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INFORME DE PRACTICAS PROFESIONALES

Application of Positive Discipline Strategies to Improve Classroom Management

QUE PARA OBTENER EL TITULO DE
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES
EN EDUCACION SECUNDARIA

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Introduction

Introduction

The present document “Application of Positive Discipline Strategies to Improve Classroom Management” is a professional practice report. It is centered on the action research methodology developed by Kemmis (see annex 1) who proposes cycles that consist of formulating a plan, taking action, observing the results, and creating a reflection. Then following the cyclical process until the expected results are achieved.

The first part of the professional practice report is the school context of the secondary school official Number 0003 “Lic. Benito Juárez” (see annex 2) where general aspects such as its location, its classrooms and particular aspects such as the infrastructure of each classroom and the number of learners is detailed. Then, the competencies of the graduate profile that were acquired are detailed.

The second part is justification, which explains why the topic was chosen, how it was originated, who was involved in the decision, and the reasons and consequences of the topic.

The third part is planning/focusing on the problem. This third part describes the issue that was identified in the Secondary School Number 0003 "Lic. Benito Juárez". The tools that helped to identify the problem are also described.

The fourth part is the development of the action plan. In addition, positive discipline strategies are listed, which are the classroom rules, attention grabbers, noise control strategy, total physical response, organization strategies and time strategies. Each one with its own definition according to the authors.

Next, the fourth cycles of intervention are described according to the author Kemmis, each cycle is made up of one period of professional practice, and each period is made up of five classes and a reflection. In each class, the positive discipline strategies that were used are described.

The fifth part contains the conclusions of the research project. This section briefly summarizes the most important aspects of the application of positive discipline strategies as well as the results obtained and the improvements in both the educator and the learners. Finally, the chronogram, where the dates and events of the degree process are organized chronologically. Also, the annexes that were named in the body of the document, and the references of all the authors that were cited in the document, are attached at the end.

Competencies of the graduate profile

As a result of this research project, several competencies of the graduate profile will be achieved, among them, the following stand with special emphasis:

- Characterizes the learner population to be worked with to make didactic transpositions congruent with the contexts and the plans and programs.
- Recognizes learners' cognitive processes, interests, motivations, and learning needs to organize teaching and learning activities.
- Proposes English learning situations, considering the approaches of the current plan and program, as well as the diverse contexts of the learners.
- Reflects on the teaching and learning processes and the results of the evaluation, to make proposals to improve their practice.
- Designs and/or uses learning objects, resources, and didactic and technological means in the generation of English learning.
- Uses Information and Communication Technologies (ICT), Learning and Knowledge Technologies (LKT), and Empowerment and Participation Technologies (EPT) as construction tools to favor the meaningfulness of the teaching and learning processes.

School context

The research is carried out on Secondary School Number 0003 "Lic. Benito Juárez". morning shift, CCT: 15EES0136E (see annex 2). It is located at Juan Fernández Albarrán Street, C.p. 50130, Toluca De Lerdo, Mexico, (specifically with 3rd-grade learners). According to Market Data Mexico estimates, the Universidad neighborhood is located in the municipality of Toluca, in the State of Mexico, and covers an area of approximately 65 hectares. The main activity in Col. Universidad is education, in which about 100 establishments operate, with an estimated 1,000 people employed. The Universidad neighborhood has straight streets, many universities are located here, and activities such as markets, sports, and ceremonies. It is located near Toluca's most important road, Tollocan.

The Secondary School Number 0003 "Lic. Benito Juárez" has two soccer fields, one basketball court (see annex 3), a fronton, a swimming pool, a gymnasium, a cafeteria, a stationery store, restrooms in the building, hallways and the courtyard, internal and external gardens, a parking lot, a two-story building and a first floor, kitchen room, English laboratory room, mathematics room, chemistry room, trophy room, meeting room, principal's office, educator's room, library. There are 24 classrooms with approximately 39 learners per classroom. The classrooms have doors, windows, tile floors, lighting, a board, and plastic desks for left and right-handed learners.

In the school mentioned above there is a lack of commitment by learners to follow class rules and a low level of engaging and motivating instruction; without mention that discipline is an important point to develop. The information was obtained with direct observation, a field diary (see annex 15), and behavior tests (see annex 5), that were applied to the third-year groups. While the school is characterized by discipline and values, the results indicate learners' challenging behavior.

Justification

Justification

The research topic is the application of positive discipline strategies to improve classroom management. It is based on the improvement of classroom management, prevention, and response to learner misbehavior. This topic was selected for the reason that there is a need for improvement in the classroom management skills of English educators to provide learners with a better classroom climate that is conducive to learning English.

The significance of this project is to investigate positive discipline strategies that improve classroom management, in addition to their analysis and evaluation. Afterward, selected strategies are to be applied to analyze what worked, and what did not work and to look for possible solutions. The process is repeated to achieve an improvement in classroom management.

