raise Hand button and take turns. In the second step, the teacher can divide the students into groups. Each group must ask questions within a pre-established time limit, configured with the timer. Groups should write their questions based on the topic given by the teacher or on the question previously discussed. Only questions are allowed to be generated, opinions and responses are not considered.

In the third step, the teacher explains to the students the concept of open questions, closed questions, or yes and no questions; the student groups classify them according to their category. In the final step, each group chooses the three most important questions for discussion and they reflect on what they have learned. From Racheva's point of view, asking questions is a technique that can be easily acquired by both the teacher and the students, since it is an excellent learning technique.

3. Can you keep the attention of the students for a long time?

Teacher A

I think that it depends on the day and the mood of the students. Sometimes they are very excited and want to participate in class, but in other times, they get very distracted and lose interest, mainly depending on the class subject .

Teacher B

No, I do not make it all the time, I feel that it depends on the interest generated by the subject of the class and how participatory the class is.

From these responses, it can be seen that the teachers are clear about the reasons why they are not able to obtain the attention of the students for a long time. Both teachers agree that the subject and classroom environment are key elements to increase the interest of the students. From the researcher's point of view, she considers that there are techniques or methods to maintain the students' attention during class, considering that this is vital to achieve a good learning, as mentioned by Racheva, in her article *Tips For Improvement Of Learner's Attention In The Virtual Classroom*. On the other hand, it is known that virtual classes is something new for these students, and that it is an escape to socialize with their classmates, since they cannot be seen in face-to-face classes. For these reasons, Racheva (2017) gives some tips for improving the learners' attention when planning and delivering virtual courses and sessions:

Engage participants frequently: motivating students is one of the main objectives to achieve this. Moreover, it is important to encourage them to participate in practice activities that stimulate their feeling of active participation in class. Because of this, it is important to find the best way to maintain high levels of participation and interest of the students.

Sustain participants' interest: at the beginning of the lesson, is important for the teacher to show the participants where to find the Raise Hand button and explain its function, so that the students understand that they can express an opinion, and share information at any time during the session as long as they follow the rules assigned for the use of the microphone. On the other hand, at the end of the class the teacher can ask the students for an opinion about the class.

Maintain a positive group atmosphere: to achieve this point, it is important that teachers use short and fast games that do not take long to explain. This with the purpose of using them while the group in general joins the virtual class or after a break to avoid that the students lose interest

and get bored while they wait for the others. The use of these games will help students to join the class on time or they will not be able to participate in the game. For this type of games, the teacher will be given some recommendations with icebreaker activities.

4. Have you noticed any change in the student s' discipline during the virtual classes?

Teacher A

Yes, in some students who are shy, they do not want to participate in virtual classes.

Teacher B

Yes, the behavior is different because the attention tends to focus on individual and not group interventions, in general.

According to these answers, it can be affirmed that for shy students it is more difficult to participate in virtual classes, as in face-to-face classes it was more common to look for group solutions. However, participation in virtual classes tends to be more individual. In addition, the researcher considers that participation should not necessarily be oral, but it can also be in writing form, so shy students can participate and gain confidence as expressed by Reid (2019), this means that shy students like to participate in class discussions, but due to their personalities it is difficult for them to do it orally; therefore, Reid suggests some tools that facilitate those discussions, so teachers can use them and encourage shy students to participate and gain confidence.

- Online chat rooms and forums: The teacher can organize online discussions to encourage shy students to participate during class. It is a good way for shy students to interact with other students during class without feeling like they are being the center of attention.
 - Videos and podcasts. Maybe shy students like to talk, but not in front of others so the teacher can encourage them to create videos or podcasts so that they feel comfortable expressing their ideas or opinions without feeling the pressure to speak in front of the class.
5. What are the common distractors you observe during a virtual classes?

Teacher A

Students start talking a lot about any topic they want to share. They miss each other, so they want to talk about everything.

Teacher B

Issues of physical environment of the home of the students and their families.

The researcher agrees with the opinions given by the teachers. Moreover, the researcher thinks they have mentioned the two most common distractors; however, it must be taken into account that these distractors are created innocently without looking for any kind of problem. On the one hand, they are a group of students who were used to sharing together every day and who due to the Covid-19 pandemic they are now unable to do so; therefore, it is understandable that when they see each other virtually they want to talk and share things about their lives.

Moreover, another distractor is the physical environment, which can arise for reasons of internet connection or the environment that surrounds the students. However, the researcher

considers that there are other distractors that affect this group of students, as she could observed when she had the opportunity to work with them, some of the observed distractors are use of electronic devices such as cell phones or tablets, the teams application chat, siblings or family close to the student during the virtual classes, improper use of the microphone, and they get disoriented in class because they are watching other things on the internet. These types of distractors are added to those that can appear in a classroom. The students are clear that the teacher cannot closely supervise each one of them; therefore, they feel free to carry out other activities that are not contemplated inside the class. As Guijosa (2020) assures, "Students who take online courses are exposed to more distractions than in face-to-face classes, in the comfort of home online students are more likely to send text messages and surf on Google".

6. Are you able to explain the class topics during the established time? Why?

Teacher A

I think it is possible, but without any distraction, several problems arise that pause class time such as joining all classes at the same time, being ready with the necessary material or arise behavioral problems that disorient the class, therefore on many occasions it is difficult to conclude with everything planned.

Teacher B

At the tutorial level, I can. More specifically in certain aspects according to the dialogue and discussion generated around the topics; however, when it comes to a specific topic it is a little difficult to follow a plan without interruptions.

According to these responses, it can be seen that teachers are unable to teach all the topics planned for that day and emphasize that the class distractions affect the time established for each process or activities; Teachers have identified the distractions that limit the successful completion of the class. From the researcher's point of view and based on the answers given by the teachers, she considers that it is important to maintain a well-organized class routine, so that each student feels responsible for their own processes and work. This will help teachers to maintain the students working in the class and, at the same time, avoiding distractions that limit the established time as expressed by the Ministry of Education in Guyana (2019), "Class routines help teacher maintain order and also help the kids stay calm. If there is a set activity for every part of the day, you will be able to focus more on your teaching and less on giving instructions and generally controlling the class." In this way, students know the routines of the class which allows them to keep their own control over time and in turn work autonomously following the teacher's instructions.

7. Do you set rules in the virtual classroom? Why?

Teacher A

The rules are general. Do not open the microphone if you are not talking, raise your hand, and be respectful.

Teacher B

Yes, order factor for the best understanding of the different interventions.

According to these answers, it can be seen that both teachers have rules in the class because they consider them necessary for better control of the class. The researcher considers that

it is essential to maintain rules in the class to avoid behavioral problems and in turn to achieve a good teaching and learning environment, as Carter (2015) points out, "Ground rules are fundamental to order in the classroom, and order in the classroom is essential if effective teaching and learning are to take place."

8. How often do you implement these rules?

Teacher A

I try to implement them all the time.

Teacher B

Whenever I consider it is necessary

According to the answers previously given by the teachers, it can be seen that both teachers do not routinely review the class rules at the beginning of the class. From the researcher's point of view, this could be wrong, since teachers often assume that the rules are already something that apply to the common sense of the student and it is intuitive, so they are omitted and only remembered at the time that students violate any rule. Holst (2020) notes that "It is vitally important that classroom rules be reviewed throughout the school year to remind students of behavioral expectations." Taking into account Holst's opinion, the researcher considers that teachers could use a short activity that does not take much time to explain and review the class rules at the beginning of the class, so the students are clear about the behavior allowed by the class. To achieve this, teachers will be recommended some activities to review the class rules.

9. Do your students present disruptive behavior during the virtual class? What types of behaviors?

Teacher A

Yes of course, some students use the microphone in an improper way, they distract the other classmates, they ask for permission in many occasions, such as going to the bathroom, drinking water, or to eat.

Teacher B

Yes, there is always a student who interrupts the class to ask for permission or to make comments that are not related to the subject of the class.

According to the teachers' responses, it can be seen that there are disruptive behaviors during class time and each teacher expresses the types of behaviors that students express. The researcher believes that since teachers have identified the types of behaviors, they could implement techniques on how to deal with behavior and how to avoid it. For example, Ohio State University (2020) indicates some measures to address disruptive behaviors once identified, such as to stay calm and listen to student concerns, to be steady, consistent and firm, and to address the disruption individually, directly and immediately, Remove the student from that class session if the student does not comply with your actions and explore the causes of the incident and discuss appropriate behavior.