The educator must employ a variety of positive discipline strategies, carefully selected, and analyzed to use them as effective instruments to prevent and respond to the misbehavior of third-grade learners of the Secondary School Number 0003 "Lic. Benito Juárez". The educator should achieve better control of the group through the application of positive discipline strategies, it is optional that most of the learners will show better discipline.

In this research topic, it is indispensable first of all, to know what classroom management is to understand its deep meaning and what advantages it has in education, the contributions, and improvements on it. Also, positive strategies will be applied in this project, strategies for prevention and response to learner misbehavior to improve classroom management. Mohamed, (2021), states that classroom management is an essential part of the educational area, it also includes setting up and maintaining the teaching environment so that educational goals can be achieved.

Benefits are granted to learners, among which may be indispensable skills for their school life, improved coexistence among classmates and educators, as well as an improvement in their academic performance thanks to the fact that discipline generates the necessary conditions for learning. In addition, educators also benefit in the sense that a climate of respect is generated, which facilitates the teaching process, since indiscipline conflicts that interrupt the teaching and learning process are reduced to a great extent. Also, the emotional bond that exists between educators and learners is strengthened because the learners feel contemplated, respected, and important.

Furthermore, Beltrán, Urrego, and Rojas, (2018), remark that it is overly significant to establish and maintain the classroom as an efficient environment for teaching and learning. The implementation of positive discipline strategies helps learners learn. Classroom management is possibly a challenge identified not only at Secondary School number 0003 Lic. Benito Juárez, but it is also a real issue that happens in almost every classroom in the country. Makwarela, D. (2000), declares that disruptive behavior has historically been a challenge for educators.

However, this is not only an issue that the learners have since educators also have this obstacle of misbehavior. Because for there to be a change in learner discipline, there must first be a change in the role of the educator and the strategies that he models and applies in the classroom. The problem of discipline must be solved, seen from the educator's perspective, who is the main responsible for modeling good discipline, selecting and expanding the necessary and relevant strategies to achieve an improvement in classroom management, thereby achieving a climate conducive to teaching and learning, in this case of English.

Classroom management, also known as classroom discipline, is an important aspect of how learners learn, and educators teach. As established by Lopes, J., & Oliveira, C. (2017), classroom discipline refers to a set of educator actions that constitute organizational and management processes aimed at establishing classroom order (routines, norms, procedures, etc.).

Discipline, in turn, refers to the actions that the educator undertakes to end indiscipline and restore order. In addition, it is important to mention that discipline issues are also frequently cited as one of the main reasons why some educators decide to leave the profession, (Brophy, 1996). In addition, many graduate educators have decided to work in something else or simply study another career and one of the common reasons is that it is difficult for them to manage a group.

However, classroom management does not only mean discipline but also other areas such as humanism and mutual empathy. Further, educators and their caring behavior are considered among the most important environmental factors that can help learners develop positive attitudes toward language learning and promote learners' effort or engagement in doing language learning tasks (Iswari; Marlina; Nurhastuti; Murni; Armaini. 2019).

As a result, according to Rahimi & Hosseini, (2015), second language motivation research places a heavy emphasis on the educators' role in motivating language learners and minimizing the level of their demotivation, educators are probably role models for learners, which is why it is necessary to apply positive discipline strategies that, far from discouraging and causing fear in learners, motivate them to be better people, with values and discipline.

Kathy, C. and Walter, D. (2006), mention that some studies indicate that desists, or educator actions to acknowledge, redirect, or stop inappropriate behavior, are effective in reducing classroom disruptions. In addition, a comfortable learning environment is created so that learners can concentrate better and learn new knowledge. Positive discipline strategies have many advantages, among them, good learning is fostered, improved learner behavior is reflected in the classroom, a comfortable classroom climate is generated, and the class becomes more dynamic among others.

Proactive classroom management strategies focus on implementing strategies emphasizing how learners should behave in the classroom, the expectations in the school, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviors, (Classroom Management Strategies 2014). An example of these strategies is the class rules that were already agreed upon on the first day of class with the 3rd-grade learners at Secondary School of No. 0003 "Lic. Benito Juárez García". The strategies used in this research topic should be adapted to the context of the learners so that they work correctly.

Gouri, (2019) defines indiscipline behavior as a situation in which people do not control their behavior or obey the rules. Usually, misbehavior is presented more frequently in children and adolescents. In this case, misbehavior is presented by learners in the 3rd grade of Secondary School No. 0003 Lic. Benito Juárez. This problem was identified in this school thanks to the observation days and the instruments applied, such as the practice diary and the Likert scale test that reveals the level of misbehavior of the learners.

The research subject is mainly based on positive discipline strategies, for this reason, it is fundamental to know what those positive discipline strategies are, and if there is positive discipline there must also be negative discipline strategies. Besides knowing the strategies, it is also essential to know what the term discipline refers to in its two areas, the negative and the positive discipline strategies.

There are two types of discipline, positive discipline is a method used by educators in school as well as parents at home focusing on the positive aspects of the behavior. On the other hand, negative discipline refers to the act of giving verbal punishment (Gouri, 2019). Such as telling learners rudely or shouting to shut up, sit down, stop eating, or leave the room. The negative discipline is unfortunately and most likely the predominant discipline in most schools by both trainee educators as well as graduate educators.

Morin, (2014) defines negative discipline/punishment as the penalty for doing something wrong. It tries to change kids' future behavior by making them pay for their mistakes. And positive discipline is a logical or natural consequence of wrongdoing. It aims to change future behavior by helping kids learn from mistakes (Morin, 2014). Also, Positive discipline is an approach that has been in place for several years and has proven to be a better and renewed way to prevent and respond to learner misbehavior.

For beginning educators, according to Mohamed (2021), the most challenging thing to master is classroom management. They may feel stressed, lack adequate support, and feel unprepared to solve their learners' behavioral and academic challenges, because being an effective educator does not just mean having a deep knowledge of the content but also, organizational, management, and communication skills. Applying correct classroom management strategies and having favorable results is probably a challenge for some educators, especially for educators in training, since many approaches and studies are needed to achieve good group management.

The function of research is to provide a classroom environment conducive to learning, and it will be useful for the learner to learn, as well as for the educator to teach. The topic "The application of positive discipline strategies to improve classroom management" was selected as the reason that classroom management is an indispensable part of the educational area. As defined by Brophy, (1986), classroom management is the educator's efforts to establish and maintain the classroom as an effective environment for teaching and learning. It also involves effort on the part of the learners as many of them seek to follow classroom agreements and maintain order in the classroom.

Classroom management does not just discipline at the moment, nor is it a recipe to follow to have an organized classroom, but it is a way of life, according to Delceva, (2014), the management of a classroom is a process that includes different activities done by educators and learners alike but also teaching subjects that have to be aligned with both the needs and abilities of the learners and the previously established teaching goals. As mentioned above, it is an effort of both educators and learners, who together constitute the classroom.

One of the main reasons for choosing the topic mentioned above is the Covid 19 pandemic, because before the pandemic education was stable, then, the pandemic occurred, the confinement began, and education had an extreme change since it was necessary to opt for the application of distance and online classes, for the safety of all educational agents and to avoid the spread of contagions; and not only academic issues changed but also many emotional issues such as depression, anxiety, stress, loss of motivation, among others.

After the pandemic, classes were resumed in a mixed manner where classes were given both online and face-to-face, sometime later the face-to-face classes were resumed, and learners and educators entered the process of re-adapting and healing emotional and disciplinary issues. That is why group management becomes a current and urgent need to build class agreements and promote values, and positive discipline strategies to achieve an improvement in the school climate that leads to improvements in learning.

Discipline is essential to do everything since humans carry a certain kind of discipline in everyday life, which allows people to live in a more respectful world, with values that govern the ethics of human beings. The same goes for school, it is not an exception to discipline, stated by Delceva, (2014), life without discipline is just like a house without a roof. Discipline is the fundamental unit of a successful individual.

The importance of the application of positive discipline strategies derives from the demand for learners to learn as well as for educators to instruct. In addition, discipline strategies are a fundamental factor for educators to guide learners to a better classroom environment, connected to respect for oneself and others, due to the learner's misbehavior is considered to be a disruptor of the whole teaching and learning process.

Another example of the importance of discipline is when educators develop personalized and detailed planning, with carefully selected activities, to deliver a successful class. But when educators are faced with the reality of a classroom without a disciplinary focus, all planning falls by the wayside. As Rahimi & Hosseini, (2015), mention, not even the most detailed planning is saved from being ruined by learner misbehavior.

Nevertheless, not all these strategies have been entirely favorable, due to the lack of discipline with a more empathetic and humanistic outlook. As stated by Safari, (2018), some educators feel overwhelmed and powerless in dealing with behavioral challenges in their classrooms.

UNESCO, (2015), defines punishment as an action (penalty) that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behavior through negative means. Verbal or physical punishment is typically used with children.

In addition, Gouri, (2019) states that punishment (caning, sit-ups, scolding, etc), is considered one of the strategies adopted by educators in school to discipline children which has lots of negative impacts on the child. Furthermore, at Secondary School Number 0003 “Lic. Benito Juárez” probably some educators may have used negative discipline in the sense that sometimes learners are very rude and encourage educators to speak in inappropriate tones of voice or to engage in behaviorism.

However, the application of negative strategies such as punishment, recognition/reward, discussion, involvement, hitting, and aggression. Educators to learners are not intended to hurt, on the contrary, wrong ways have been chosen to respond and prevent learners' misbehavior since no one teaches how to do the right actions and each educator does what is within his reach or what his experience has shown to be successful. As mentioned by Simón & Alonso, (2016); cited by Lopes & Oliveira, (2017), classroom disruption is a major challenge faced by educators.