10. What type of consequences do you apply to handle inappropriate behavior?

Teacher A

I ask for respect and I make a personal call to that student.

Teacher B

I deactivate the student's microphone and send him private text messages through the application's chat.

According to the answers, it can be stated that teachers are using consequences with positive reinforcements, as they are handling the problem of behavior privately and without affecting the group in general. Each of them expresses that they are using individual consequences, which is an excellent element, since the group in general is not involved in the consequence. It is not recommended to use group consequences if the behavior problem comes from an individual one, since this could create repercussions in the group in general. According to Council for Exceptional Children (2020), states "Group consequences might be effective when several individuals are behaving inappropriately. However, repercussions might occur if group members feel unduly punished due to the behavior of an individual student". Due to the aforementioned by Council for Exceptional Children, the researcher considers that teachers are handling behavior problems professionally, as they are clear about what to do to solve the behavioral problem without involving or interfering with the group in general. The researcher considers that they use these types of consequences because they have identified the problem and these consequences are effective for controlling them.

11. Do you think that student's misbehavior interferes with the class development? Why?

Teacher A

Of course, sometimes I'm explaining a topic or a guide and they are writing in the chat about any other topic. Obviously, one student is not following the rules and starts a conversation about any topic.

Teacher B

From the interviewee's point of view, the student and the class in general are affected because class time is lost, and students lose concentration.

According to these responses, it can be affirmed that the inappropriate behaviors of a student during the class time can affect both, the person who presents the behavior and their classmates, since the learning environment is affected, since as Thompson (2018) explains, "A student's behavior can affect her ability to learn as well as other students' learning environment." On the other hand, the researcher considers that behavioral problems in class, spontaneously limit the time planned for each activity, organization is lost, and the students lose their concentration, and in the worst case, the teachers have to spend most of the class time making calls for attention and modifying the class planning and routines.

4.2 Proposals

4.2.1 Reasons to Create a Proposal

From the beginning, the researcher's idea was to make an observation to understand and observe the types of behaviors that fourth grade students may present during their virtual classes; however, it was not possible because not all fourth grade students attended their virtual classes. Due to this, it was not possible to apply the observation instrument, but the researcher chose to base the research on the behaviors observed during the teaching practice, as well as the behaviors mentioned by the teachers who responded to a questionnaire applied by the researcher. Moreover, it was not possible to coordinate with the teacher that all students participated in the class and apply the necessary observations; this because for some of the students it was impossible to join virtual classes due to the economic situation of their families. Some of these children are of a

Nicaraguan nationality; therefore, they do not have the necessary conditions to have internet service or electronic devices such as cell phones or computers.

Due to the reasons mentioned above, the researcher will give a series of proposals which will be useful not only for the English teacher, but also for the teachers of the institution in general. These proposals will be based on seven strategies to reduce the inappropriate behaviors during virtual classes. Furthermore, the proposals will be addressed to the teachers at Braulio Odio Herrera School. The intention of such is to improve the student's behaviors during the virtual classes. Moreover, the proposals are going to help the teachers at this institution by suggesting functional tools that can provide them with different strategies, so that they can work with the students and in this way, improve the behaviors of the students during the virtual classes. The strategies are intended to provide the teacher with suggestions on how and when to apply the strategies according to each behavior, in addition to providing activities to work the behaviors with the students.

4.2.2 Proposals to Set the Rules and Expectations Ahead of Time

It is necessary to take into account that for students to receive classes in a virtual way, is a new challenge, as they were already familiar with face-to-face classes and the environment that it provided. Although, virtual classes have become the new educational tool, there are many aspects that changed. This is why, it is necessary that teacher- explain to the students how they should behave during the virtual class time by taking into account that the rules of the class will be always applied and that other rules will be added to the new virtual environment. As in face-to-face classes, it is important that teachers clarify the rules of the class in a virtual way, so that

students take into account what they should do and what the teacher expects from them, as well as that they know what they are allowed to do and what they are not allowed to do.

Nevertheless, it is important to consider that the rules implemented for the development of virtual classes, are intended to keep the classroom environment safe, order, and productive. Implementing the rules allows the teacher and students to maximize the learning time together; therefore, the rules should not be difficult to follow, they cannot be out of the ordinary, and they are all created with one main objective. Carter (2015) indicates that, “Rules are fundamental to order the classroom, and order in the classroom is essential if effective teaching and learning are to take place.” Setting rules in the classroom allows teachers to prevent problems by using the ordered and appropriate classroom. It is suggested for teacher to use the following class rules to maintain a good environment, guaranteeing appropriate behavior and mutual respect.

1. Turn off cell phones & electronic devices that will not be used in class.

It is recommended that during class time, students do not use the following electronic devices: CD players, Ipods, handheld games, mini-TVs, personal DVD players, and cell phones. If they are not required for the development of the class, these must remain off and out of the work area because they are distractors that can catch the student’s attention, preventing their concentration during class.

2. Arrive to class on time & ready to learn

Generally, each teacher maintains an established class routine; therefore, it is recommended that students be ready on time to start class in an orderly manner and without delays. Consequently, minutes before the class begins, it is important that students are physically and mentally ready to start. It is recommended that students receive the class in a place that is quiet

and safe for them, in addition to being free of distractions. On the other hand, taking into account the limited time the teacher has to transmit a certain amount of information, it is recommended that students have at their disposal the necessary material for the development of the class and, thus to avoid delays in the established time for the class.

3. Use polite and appropriate language

Both, the teacher and the students in the class need to respect and be respected; therefore, offensive and derogatory terms must be prohibited, and humiliations or unpleasant words against someone must not be accepted. This with the purpose of having a safe environment in the classroom, where all the students can feel comfortable and accepted.

4. No food or drink, except water

It is important that both parents and students consider that before receiving the virtual classes, students must have eaten, be bathed, and be ready to learn. When the class begins, it is not allowed to eat food or drinks, with the exception of water; this with the purpose of avoiding distractions or food spills in the workplace, in addition to be respectful to the teacher and classmates.

5. Turn the microphone ON when the teacher gives you permission to speak, and then turn it OFF again when you finish.

The microphone is an important part in the development of the class; however, in some occasions this becomes a problem since it is a strong distraction for the students. For this reason, it is recommended that the teacher explains the students that as a class rule, the microphone must be turned off at all times, except when she requests that it to be turned on. Once the students finish speaking, it is important that they turn off the microphone, and in this way the noise does

not interfere with the class. Students not speak at the same time, so that the teacher can give the class in an orderly manner.

6. Never leave the virtual class until the teacher notifies you.

Respecting the class schedule is an important factor within the class rules. In occasions, it can happen that delays arise during the lessons, which implies changes in the established times. Because of this, it is important for students to understand that the class does not end at the time the class normally does; unless the teacher indicates that the class has ended.

7. Wait for your turn

It is understandable that students always want to participate actively in classes and even more when the subject is of their interest. Because of this, it is important for students to learn to wait for their turn and to respect the turn of their classmates. Therefore, students can express their interest in participating by raising their hands or pressing the icon that appears in the Teams application, which indicates that the student wants to participate and speak. In this way, the class is carried out in an orderly manner and without interruptions.

4.2.3 Proposal to Establish a Routine

Maintaining a class routine is one of the most important things a teacher can do to support learning through virtual classes. The implementation of routines during classes allows students to start in an organized way and, at the same time, to gain control over their actions and take responsibility for their actions, as well. The class routine can be given verbally or visually, acting as a guide, so that the students are organized and efficient, being clear about what they should do. According to Osorno (2016), there are four Keys to Establishing Routines for Online Students.

4 Keys to Establishing Routines for Online Students

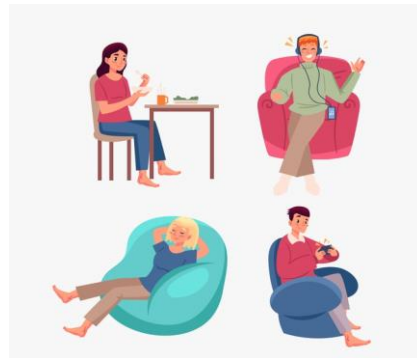


Try different routines until you find one that works

Incorporate your student's interests into the routine.



Make time for enjoyable hobbies.