Consequently, it is understandable that some trainee or graduate educators fall into the use of negative discipline strategies because they have worked for them, however, Shindler, (2010). mentions that the use of bad strategies is highly ineffective and tends to encourage adverse effects on the classroom climate, learners' psychology, and level of function and order in the class.

This research-action project will consider the application of different strategies of positive discipline since these bring with them an endless number of advantages for the correct development of the learning and teaching process of English as well as of all subjects. Further, educators and their caring behavior are considered among the most important environmental factors that can help learners develop positive attitudes toward language learning and promote learners' effort or engagement in doing language learning tasks, (Lopes & Oliveira, 2017).

Planning/focusing on the problem

Planning/focusing on the problem

The main problem identified is that almost the majority of third-grade learners at Secondary School Number 0003 "Lic. Benito Juárez", lack discipline. The problem was identified in the observation journey that was carried out during the weeks of August 29 to September 09, 2022. On the observation diary were written the classes. Makwarela, D. (2000), declares that disruptive behavior has historically been a challenge for educators.

During this period, some issues of misconduct were observed on the part of third year Secondary School learners. These issues are listed below:

- Some of the learners broke the class rules on some occasions, such as avoiding the use of cell phones during class, staying in place, avoiding talking at inappropriate times, and listening attentively when instructions are given, among others.
- Some of the learners talked rudely to the educator on several occasions.
- Some of the learners used their cell phones at some times, to answer WhatsApp messages, check Instagram, or play clash royale, while the educator explained the subject of the class.
- Some of the learners arrived late to class after the break.
- Most of the learners talked at inappropriate times.
- Some learners went to the restroom and were late in returning to the classroom.

The observations mentioned above opened the door to the identification of the issue in the third year Secondary School learners of the aforementioned school. The problem is the lack of discipline, or seen from another point of view, the problem is the lack of application of positive discipline strategies.

In the second week of intervention were applied behavior tests (see annex 5) to third-year learners, specifically to 3rd “C” to 38 learners. The results were tabulated in graphs, (see annex 6-14) according to the answers given by the learners to each question.

- 18% of learners never understand the instructions given by educators, 36% sometimes, 23% usually, and 21% always understand them.
- 21% of the learners responded that they never remain seated at their desks when they are doing assignments, 34% sometimes 18% usually, and 26% always.
- 26% of the learners always consume food in the classroom, 36% usually, 23% sometimes, and 13% never.
- 31% of learners are always easily distracted, 42% usually, 21% sometimes, and 5% never.
- 36% of learners always talk to their classmates and laugh at inappropriate times, 42% usually, and 21% sometimes.
- 23% of the learners answered that they always go to the bathroom frequently or get distracted in the hallways, 39% usually, 18% sometimes, and 18% never.
- 13% of the learners sometimes follow their educators' instructions, 34% usually, and 52% always.
- 39% of the learners always use the cell phone as a distraction for classes, 31% sometimes, and 23% usually.
- 80% of learners sometimes treat their classmates and educators with respect, and 20% usually do it. Source: Author.

An interview was made to the head educator of the English class of third-year learners (see annex 4). It is shown below:

The educator mentioned that the lack of discipline has been a problem that she has observed over the years, although after the pandemic of covid 19, indiscipline among learners increased, and this is a problem that interferes mainly with the academic performance of learners. The educator also mentioned that the educators cannot change the behavior of the learners completely since they already have discipline forged at home with their families. In addition, the educator mentioned that indiscipline has always existed but in this school year 2022-2023, there has been an increase, and this is largely due to the lack of support from parents, since now educators no longer have the facility to correct learners.

In conclusion, the educator said that various positive discipline strategies such as class rules, attention grabbers, and TPR activities must be implemented in order to maintain order in the classroom so that learners' performance is not affected by poor classroom discipline.

Action Plan

Action Plan

As mentioned above in the section “Planning/focusing on the problem”, the problem founded in the Secondary School “Lic. Benito Juarez” Number 0003, is the lack of discipline in the 3rd-grade group "C" classroom. In addition, the proposal, to combat the problem, is the application of positive discipline strategies in the classroom.

The application of the proposal was based on the action research methodology proposed by the author Kemmis, (2009), who defines action research as a critical and self-critical process aimed at individual and collective self-transformation. Also, the positive discipline strategies, (Classroom rules, Attention grabbers, Noise Control Strategies, Total Physical Response Activities, Organization Strategies, and Time Strategies) were applied in fourth cycles. Each cycle is equivalent to one period of professional practice.

The following are the categories of positive discipline strategies that were applied to solve the problem.

Classroom rules

The author Yussif, (2021), defines classroom rules as the regulations that indicate to learners what they must or must not do. In addition, he mentions that classroom rules ensure the successful functioning of the classroom environment if properly implemented.

According to Hydon, (2017), the rules are used by educators to describe acceptable and unacceptable behavior inside the classroom. They are also a good tool for a good coexistence in class, which allows and facilitates the teaching and learning process.