Include breaks

(Taken from: Google.com)

1. Try different routines until you find one that works

To establish a class routine, it is necessary to take into account the acceptance of the students. In many occasions, it may be possible that the routine is not entirely effective; that is why before establishing the class routine, the teacher should use it for several weeks to know-its effectiveness. In this way, this will allow the teacher to know if changes are needed or it is better to analyze another possible routine.

2. Incorporate your student's interests into the routine.

As teachers, it is important to be clear that class routines are implemented with the main purpose of having an orderly and effective learning; however, it must be taken into account that within each routine, it is necessary to place activities or situations that consider the interests of the students, as the purpose of creating routines is to favor the teacher and the students. The

following are some interests that students may have and that the teacher can take into account when preparing the class routines.

- Take 5 minutes to perform a virtual dance where students can move and jump before begins class.
- Make a list of the students' favorite songs and play a different one each day before the class begins.
- Take 5 minutes to stretch the entire body.
- Use a musical instrument to indicate the transitions of the class.
- Propose a 45-second challenge involving their movement, such as jumps or poses imitating a monument.
- Organize different class proposals for students to feel motivated for the next class. Some proposals could be:
 - Ask students to use a specific color of clothing or accessory such as: shirt, pants, earrings, headbands, watches, bracelets, press, among many other things.
 - Ask students to build a crazy hat from recycled materials that they have at home to use in the next class.
 - Create the crazy socks or crazy shoes day, so students are excited to show them.
 - Crazy hair: The students and the teacher will make a crazy hairstyle that will attract the attention of others.

3. Make time for enjoyable hobbies.

Sometimes, virtual classes tend to be a bit more tedious compared to face-to-face classes; this due to the environment that sometimes is generated by being in front of the computer for a long time. Moreover, in many occasions, the student tends to get bored and look for distractors

that catch the attention of others. Consequently, the control of the group in general is often affected. In this scenario, the teacher must take into account how difficult it is for many students to stay in front of the computer when they are restless children who seek to attract attention in one way or another, making it difficult to get their attention continuously. As a result, it is suggested that when the teachers plan the class, they include a time where the students can work on their hobbies or activities that they like in order to minimize the weight of the class. Some of the activities could be:

- YouTube Video of the Day

The teacher will make a list of videos and play one per day. Videos must have a maximum duration of 5 minutes. The teacher is suggested to subscribe to the page "Wonder Grove Kids." This YouTube page shows short videos which leave a teaching in the minds of children. In general, each video presents a theme related to the physical environment and the appropriate ways in which children should behave.

1. Use Polite Words - Animated Lesson with Sign Language. (taken from <https://www.youtube.com/watch?v=o1WJnbJDTS0>)
2. Understand the Basic School Rules. (taken from <https://www.youtube.com/watch?v=RyLzsQKFpB0>)
3. Team Player! S8 E8. (taken from <https://www.youtube.com/watch?v=BGmfyWLoifs>)
4. Always Be a Good Sport S4 E6. (taken from <https://www.youtube.com/watch?v=0JvTJchl48>)
5. Save Water to Help the Earth S4 E3. (taken from <https://www.youtube.com/watch?v=rI0YiZjTqpw>)

- Paint class

The teacher will share with the students a small image that can be an animal, a landscape, or a cartoon, with the purpose that the students draw it in their notebook. The drawing can be focused on the topic that the students are working on in the class.

- Live game shows

The teacher will use a tool like Kahoot or Quizziz to challenge students for a fun round. The teacher will use questions based on the topic of the class or on the likes and characteristics of each student. The teacher can indicate that the highest score of each day can earn the privilege of creating the next questions or choosing the activity for the next class.

- Short story or poem

The teacher will ask the students to share a story or poem about something they want to the class. Some examples could be about the weekend, something that makes them feel happy, a new hobby, a change in their lives, in general anything they want to share with others.

- Meditation activities

One way to implement meditation activities can be the following activities (taken from Amazing Mindfulness Activities, written by Cassie, 2020)

1. Sense Countdown

It can be used to help calm a busy mind and bring our awareness to the present moment. Students have to think of:

- 5 things can see
- 4 things they can touch
- 3 things they can hear
- 2 things they can smell
- 1 thing they can taste

2. Gratitude Practice

Students use a notebook or a folder and paper to make a Gratitude Journal. Students have five minutes to think of something that they feel grateful for, that today. Here are some topics or ideas that teacher can use to guide their students:

- A person in their life that they appreciate.
- An activity or hobby they are grateful to be able to do.
- A skill or ability they have.
- A part of their body they are grateful for and why.
- An item that they love.
- Something that made they laugh.

3. Breathing Colors

The teacher asks the students to think of a relaxing color. It can be any color they like, as long as it is one that makes them think of relaxation. Then, the teacher asks the students to think of a color that represents stress, sadness, or anger. Students imagine breathing in the relaxing color and visualize it filling their lungs; and then, they imagine breathing out the stress, sadness, or anger color. Teacher instructions may be along these lines:

- Imagine you are surrounded by the relaxing color. No longer is the air clear, it is the relaxing color.

- You can still make out shapes, but your world is now a different color.
- Imagine that as you breathe in, you breathe in this color, too.
- See the color filling up your lungs.
- Imagine as you breathe out, that your breath is the color of stress.
- See the stress color mix into the relaxing color around you. Watch the stress color slowly disappear.

- Breathe in your relaxing color.
- Breathe out the stress color.

4. Breathing Hands

Teacher ask students to:

- Spread one hand out like a star.
- Use the index finger on their other hand to trace the outline of your star hand.
- Take a deep breath in as they move to the top of their thumb.
- Breathe out as they move down between their thumb and first finger.
- Take another breath in as they move to the top of their first finger.
- Breathe out as they move down between their first and second finger.
- Repeat until they have taken five slow, deep breaths.

5. Mindful Sounds

Some examples of these sounds are: Nature sounds, Water sounds, Ocean sounds, rain sounds, river sounds. The teacher begin this practice with three deep breaths, and then will need something that makes a bell sound. Moreover, the teacher have to give the following instructions before ringing the bell:

- When the teacher rings the bell, the students have to concentrate on the sound that they hear.
- Students keep their eyes closed until the sound is completely gone.
- If the students notice their thoughts wandering, just bring their attention back to the sound of the bell.
- After students open their eyes, they must remain silent until they hear the teacher's voice again.
- Students close their eyes, while the teacher rings the bell.
- The activity is finished when the sound has completely dissipated

4. Include breaks

When students are not used to spending a lot of time in front of the computer, they can get tired and quickly lose interest and energy. This is why, it is recommended that teachers take breaks to revitalize the interest and energy of the students by performing relaxing activities that encourage students to continue with the class. Some of the breaks that teacher can implement during the virtual class are:

- Find It Fast

The teacher will mention an object or color that is easy to find, and students should look for it around the room where they are and show it quickly. The teacher can also refer to the object

by saying characteristics such as its shape (round, square or rectangular) or type of material from which it is made (wood, plastic, aluminum). The object does not need to be exact; it only needs to be similar with some of the characteristics mentioned by the teacher.

- Freeze Dance

To carry out this activity, the teacher will take one of the songs preferred by the students, she will ask the students to stand where the camera can see them, and after this, the teacher will play the song and every time she pauses it the students will be frozen. The students should imitate the final pose until the music continues.

- Movement Songs

The teacher, together with the students, will sing a song using the movement of their whole body. It is recommended that the teacher uses the following songs to carry out this activity: I Can Move My Body Like Anything, Tooty ta, and Body Boogie Dance.

4.2.3.1 Proposal to Class Routine

Considering the four key steps indicated by Carter (2015), it is suggested to the teacher to have two-class routines to apply and to identify which ones obtain the best results from the students during the class time.

Class routine number one

1. Start the class with a welcome greeting

- Hello
- Good morning / Good afternoon
- How are you?

- Glad you are here

2. Make a short prayer



3. The teacher calls class attendance in a group form.

To call attendance, the teacher could use three different ways of doing it; this with the purpose of encouraging and motivating students.