Attention grabbers

“The noise that the learners make can be problematic in the classroom” (Copland et al., 2014 cited by Recard, M & Nathania, Y; (2021). Because of the noise that some learners make, other learners get distracted and lose concentration on what they are doing. Therefore, a quick and positive solution is the application of attention grabbers.

In accordance with Szott & Molitoris, (2010), the attention grabber is used to get student's attention and also the authors Arifadah, Y; Sholehuddin, T; Rio, R; & Paramita, A. (2019), mention that the application of an attention grabber in the classroom is a good option to make learners regain their concentration in class. In addition, attention grabbers, as the name implies, capture the attention of learners uniquely and funnily, on the contrary, when educators shout, learners get scared and that is why they keep quiet and pay attention. Both methods work, but the first one is related to positive discipline, and the second one is to negative discipline that must not be used in the classroom.

Noise Control Strategies

The author Baker, (2023), proposes an interactive discipline strategy of noise control called "Traffic light signals" This strategy consists of placing a traffic light in the classroom with three colors: red, yellow, and green. Each color represents an instruction, for example, red means total silence, yellow means whispering, and green means openness to dialogue.

As stated by NEA, (2020), dealing with noisy learners tends to decrease learning time, taking into account that in secondary school the time available is limited to 50 minutes. In addition, the use of strategies to help control the noise of 40 learners in a classroom makes teaching much easier and promotes positive discipline.

Total Physical Response Activities

Another useful way to engage learners' attention is with the help of Total Physical Response activities, Hunter, (2020), defines TPR as a method that attempts to center attention to encouraging learners to listen and respond to the spoken English language commands of their educators. According to Hunter, (2020), asking learners to do actions, like "Simon Says game", "Touch your head"; or "Touch your knees" is another great way to refocus the attention of the learners

Organization Strategies

The author Williams, (2022), mentions that organization is important in the classroom because it helps learners to focus on tasks, not to be distracted and to better manage their time since the organization is directly related to time management. According to Krosel, Helbert & Eads, (2023), organizational strategies help educators to maintain order in the classroom and are also very important because they contribute to efficiency and time management, especially in secondary school because educators only have 50 minutes to teach a class. In addition, thanks to the implementation of organizational strategies, time is saved and better used for learners to learn.

Time Strategies

According to Mehta (2019). Through time strategies, educators can achieve effective classroom management. In fact, the time allotted for English classes in Secondary School is 50 minutes, however, the reality faced by educators is totally different, since due to distractions such as lack of discipline, active pauses, interruptions from parents, counselors, learners, educators, etc., classes end up being 30 minutes long, and in that period a class has to start, develop and close. For this reason, it is necessary to apply time and organization strategies.

Time strategies are linked to student discipline since if learners know how to spend their time, they will hardly fall into undisciplined games that make them lag in class activities. The author Novak, (2021), mentions that time management strategies such as the hourglass, allow learners to successfully complete their activities and become more productive and improve their academic performance.

Observation Period

The observation period was carried out from August 22nd to September 9th of 2022. The first week was the intensive technical council where the English academy designed the action plan for the last months of the year (September, October, November, and December) which consisted of reviewing topics for the learners to recover previous knowledge and reinforce them. The remaining 2 weeks were dedicated to observing the learners in the English classes. During this period, learners were tested on all about me, likes and interests, and a behavioral test; in addition, an interview was conducted with the English educator regarding group control (see annex 4).

The interview mentioned above pointed out that in this school year 2022-2023, indiscipline has been outstanding, according to the English educator of the 3rd-grade learners of the official Secondary School Number 0003 "Licenciado Benito Juárez". The educator also mentions that this lack of discipline interferes with the teaching and learning process since breaking class rules causes distractions in the learners that prevent them from concentrating and learning, as well as the educator's lack of class time to teach the learners.

Reflection

The main objective of these 2 weeks was to identify a common problem occurring in the 3rd-grade groups that affected the teaching and learning process. At the end of the two weeks of observation of the learners, an analysis was made of the information collected from the different tests, the interview, and the observation notes, then a problem was found that affected the teaching and learning process. That problem was the lack of discipline in the classroom.

First Cycle

First Period of Professional Practice

The first period of professional practice was carried out from Monday, October 10th to Friday, October 21st of 2022. In the lesson plan, the social language practice was developed: Discusses own and other people's experiences in a conversation.

First Class

In the first class, the educator and the learners established the rules of coexistence in order to achieve a good atmosphere and a classroom climate conducive to learning. The class rules were:

1. Always listen when someone is speaking.
2. Raise your hand if you have a question.
3. Respect and be helpful to each other.
4. Always keep our class clean and tidy.
5. Use the cell phone only as a learning support.
6. Consumes food only during the time it is designated for lunch.