- Delegate: The teacher asks a different student per day to call attendance that day. In this way, the students acquire a little responsibility in the class.
- Next one on: The teacher begins the list by saying good morning / good afternoon and the name of a student in the class, the mentioned student responds good morning / good afternoon and the name of the next person on the list and so on, until everyone on the list has been marked. The last person on the register says good morning / afternoon to you.
- Rate their day: The teacher says the student's name and they respond using a number from 1 to 5 to describe how the day is going. In this way, the students will

notice the interest of the teacher and the teacher will be able to identify the state of mind of each one without the need to ask them directly.

It is important to mention that the idea of suggesting different ways to review the class list is because the group of students is small; therefore, doing the list in this way does not take much time from the class.

4. Teacher review the rules of the class.

Rules for virtual classes

1. Turn off cell phones & electronic devices



2. Arrive to class on time & ready to learn



3. Use polite and appropriate language



4. No food or drink, except water





(Taken from: Google.com)

5. Teacher makes one warm up activity before to start the class.

Peterson (2019) mentions that to “Begin the lesson plans with a five-minute warm-up can serve to focus the students on a new topic, open up creative thinking, and help them to apply the learning in new ways.” Therefore, it is suggested that the teacher uses the following warm up activities before to start the class, especially when she is going to explain a new topic.

- Quick questions

To carry out this activity, the teacher must create three sentences based on the topic to be explained. The teacher can create them in the form of flashcards or in a PowerPoint presentation designed with drawings to catch the students' attention. The questions will be asked in a general way and not to a student in specific, this with the purpose of promoting group discussion, so

everyone can participate and contribute ideas. For example: If the teacher is going to talk about books, they could write the following questions:

✚ What is the name of your favorite book?

✚ What was the last book you read?

✚ What type of books do you like to read ?

- KWL chart

The KWL chart is a successful activity to obtain students' prior knowledge. Using this warm-up activity allows the teacher to know the level of knowledge that the students have about the subject and, at the same time, to know what they want to learn about the subject. Moreover, at the end of the class, the teacher can identify what the students learned in the class. To carry out this activity in a virtual way, the teacher will have to design the KWL chart on a presentation poster or in a power point presentation to be able to present it, and students will have to draw it in their notebooks. The teacher will explain the meaning of each of its parts and each student will complete it with the corresponding information; at the end of the activity, it will be reviewed as a group. The teacher can use the following image as a reference to design it in a presentation poster or as a guide for the students to draw it in their notebooks.

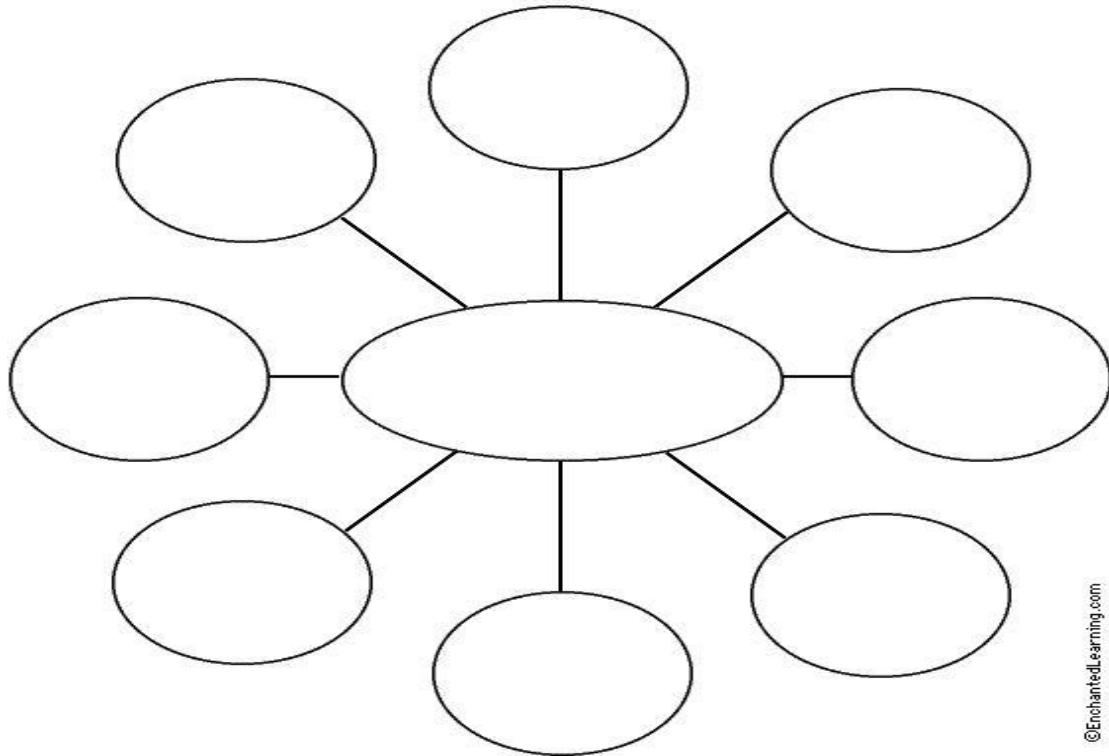
Topic: _____		Name: _____	
 WHAT I KNOW	 WHAT I WANT TO KNOW	 WHAT I LEARNED	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

(Taken from: Google.com)

- Brainstorming of ideas

For this activity, the teacher must draw a circle on a white cardboard and paste it in a place where it is visible to the students. Inside the circle, the teacher will place the topic of the class and individually ask the students to mention something they know about the subject; this could be: definitions, examples, characteristics, types, uses, among many other things. Each idea will be written around the circle. It is recommended that the teacher uses big letters and different colors to highlight each idea.

The main purpose of this activity is that through the ideas the students can have a short summary of what the topic will be. Furthermore, the teacher will have an idea of what to reinforce and the information that the students understand about the topic. The following is an example of the way the teacher could create the brainstorming technique.



(Taken from: Google.com)

- What is the topic?

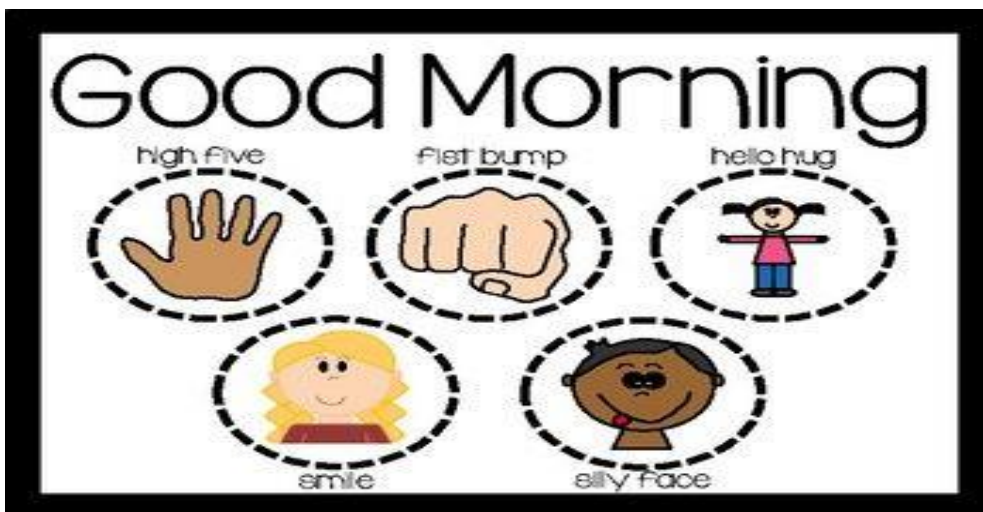
To carry out this activity, the teacher will use a power point presentation that includes information based on a specific topic. The information can show drawings with examples, uses, definitions, types, or categories that function as clues for students to guess what the main topic of the class is. First, the teacher explains the subject to the class and students work on the book or some practices related to the topic. Then, the teacher includes a break activity as a transition to move on to another topic or for students to relax and continue with another class. Some break activities can be Find it fast, Freeze dance, Movement song, etc. Finally, the teacher asks if the students have questions or doubts.

6. Teacher explains the subject of the class.

7. Teacher ends the class with a positive message.

Class routine number two

1. The teacher starts the class with a nonverbal greeting



(Taken from: Google.com)

2. The teacher reads motivational quotes for students.
3. The teacher calls class attendance.
 - Mix things up: The teacher randomly chooses the names to identify if the students are ready or if they are doing something else.
 - The teacher takes the list in reverse alphabetical order: Students always recognize what their position is on the list, so they memorize after which student they

follow. That is why it is recommended that the teacher makes changes to the list, so that the students are attentive and focused. Calling the class list alphabetically in reverse allows the teacher to know if the students are concentrated and waiting for their turn.