The class started at 10:40 am; learners arrived on time in the classroom. Routines were presented by the educator and the learners listened carefully. The learners were positive and enthusiastic. Also, they presented good behavior, and the environment of the class was comfortable due to the fact that they followed the class rules. However, some learners did not want to participate for various reasons such as grief, panic, did not know, or probably did not want to do it. As a result, some strategies were encouraged by the educator, like giving more time to answer or giving an extra opportunity to review the vocabulary.

At the end of the class, the learners were happy and participated, but as it was the last hour, they were already restless and hardly paid attention, so attention grabbers were used by the educator, such as "One, Two", "Eyes on you." or "hands on top, that means stop", in order to help learners regain their attention and get back to the task of learning.

Second Class

In the second class with the 3rd-grade group C, the class started with a review of the routine verbs vocabulary (go to school, go home, do homework), The learners were excited because they had already learned the verbs, but several learners wanted to participate at the same time and that implied a loss of group control. So the educator applied a participation strategy, she used an application on her cell phone that showed random numbers, and depending on the number on the list, the selected learner would participate, and so on. Thanks to this, the learners were attentive waiting for the number to participate and the activity was done in order.

Third Class

The class began with a total physical response (TPR) activity "up, down, up, down". When the educator said "up", the learners stood up and when the educator said "down", the learners sat down. Also, the educator showed the learners an attention grabber, when the educator said "class, class", the learners responded, "yes, yes". Then the educator gave them the class rules (establish by the educator and the learners in the first class) on a sheet of paper to pasted it on their notebooks and analyzed together each rule.

Fourth Class

The class commenced with the cartoon game when the educator said caricatures present names of routine verbs for example: watch TikTok, and the learners responded wake up, brush my teeth, take a shower, comb my hair, play video games, etc.) The learners were content to do the activity and several of the learners participated, however, there were some learners who did not want to participate for various reasons such as grief, panic, or probably they did not remember the verbs. At the end of the class, the educator reflected on how to improve the TPR activity, so that everyone was included.

Fifth Class

The class started with a review of the routines vocabulary from the previous class. The educator sang a song with the learners (TPR), Then the educator presented the use of the clock, so the learners were attentive to the class, most of them knew the use of the classic clock and also participated by telling the morning routines with the respective time tables.

Reflection of the first period of professional practice

Before establishing the class rules, the learners were committing a lot of indiscipline, although the learners already had rules established with other educators, their indiscipline increased in class, so new rules were established by the educator and the learners. After the rules were established the classroom climate changed and progressively the learners regained good behavior.

The second strategy was the implementation of attention grabbers proposed by Dowell, (2019) the first one was "One, Two", "Eyes on you." and "hands on top, that means stop" These attention grabbers were applied at the end of the class since the learners were very distracted because the class was almost over, however, the educator did not want to tell them "silence" she wanted to have another way to capture their attention and the attention grabbers were innovative for the learners and at the same time entertaining, hence, the strategies did work in the first class.

When the educator gives learners participation in class, it is important to use disciplinary strategies, such as order. Without a strategy, the participation can get out of control, for example, the learners speak all at once and this causes the educator not to listen to all of them. The strategy of using an application on the cell phone so that the number that appears is the student's roll number and therefore, that student has the opportunity to participate in a fairer way.

Classroom rules are one of the most popular positive discipline strategies. Not only should they be made known, but they should also be remembered, and consequences applied if they are not followed. The total physical response activity did not work as expected, since the learners were having emotions due to factors external to the class. However, the strategies can be reapplied, as long as certain modifications are made that involve the participation of a larger number of learners, for example, with the implementation of a tombola. Singing songs is a

good strategy to remember vocabulary and not only that, but it also attracts learners' attention.

In the first period of professional practice, classroom management strategies were applied, the first one was the presentation of the classroom rules, the learners received the classroom rules and analyzed and reflected on them. Although the learners were made aware of the class rules, it was not enough to ensure they followed them and improved their behavior. However, the rules will continue to be implemented in all classes, so as not to allow them to be forgotten, the strategy will be improved so that each rule will have a logical consequence in case the rule is not followed.

The second strategy was the implementation of attention grabbers proposed by Dowell, (2019) the first one was "One, Two", and "Eyes on you" this attention grabber was easy for the learners to memorize, and at the first time it was very useful, but then it was boring and the learners need another attention grabber, So, the second attention grabber that was implemented was "hands on top, that means stop" this consisted in that when the educator said: hands on top, the learners responded, that means stop. These attention grabbers functioned effectively to capture the attention of the learners without having to shout silently or talk too loudly.

And according to Dowell, (2019), "The implementation of attention grabber in class might be the best way to make the learners focus". And that is precisely what happened, the attention grabbers worked, however, in the next interventions, new attention grabbers will be implemented so that there will be a wide repertoire and it will not become boring.

Table 1

Analysis of the application of positive discipline strategies during the first intervention period.

Category	Strategy	Advantages	Disadvantages	Did it work?
Attention grabber	T: One, two, three eyes on me. Ss: One, two, eyes on you.	It helps to capture learners' attention.	It is very long and difficult for learners to memorize.	Yes, it worked because it caught the attention of the learners.
Noise Control Strategy	Use a soft, calm voice to give instructions.	It doesn't hurt your throat and teaches learners to avoid shouting.	In some cases, learners will not listen to you.	Yes, it worked but not in all classes, it depends on whether the environment is quiet.
Total Physical Response Activity	Group singing.	It's fun to learn with instrumental music.	Not all learners enjoy singing.	In some classes yes, it depends on the mood of the learners.
Organization Strategy	Application to generate a number	Learners like the mystery.	The app chooses who participates but there are learners who want to participate, and the app does not choose them.	Yes, it fulfills its objective of providing democratic participation.
Time Strategy	Write on the board the minutes to do an activity.	Learners take control of their time.	Some learners need more time than the established time.	It does not always work because some learners are faster, and others are slower.

Note: This table shows the analysis of each strategy, its advantages and disadvantages, and whether or not the strategy worked and why. Source: Author.

Second Cycle

Second Period of Professional Practice

The second period of professional practice was carried out from Tuesday, November 22nd to Friday, December 9th of 2022. The social practice of language that was developed in the planning was: Exchanges information to move into a town.

First Class

At the beginning of the class, the board was full of letters from the previous educator, so the educator asked a student to erase them as a favor. The learners were in teams, watching football. For this reason, the educator quickly asked learners to line up and pick up their rubbish. Then, the educator applied a total physical response activity, (apple, banana, and orange), this strategy helped the educator to regain the attention of the learners.

In the development of the class, the learners did their vocabulary activity, the learners were more attentive than in previous classes and calmer. Some learners did not pay attention and were playing on their mobile phones, so the educator applied an attention grabber; when the educator says, "Eyes" the learners response, "Open". approached to ask learners to put away their mobile phones and to do the vocabulary activity. After that, a student said that he lost his mobile phone. The educator asked him to go to each classmate's place to ask and finally, he found it. At the end of class, the learners wrote the examples of there is/are and took homework.

Second Class

The class started with a game of complete words, where the educator drew lines on the board and the learners had to guess which word went where. The aim of the game was to revive the vocabulary of the places of a town. The Learners' behavior was calm because they were not as restless as in previous classes. Also, they participated a lot in the game mentioned above and liked it. Then, the educator made teams and applied an organization strategy that consisted of choosing a leader in each team to organize and direct his or her teammates. During the activity, the educator used a strategy to measure teamwork time, which consisted of playing music and when the music stopped the time was over. In addition, the music helped the learners to concentrate.

Third Class

The class started with a Total physical response (TPR) activity, learners played "up, down, up, down". The learners were too participative in class. The learners said the directions vocabulary and then, they wrote a conversation with a friend giving directions and using the reviewed vocabulary. The class finished with the exposition of the 3 teams about their conversation.

Fourth Class

The class began with a game of Total Physical Response, the educator gave participation through the game "cartoons". The learners were very enthusiastic about the game, they clapped and participated, some did not want to participate but the educator insisted and motivated them to participate, by telling them that they could, giving them clues, and giving them confidence so they would not be afraid to make a mistake.

Fifth Class

In this class, the educator used a voice recorder for an A2 listening activity. The learners listened to the audio more than 4 times and then answered a comprehension activity. During the listening activity, the learners presented excellent behavior; they were all in order and attentive to the activity. The educator was monitoring the learners. At the end of the listening activity, the learners began to have bad discipline, since some of them got up from their seats and others were talking or using their cell phones.

For this reason, the educator used the Total Physical Response strategy "clap once, clap twice, and clap three times" and the learners began to clap and remain silent, at that moment, the educator took advantage of the silence and the attention of the learners to analyze the answers of the activity as a group. After that, the educator recorded the activity in the list.

Reflection of the second period of professional practice

A good way to gain learners' attention when they are bored or sleepy is to play with a TPR, in this case, when the educator said "apple", the learners clapped, when the educator said "banana", the learners stood up and finally when the educator said "orange", the learners sat down. The "hangman" game is a good option to review vocabulary in a fun way. To start the class, an activity to break the boredom and a way to motivate is the TPR activity. When the educator said "up" the learners stood up and when he said "down" the learners sat down.

During this second day of practice, the strategies used in the first period were taken up again, such as the use of the class rules, since it is essential that they are not taken lightly and that they are not forgotten. In addition, new attention grabbers were implemented such as "eyes and open" when the educator says, "Eyes" the learners respond, "Open". Total physical response activities were also used such as "apple, banana, and orange" when the educator says "apple" the learners clap, when she says "banana" the learners stand up, and when she says "orange", the learners sit down.

Another TPR used was "up and down", when the educator says "up", the learners stand up and when she says "down", the learners sit down. Both attention grabbers and TPR activities work to capture learners' attention.