4. The teacher reviews the rules of the class (see point four in the class routine number one).
5. The teacher uses warm up activities with music.

The teacher can use the following warm up activities (taken from *Amazing Music Games and Activities for Kids*, written by Gongala, 2019).

- Make music following sequences

How to play

The teacher writes in a power point presentation the following symbols: a star symbol means ‘clap,’ a circle means ‘stomp your foot,’ a triangle means ‘hit the desk,’ and a square means ‘snap your fingers.’ Then, the teacher will paste in the power point presentation different sequences of the symbols, so in groups, the students are going to follow the sequences creating music.

- Karaoke

How to play

The teacher makes a list of the students' favorite songs and writes them randomly on a sheet of paper; then, she asks a student to say a number and that number will be the song of the day. Finally, the students will sing the song in-group.

- A handkerchief dance

The teacher asks the students to wear a handkerchief and asks them to put it on their heads. The teacher plays a song and when the music starts, the students should start to dance and move where they can be observed by the camera without dropping the handkerchief. If the handkerchief falls off the child's head and he or she catches it before it hits the ground, they can put it back on their head and continue dancing. However, if the handkerchief falls to the ground, the child is out. The last to dance with the handkerchief is the winner.

- Musical statues

How to play

The teacher plays a song and asks the kids to dance. When the music stops, the children should freeze like statues. The kids have to stand like that for a minute or so, and anyone who moves, giggles, or even wobbles when the music is not playing is out. When the music is back on, they continue dancing.

- Mood music

The teacher tells the students that they have to dance according to the mood of the song. For example: for a happy song, the teacher wants the kids jumping and moving energetically, while for a sad song they might simply sway. They could dance silly or aggressively (not violently) when they are angry. In short, whatever is the mood of the song, the kids have to act it when they dance.

6. The teacher explains the subject of the class or makes the review of the class.
7. To finish the class, the teacher does an activity that includes the hobbies of the students.

For example:

- YouTube video of the day
- Paint class
- Live game show
- Short story or poem
- Meditation

4.2.4 Proposal dealing with discipline issues in the virtual classroom immediately and without any exception

Marciniak (2015) states that, “The general approach recommended to teachers for dealing with misbehavior is not to ignore it whatever the causes for the disruptive behavior are.”

Therefore, considering what Marciniak said, it is suggested that the teacher deals with the discipline problems present in virtual classes using the following guidelines.

1. Focus on the behavior and not who is presenting it

The important thing is to treat the behavior in a way that the student is not affected; that is, to use some type of strategy to control the behavior without having to direct it to the student. If the teacher is going to call the student's attention directly, then the student will understand that he managed to catch the attention of both, the teacher and the classmates, and thus, the student can have the satisfaction of continuing with the bad behavior. Moreover, avoid using words or expressions that generate humiliation to the student because it can cause low levels of self-esteem in the student. It is suggested to the teacher to use the following strategies to focus on behavior.

- Student self-control

Usually when students exhibit disruptive behavior, it is because they are trying to get someone's attention. Due to this, it is recommended to the teacher to remain calm and not to fall into the manipulation of the student. On the contrary, the teacher must use an adequate tone of voice, so that the students feel safe and understand that what they are doing is inappropriate and that they must control themselves. Furthermore, the teacher is recommended to teach the students some technique that allows them to maintain their control and find a solution before the problem increases. For example: The teacher can do an activity where the students draw and write the following indications in their notebook to keep calm. In this way, whenever the students feel upset or discouraged, they can look in their notebooks for the instructions to stay calm.

Calm Down	
	Sit on chair
	Feet on floor
	Fold hands
	Take 3 deep breaths
	Count to 10
	Good work

(Taken from: Google.com)

- Review the rules and the consequences of the class

When the teacher identifies the inappropriate behavior, she can pause the class and dynamically review the rules and consequences of the class. Some activities that the teacher can do to review the rules class could be:

- Create a book with the rules of the class: The teacher asks the students to illustrate and explain an important rule of the class. Then, each one will mention the name of the rule and its consequence.
- Power point presentation: The teacher will make a power point presentation with the rules and consequences of the class. Each time the teacher observes inappropriate behavior, she will share the presentation with the students.
- Students listen stories about students that do not follow classroom rules: The teacher reads to the students a story about children who do not follow the rules. The stories can be real or invented by the teacher. The students listen to the teacher and orally or in writing, they explain the correct way to follow the mentioned rule.
- The teacher can use flashcard with the rules of the class: The teacher uses the flashcards of the rules of the class and asks the students how to use them appropriately.

2. Students reflect on their behaviors

It is suggested to the teacher to use the following worksheets or create their own worksheets; this with the purpose, that at the end of the class, the students reflect on their behaviors and analyze the following points:

- What was the inappropriate behavior?

- Why did they act inappropriately?
- What is the importance of the rule?
- How can you improve it for the next class?

  **I need to STOP AND think.**

The classroom rule I broke was _____

This rule is important because _____

Next time I will make a better choice.

student signature

teacher signature

(Taken from: Google.com)

Reflect on Your Behavior

Name: _____ Date: _____

What happened?

- | | |
|--|---|
| <input type="checkbox"/> Not on task | <input type="checkbox"/> Not following directions |
| <input type="checkbox"/> Being disrespectful | <input type="checkbox"/> Pushing or hitting |

How are you feeling?



A different feeling? _____

What will you do differently next time?

Teacher Signature _____

Parent Signature _____

(Taken from: Google.com)

If it is not possible for the students to have the worksheets, it is recommended that the teacher orally and individually makes the reflection together with the student. This allows the teacher to identify how often students act inappropriately.

3. Discuss the problem privately with the student

It is not advisable for the teacher to discuss the problem of a student's behavior when the rest of the group is present. When the teacher addresses disruptive behaviors privately, it causes a better response from the student. Reprimanding students after the lesson or during the lesson can lead to a discussion, in which the student wants to earn points with peers or get extra attention.

Moreover, this can have a negative effect on the student's self-esteem. Therefore, it is recommended to the teacher to make private meetings when she or he needs to correct some behaviors.

Individual and private meeting: It is recommended to teachers to organize a meeting with the student after class in order to discuss the causes of the problem and together seek for solutions. The purpose of the private meeting is to obtain the facts of the problem and provide information to the student. As a teaching tool, the private meeting offers the opportunity to discuss behavioral problems as a group without involving the entire class group. The purpose of these tools is to guide students to feel the support of the teacher, as a guide for solving the problem.

4. Avoid raising your voice

When the teacher tries to catch the attention of the students by imposing their authority to indicate that they are doing something that is not allowed, they must take into account the tone of voice in which they will do it. In many occasions, students create inappropriate behaviors with the purpose of mediating the patience of the teacher; therefore, if teachers respond to the behavior with a strong tone of voice, the students will assume that the teacher has lost the control of the situation, so the students will look for ways to increase inappropriate behaviors. Consequently, a calm and soft voice can often be a better way to get students' attention.

5. Avoid anger

Inappropriate behaviors represent a challenge for teachers because there can be more than one student in the classroom who exhibits disruptive and even challenging behaviors, making it difficult for a teacher to control these problems and work continuously. However, no matter what

problems may arise during the class, the teacher must remain calm and avoid expressing anger or frustration. For this reason, maintaining a positive attitude towards the students' behaviors is more effective than losing control because, when the teacher loses control, they could say things that do not bring positive changes to the student's behaviors. Consequently, it is suggested to use the following guidelines to avoid anger.

1. Consider the Source: Teachers have to identify why students misbehave, understand if they have clear rules, if the teaching method is correct, or if they understand what to do in class.
2. Relax
 - Take deep, slow breaths.
 - Make a tight fist and then let it go, over and over, while exhaling.
 - Hold a pencil or pen, grip it tightly until you feel as though you've responded to the anger, and then let it go, dispelling the emotion.
3. Make meditation Exercises. Weil (2019) proposes the following Breathing Exercises to Control Anger.
 - a. The Stimulating Breath (Bellows Breath)
 - Sit up tall with your back straight and relax your shoulders.
 - Begin inhaling and exhaling rapidly through your nose. Keep your mouth closed but relaxed.
 - Try for three complete breath cycles per second. As you breathe, you will notice a quick movement of the diaphragm, like a bellows.
 - b. Counting the Breath

- Sit in a comfortable position with your back straight. Close your eyes and take a few deep breaths in and out. Breathe naturally.
- Now, as you inhale, mentally count to one and slowly exhale.
- Inhale again, counting to two, and slowly exhale.
- Repeat this cycle as long as you feel like doing it, counting as you go.

4.2.5 Proposal Praise your students

Praise is a powerful tool that enables the teacher to encourage and motivate students. For this reason, when working with students who have problems managing or controlling their behaviors, it must be taken into account that the students do not plan many of the behaviors, and that they are rather representative of a problem that affects the students who cause them to act inappropriately and to seek for attention. Consequently, it is important that teachers praise students when they notice that they have had an improvement in their behaviors or class work, as this motivates them to continue acting the way they do, in addition to understanding that not everything they do is bad or negative. Praise creates a positive impact on both, students' academic learning and social behavior; however, it is necessary to know how to do it and what type of praise to use.

Bennett (2020) states that, "The wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn." According to Bennett, in order to deliver effective praise, the teacher must explicitly point out the behavior that leads to praise. When a teacher notices progress in the student, implementing encouragement language such as praise can be effective in motivating the student. Before praising a student, it is recommended that the teacher uses the following guidelines:

- Describe Noteworthy Student Behavior

The teacher must let the students know why they are being praised, what their main change has been, and what things they have done to achieve this; consequently, the student will feel motivated and will want to continue doing things in a better way.

- Praise the efforts and achievements of the students but not their abilities.

It is important that the teacher identifies when the praise will be directed to a change mainly to behavioral changes or when the praise is directed to an ability. Although, students can present many skills, each of them does not have to be praised since it can be converted into something routinary in the student, unless it is a rare skill in the student. Therefore, it is recommended to the teacher to use praise directed to a change or effort made by the student. In this way, they will understand that they are having a positive advance and they will be happy to achieve it.

- Combine praise with the student's preference method

When teachers create a relationship with the student, they learn to know them and discover each of the preferences they have. Based on this, the teacher must identify the ways in which the students prefer to receive praise from her. After all, it is known that all children are different, so they do not have the same likes or preferences in relation to something. Moreover, it is suggested to the teacher to make a list of ways to give praise according to the preferences and characteristics of the students. For example:

- Praise students in front of classmates.
- Praise students privately.

- Writing notes
- Making calls to parents

In addition, it is recommended that teachers use praise to:

- Increase student achievement.
- Congratulate them on their efforts.
- Congratulate them on the changes in behaviors.
- To motivate them and let them know that they are doing a good job.
- Congratulates the students for the good academic performance.

The teacher can use the following stickers to praise the students for their good work or academic performance.



(Taken from: Google.com)



(Taken from: Google.com)

4.2.6 Proposal to include every-student and encourage questions

Usually, students have many things in common, but when working in class they decide to do it in quite different ways, for example: some students want to be seen, heard, and appreciated. Other students choose to volunteer in class to do or respond questions for being noticed, while others choose to cause attention problems. This is why, it tends to be difficult for teachers to work in class trying to include everyone and motivating them to ask questions and obtaining active participation in a group and without general controversy. However, it must be taken into account that these students come from different socioeconomic backgrounds with different life experiences where their behaviors and attitudes are influenced by their social background.

It is recommended for the teacher not to use a disciplinary plan as the only option for the students to understand that they must participate in classes. On the contrary, it is recommended to use other techniques to include everyone in activities that require group participation or that require students to participate by generating their own questions. For many teachers, it is worrying that students do not answer their questions or seem unprepared to do it. For this reason, it is recommended to use the following techniques to make students to participate in classes.

A. Set the Stage

1. Explain How You Evaluate Participation

- Allow class participation to count in the course grade.
- Explain to students what the percentage for active participation is.
- Keep a record of the participation of each student in the class.

- If time allows, send brief comments to students about their participation in order to encourage those who are doing a good job, and alert those who need to improve their participation.

2. Encourage Discussion

Try to get everyone to talk in class. In order to do this, the teacher can use icebreaker activities, so that students lose their fear of doing it. In this way, they will be more likely to share ideas during classes. The teacher can use the following icebreaker activities to encourage virtual classes.

- Show me your workspace: ask students to take a short virtual tour of their workstation describing the place and their favorite parts.
- Quiz students weekly: start the meeting with a fun quiz that encourages friendly competition among students; so, every time, they will be eager to start.
- Let's get physical: encourage students to lead a 5-minute stretching exercise or simply encourage the students to get up from their chairs and jump a few times. Being physically active will help your students clear their heads for a bit.
- Two truths & one lie: ask students to name aspects of their lives of which two are true and one is a lie, so they can work in groups and find out what the lie is.

B. Help Students to Prepare

- Ask for Written Responses

The teacher should ask a question and ask the students to write the answer in their notebooks. Then, the teacher will choose some students to read their answers. This will give them time to prepare. Moreover, this is a great opportunity to involve students. It is important that the

teacher chooses students who do not speak much or who may seem disconnected to encourage their participation.

- Create Group Assignments

The teacher organizes the students into small groups and gives them explicit instructions about the work they must do. Group work allows students to feel more comfortable sharing with the rest of the class. To promote group work, the teacher can use the following activities:

1. Class debate

The teacher begins the class with a brief discussion of the topics that will be used in the debate. The teacher should clarify the rules of the debate, including the time given to each side and the rules for speaking. After having clarified the rules, the teacher delivers each topic to the students and gives them time to think about their strategies and arguments. In this group activity, the teacher will be the moderator.

Objective

- Encourage students to organize their thoughts and make effective arguments.
- Increase speaking skills in front of students, including the ability to think quickly.
- Develop research skills by gaining experience in a particular topic.

2. Role – play

The teacher describes a situation or context for the students based on the characters present in the situation. The teacher assigns each student a role. Students have time to prepare before taking on their roles. The teacher can choose to assign all students in the class a role or

request that some students participate as observers by giving feedback to classmates about the performance.

Objectives

- Include affective learning and cognitive understanding.
- Extend personal experience by imitating a character.

3. Case Studies

The teacher gives the students a specific case which can be real or made up. The students' job is to carry out an analysis of the case and report it orally or be prepared to answer the teacher's questions.

Objectives

- Foster understanding of complex problems.
- Encourage students to integrate theory with practice.
- To encourage students using materials that resemble or relate to the lived world.

4. Create Roles for Students

To encourage students, the teacher can choose three students weekly and give them a role in the class. The roles can be:

- Do the prayer.
- Review class rules.
- Read the text.
- Ask the class questions.

- Pass the class list.
- Direct the class activities.
- Design the class groups.
- Choose the song or video of the class.

C. Promote Student Thinking

1. Avoid Yes-or-No Questions

To encourage active discussion, it is important for the teacher to ask broad questions using the words **How** and **Why**, so that students have to think and analyze their answers. On the other hand, asking yes or no questions limits the student to expanding their answers.

2. Give Time to Think

It is recommended to the teacher that when asking the students a question, to wait around 8 seconds, so that they can think about their response without feeling pressure to do it.

3. Rephrase the Question

The teacher asks students questions, but if after 8 seconds the students cannot answer the question, the teacher is suggested to rephrase it instead of changing the question. If the students do not manage to answer the question, the teacher must ask the students why they did not answer, with the purpose of knowing where the error is.

D. Demonstrate Your Interest

1. Give Nonverbal Support

When the teacher considers it is important to change to non-verbal supports, they are suggested to use the following guidelines.

- Maintaining eye contact with the students as they speak will demonstrate their interest in the topic.
- Nod along, so that they know you are listening.
- Use facial expressions that help the student understand their good work.
- Keep a big smile, so students feel confident about what they are doing.
- Use gestures like thumbs up to indicate approval.
- Use the "okay" gesture; touching together, the thumb and index finger in a circle while extending the other three fingers for indicate "okay" or "all right."

E. Work with Everyone

It is important that the teacher involves the whole group in the activities. Even if the participation of each student is small, the contribution of their ideas is important in order to promote group work. In order to maintain order and control of the group in general, the teacher will be asked to consider the following guidelines:

1. Have a participation control

In occasions, the teacher generally does not maintain a control of the participation in the class and this is why there are students who think that the teacher has preferences for the simple fact of naming the same students; however, this is not correct. Therefore, teachers are encouraged to keep track of class participation, using their attendance sheet or class list.

2. Limit the Contributions of Students who Dominate

Considering that in the class, there are students who always participate actively, it is recommended to teacher handle the participation of the class in the following way:

- Do not choose the first student who raise a hand.
- Provide six to ten seconds of "wait time" before calling any student to participate.
- Allow students to write the answer to their question before requesting oral contributions.
- Prioritize students who rarely participate in class and allow students who always participate to contribute extra ideas

4.2.7 Proposal be friendly but firm

Today there are many students, who due to their social backgrounds or family problems, look for the teachers' affection and understanding. For many of these students, attending classes is a liberation from their problems. Because of this, it is especially important that the teacher can transmit the security they need by being friendly, but at the same time firm in their decisions. Teachers are suggested to use the following guidelines to achieve a balance between being friendly and, at the same time, firm.

1. Be an assertive teacher

In order to be assertive, the teacher must have control of their class in a firm, but positive way, by establishing rules that clearly define the limits of class behavior. To be an assertive teacher during classes, the teacher is suggested to apply the following tips:

- Set clear behavioral limits and establishes consequences for students

- Provides consistent follow-through about the bad behaviors
- Reward appropriate behavior

2. Be their friend, but do not go too far

One of the most important keys to maintaining classroom development in an effective and efficient way, is to build good relationships with students. Therefore, it is important to establish personal connections through humor, kindness, and friendliness. These are important aspects that influence the behavior of the students in a positive way. However, the teacher must take into account that it is not correct to have a very close relationship with the students, since this can generate problems during the development of the class. For example:

- Students do not respect the teacher
- They do not follow instructions
- They will challenge the teacher's patience
- Rules will not be applied correctly
- Consequences are taken personally
- Students do not show interest in the class

This occurs because the students exceed the trust they have with the teacher. Consequently, they begin to see them as friends and not as the authority of the class. Therefore, they think that the rules and consequences of the class will never be applied against them. Considering the aspects mentioned above; it is suggested to the teacher to use the following techniques to maintain a good relationship with the students without exceeding the limits of ethics and profession.

- Be a teacher, mentor, and role model, but never a friend.
- Maintain a good relationship with students, but always respecting professional distance.
- Participate in the same friendly pranks with all students, but by applying class rules and guidelines.
- Follow the class management plan as written with no exceptions.
- Focus less on individual relationships and more on creating an organized and structured classroom where authority is always present.

The good relationship among the students and the teachers is not born of friendship, but it is born from the empathy and respect that is transmitted in the class. This means that they are influences that are grown naturally.

3. Be a good example for your students

Guthrie (2015) says that, “Teachers are someone to look up to, someone to emulate, role models for the children in their charge, and are thus expected to behave as such both in and outside of school.” Therefore, the teacher is recommended to use the following guidelines in order to be a good example for students:

Set effective goals

Developing clear and precise goals helps the teacher to measure the students' academic performance, while providing them with clear guidelines on how to improve aspects of the class. Goals are an important part of setting and measuring student challenges. The teacher can set clear goals with the following steps:

- Check students' understanding before applying a test, task, or activity. The teacher will have to specify the time set for the activity considering the test time to understand if the instructions are understood by the students, and if they are really clear. This process allows the teacher to answer questions from the students about a question and to identify if everything is in order.
- Offer feedback. Give the student the opportunity to know what his / her performance is in the class, this will help them create high academic expectations.

Be a role model

Teachers have to set rules and explain the importance of behaving appropriately. Develop appropriate behaviors for students to model the same behaviors. This technique will give the teacher more chances to help them cultivate desirable habits and behaviors. The teacher can be a role model for the students by building an environment of honesty. Consequently, organize class discussions where honesty situations are presented to encourage students to be honest with others. Be a moderator of honesty behavior to help students better empathize with the group.

Be flexible with students

Each student comes from a different background, they have different personalities, and they have different educational needs. Therefore, it is important that teachers develop a teaching plan that works well with all students. In other words, a study plan that adapts to the individual needs of each student. The teacher can adjust her study plan using the following steps:

- Allow the student to work individually if they want. It is necessary to build an accepting environment where creativity and freedom of thought are celebrated, accept the academic development of students according to their educational needs. By implementing these

actions, it allows the student to feel comfortable and accepted, which means that students feel free to work in class creating questions and learning.

- Identify the different learning styles of each student. To identify the learning style of the students, the teacher needs to put into practice the following observation:
 - ✓ Be alert to how the student reacts to each activity
 - ✓ Keep track of the time students spend on the activity
 - ✓ Create a list of the activities that keep them busy and another list of the activities they deliver unfinished
 - ✓ Identify your preferences (Visual material, auditory material, or material Kinesthetic)
 - ✓ When organizing group activities, pay attention to the acceptance of the students
 - ✓ Consider mixing methods in the lessons to attract more students at once

Be firm

Teachers must be firm with the instructions and rules given to the students and to be able to control the disruptive behaviors. Therefore, it is suggested to apply the following techniques to establish authority and respect in the class.

- Set high expectations. The expectations that teachers set for students are critical to success and are also key to creating a good classroom environment that reflects the relaxed personality of students. When teachers set clear expectations for the class, students will quickly follow them, and the actions and behaviors expected from them to display will become natural to them.

- Make sure classroom rules are well-defined clear, concise, and easy to understand. For this, the teacher is recommended to review the rules and guidelines of behavior before starting the class.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

7.1 Purpose of the Conclusion

In this section, the researcher will give the most important recommendations and conclusions that will help teachers and students to have a suitable virtual classroom environment to favor both sides. Therefore, the main objective of this research is to analyze some classroom management strategies to improve the disruptive behavior in a group of fourth grade students, and to provide teachers with a proposal dealing with techniques that can be followed and applied in a very simple and easy way to prevent disruptive behaviors during the virtual classes. Moreover, the idea of suggesting a proposal based on behavior management strategies is to support teachers with activities, techniques, and some advice to address disruptive behaviors and how to tackle them and allow students to feel motivated and eager to learn during the time of virtual classes.

7.2 Conclusions

These conclusions will be based on the specific objectives of the research, which will show the reader if the objectives set can really help teachers to improve the disruptive behaviors that students might present during their virtual classes. The conclusions are totally related to the information collected by the investigator through a questionnaire and literature review on the topic.

7.2.1 To identify the disruptive behaviors that could interfere with the learning process of four grade students during the virtual English classes.

Based on the observations made as a requirement for the didactics courses at the Universidad Internacional de las Americas and during the time of the professional practice, the researcher identified some disruptive behaviors that the students presented and that affected the class time. Consequently, the researcher presented to some teachers in the institution with a questionnaire with the purpose of obtaining important information about the behaviors that the students present during their virtual class time. Based on the answers given by the teachers, it can be seen that the problems that the students present regarding discipline are: wanting to catch the attention of others including the attention of the teacher, concentration problems, interruption of the class with comments that are not related to the subject of class, use of the chat application to send messages to classmates, among others. Many of these actions are carried out because teachers cannot get the attention of students for a long time, which causes the student to get bored and seek for other things to do that are not related to the class.

To identify the disruptive student's behaviors was one of the first things that the researcher realized and therefore, decided to investigate because this sort of behaviors were very evident and frequent. In addition, the researcher also identified that the teachers did not use any consistent strategy or technique to deal with disruptive student behavior; due to this, the researcher had the idea of providing teachers with a proposal with various strategies and activities that can be carried out to avoid disruptive behaviors. It is important to mention that the proposal is focused on six strategies suggested by experts on the field to improve disruptive behaviors during the virtual classes.

7.2.2 To suggest various classroom management strategies to improve the disruptive behavior of four grade students at Braulio Odio Herrera School.

According to the information obtained during the observations carried out as a requirement for the didactics courses at the Universidad Internacional de las Americas and during the time of the professional practice, and the information given by the teachers through the questionnaire and personal communications, the researcher suggested that the teachers use six strategies to address the disruptive behaviors that the students present in virtual classes. The six recommended strategies are (1) Set rules and expectations ahead of time, (2) Establish a routine, (3) Deal with discipline issues in the virtual classroom immediately and without exceptions, (4) Include everyone and encourage questions, (5) Be friendly but firm, and (6) Praise the students. The objective of suggesting these strategies is for teachers to consider them when planning classes, so that they can create changes in the behavior of students by simply establishing changes in the class style. For example, create rules, establish routines, plan dynamic classes so that students feel motivated and desire to participate, and give different themes to classes, thus students do not lose their interest.

7.2.3 To analyze the use classroom management strategies to enhance the behaviors of four grade students in order to achieve the desired results during the virtual classes.

To suggest each of the strategies, the researcher analyzed each of them to know the possibility that each teacher had to consider them as useful strategies that can enhance behavior of the students. Each of the proposals suggested to teachers were analyzed in

aspects of time, space, and acceptance by students. Moreover, the proposals are accessible to any teacher, and more importantly teachers do not need any extra material, only the tools they use in their virtual classes, and eventually can be use in the classroom, as well. The idea is for teachers to implement the recommended strategies at the time they organize their classes in order to keep students interested and motivated to join the virtual classes every day.

7.3 Restatement of the Research Question

The research question of the present investigation is **What classroom management strategies can be used to improve the behavior of four grade students at Braulio Odio Herrera School during the second quarter of 2020?** Therefore, the most important thing in the research was to identify the type of disruptive behaviors and establish different strategies to improve the student's behavior during their virtual classes. The disruptive behaviors were identified without problems and the strategies were established according to the behavior by taking into account the opinion and information from experts on the subject. Consequently, the question of the investigation did not present changes, since the researcher was able to fulfill the objectives set at the beginning.

7.4 Recommendations

The recommendations will be addressed to teachers who have to deal with behavioral problems or discipline problems during the time of virtual classes. Moreover, they are also aimed at future investigators who have to do a research related to education topics and especially topics focused on virtual environments. Some of the recommendations that teachers can use to improve students' disruptive behaviors are:

- Establish a clear and defined class routine, so that students keep track of their times and actions.
- Together with the students, create rules for the class and always review them before starting the class to remind the students of the things that they are not allowed to do and what are the desired behaviors.
- Rules must be clear and concise so that students can easily understand them.
- Use warm-up activities before class begins to motivate students to actively participate in class.
- Use techniques to deal with disruptive behaviors immediately and individually.
- Address behavioral problems immediately and individually, and only in cases where behavioral problems occur in groups the teacher must solve the problem with the group in general; otherwise, it is recommended to solve the problem with each student individually.
- Teach students some techniques, so they can stay in control and find a solution before the problem increases.
- Give students the opportunity to reflect on their behaviors at the end of class so, that students analyze their actions and determine if they were right or wrong and what they could do to solve or improve them.

Moreover, the researcher believes important that future investigators can carry out a research work on strategies to motivate students during their classes in virtual environments. Likewise, future investigators can interview teachers to learn about the behavioral changes that students present when changing from face-to-face classes to

virtual classes and if disruptive behaviors increase or are maintained. In addition, it is necessary to apply a monitoring plan to monitor the frequency of disruptive behaviors and thus, to evaluate the progress of each student. Furthermore, it must be included short activities to enhance the interest of the students in the planning of the class, as well as an activities that are not only individual, but also activities that promote group participation in order to create a balance between personal opinion and acceptance of the opinions of classmates.

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Annexes

Teacher Questionnaires

Teacher A

The purpose of this questionnaire is to determine the teachers' perception towards the application of the chosen virtual classroom management strategies.

1. How is the class environment?

The class environment is good. Students want to express their knowledge and experiences about the class and their personal life.

2. What techniques or strategies do you use to manage the virtual classes?

I try to make questions to the students, and only that student have the opportunity to open the microphone. I try to make questions for each one of them.

3. Can you keep the attention of the students for a long time?

I think that it depends on the day and the mood of the students. Sometimes they are very excited and want to participate in class, but in other times, they get very distracted and lose interest mainly depending on the class subject.

4. Have you noticed any change in the student s' discipline during the virtual classes?

Yes, in some students who are shy, they do not want to participate in virtual classes.

5. What are the common distractors you observe during the virtual classes?

Students start talking a lot about any topic they want to share. They miss each other so they want to talk about everything.

6. Are you able to explain the class topics during the established time? Why?

I think it is possible, but without any distraction, several problems arise that pause class time such as joining all classes at the same time, being ready with the necessary material or arise behavioral problems that disorient the class, therefore on many occasions it is difficult to conclude with everything planned.

7. Do you set rules in the virtual classroom? Why?

The rules are general. Do not open the microphone if you are not talking, raise your hand, and be respectful.

8. How often do you implement these rules?

I try to implement them all the time.

9. Do your students present a disruptive behavior during the virtual class? What types of behaviors?

Yes of course, some students use the microphone in an improper way, they distract the other classmates, they ask for permission in many occasions, such as going to the bathroom, drinking water, or to eat.

10. What type of consequences do you apply to handle inappropriate behavior?

I ask for respect and I make a personal call to that student.

11. Do you think that student's misbehavior interferes with the class development? Why?

Of course, sometimes I'm explaining a topic or a guide and they are writing in the chat about any other topic. Obviously, one student is not following the rules and starts a conversation about any topic.

Teacher B

Cuestionario del Maestro

El propósito de este cuestionario es determinar la percepción de los maestros hacia la aplicación. de las estrategias de gestión del aula virtual elegidas.

1. ¿Cómo es el ambiente de clase?

Tiende a ser participativo y espontáneo; Sin embargo, a veces, se percibe cierto temor en los estudiantes, probablemente porque la tecnología no tiene el mismo nivel emocional que el cara a cara.

2. ¿Qué técnicas o estrategias utilizas para administrar las clases virtuales?

Modelo clases de acuerdo con cada eje temático, atendiendo las inquietudes, sugerencias y preguntas específicas oportunas; Les hago preguntas a los estudiantes para mantenerlos activos.

3. ¿Puedes mantener la atención de los estudiantes por mucho tiempo?

No, no lo hago todo el tiempo, ciento que dependen del interés generado por el tema de la clase y de cuán participativa es la clase.

4. ¿Ha notado algún cambio en la disciplina del estudiante durante las clases virtuales?

Sí, el comportamiento es diferente porque la atención tiende a centrarse en intervenciones individuales y no grupales, en general.

5. ¿Cuáles son los distractores comunes que observas durante las clases virtuales?

Problemas del entorno físico del hogar de los estudiantes y sus familias.

6. ¿Puede explicar los temas de la clase durante el tiempo establecido? ¿Por qué?

A nivel tutorial, puedo. Más específicamente en ciertos aspectos de acuerdo con el diálogo y la discusión generados en torno a los temas; sin embargo, cuando se trata de un tema específico, es un poco difícil seguir un plan sin interrupciones.

7. ¿Estableces reglas en el aula virtual? ¿Por qué?

Sí, factor de orden para la mejor comprensión de las diferentes intervenciones.

8. ¿Con qué frecuencia implementan estas reglas?

Cuando lo considero necesario.

9. ¿Presentan sus alumnos un comportamiento disruptivo durante la clase virtual? ¿Qué tipos de comportamientos?

Sí, siempre hay un estudiante que interrumpe la clase para pedir permiso o hacer comentarios que no están relacionados con el tema de la clase.

10. ¿Qué tipo de consecuencias aplica para manejar el comportamiento inapropiado?

Desactivo el micrófono del alumno y le envío mensajes de texto privados a través del chat de la aplicación.

11. ¿Crees que el mal comportamiento del alumno interfiere con el desarrollo de la clase?
¿Por qué?

El alumno y la clase en general se ven afectados porque se pierde el tiempo de clase y los alumnos pierden la concentración.

Carta del Revisor

Lunes, 13 de julio del 2020

Licenciado
Leslie Elizondo
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Yoselyn Milagro Calderón Castillo, cédula 116870910, ha presentado para la respectiva revisión la tesina denominada *PROPOSAL ON VIRTUAL CLASSROOM MANAGEMENT STRATEGIES TO REGULATE BEHAVIORS IN FOURTH GRADE STUDENTS AT BRAULIO ODIO HERRERA SCHOOL DURING THE SECOND QUARTER OF 2020*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo
Cédula: 1-1012-0519



Universidad Internacional de las Américas Código de Ética

La suscrita **Yoselyn Milagro Calderón Castillo**, número de carné: **1- 16870910** graduada del grado de **Bachillerato** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

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