Table 2

Analysis of the application of positive discipline strategies during the second intervention period.

Category	Strategy	Advantages	Disadvantages	Does it work?
Attention grabber	T: Eyes Ss: Open T: Ears Ss: Listening	It is short and easy to remember.	You only capture the attention of the learners for 30 seconds.	It works to give short warnings.
Noise Control Strategy	Assign a noise level monitor.	It helps the educator to control noise.	The student does not always assume his role with responsibility.	It works, depending on the commitment of the assigned student.
Total Physical Response Activity	T: apple Ss. clapped T: banana Ss. stand up T: orange Ss. sit down	It is a good option when learners are sleepy.	Some learners are lazy to do the activity.	It works to keep learners focused.
Organization Strategy	Set a group leader for each group.	Improves teamwork.	Sometimes the leader makes most of the work.	It works in teamwork.
Time Strategy	Play music during an activity.	It is innovative. It helps in the concentration of most learners.	There are learners who do not concentrate with music.	Yes, it helped learners to concentrate and control their time.

Note: This table shows the analysis of each strategy, its advantages, and disadvantages, and whether or not the strategy worked and why. Source: author.

Third Cycle

Third Period of Professional Practice

The third period of professional practice was carried out from Monday, January 30th to Friday, February 24th of 2023.

First Class

The class started with the game Simon Says. The learners came to the front and wrote the Mexican traditions, (language, food, and games). The learners were very participative. Some learners checked their mobile phones, and as a result, the educator used the attention grabber “Who is listening?” And the learners said: “I am listening”. This strategy helped educator to catch the learner’s attention and remembered them the class rules. Then, the educator made teams with the organization strategy that consisted of enumerating learners 1, 2, 3, 4, 5, 5, 6, 7, 8 to make the teams. After that, the learners read the instructions to play “la loteria” The learners were happy to play the game.

At the end of the class, the educator asked the learners about their favorite country, food, traditions, and language. After that, the learners played the lottery but as they were still talking, the educator canceled the game and asked the learners to write about Mexican culture.

Second Class

In this class, the learners broke the rules of using the cell phone only as a learning support and avoiding eating in class, consumes food only during the time it is designated for lunch, and always listening when someone is speaking. The educator reminded learners of the classroom rules and had a conversation about it. Then, the educator asks ss. to make an activity and used a time strategy to help learners to manage their time, the strategy consisted of counting numbers in reverse to inform that the time is over.

Third Class

The learners came back from their physical education class, they were tired, agitated, and thirsty, so the educator applied a strategy to calm them down, proposed by Watson, (2014) “breathing exercises” so, the educator asked the learners to inhale deeply and exhale slowly 4 times and then continued with the class.

Fourth class

The class was in the last hour, and the learners were anxious to go home. The educator used an attention grabber “clap once, clap twice, and clap three times”. The learners concentrated and carried out their activity.

Fifth class

The English class was after recess, at 10:50 because the learners had an extra 10-minute break for Valentine's Day. The learners came into the classroom, full of energy, with lots of gifts, and were euphoric. The educator entered the room, greeted them by saying "good morning" in a loud voice, and repeated it 4 times until all the learners got up from their seats and greeted him. Then he handed them some friendship letters in English, made by other learners, and meanwhile, the learners were happy and excited to read the letters.

Reflection of the third period of professional practice

During the last hour of class, (from 12:20 to 1:10 a.m.) the learners are usually tired. Therefore, during class, the learners are undisciplined. A good way to get their attention is with the application of an attention grabber, which recovers attention and can be very useful if used correctly. The attention grabber recovers the attention of the learners but only for about 2 minutes, and it is at that moment when the educator must intervene and give instructions.

During this third period of professional practice, we applied strategies such as class rules that have been retaken in all classes as these are extremely important to maintain discipline in the classroom, the rule that learners broke the most was “use the cell phone only as a learning support” apparently, it is the most difficult rule for learners to follow because in all classes since the first period of practice, they have used their mobile phones to send messages, play, listen to music or be in social networks like Instagram. The best thing you can do is to continue to reinforce classroom rules and use strategies to capture their attention. It is also important from time to time to use games like Simon Says so that learning does not get boring.

Breathing exercises were also implemented to calm the indiscipline of the learners when they are euphoric or stressed. The strategy consists of pausing to take slow, deep breaths, which help them to concentrate and relax. Attention grabbers such as "clap once, clap twice, and clap three times" were also implemented to capture learner's attention at times when indiscipline is unleashed.

Table 3

Analysis of the application of positive discipline strategies during the third intervention period.

Category	Strategy	Advantages	Disadvantages	Did it work?
Attention grabber	T: Who is listening? Ss: I am listening.	It is easy to learn.	Not all learners respond.	Yes, it takes back the concentration of the learners.
Noise Control Strategy	Meter of voice levels.	It is a visual way of giving directions.	Not all learners obey visual instructions.	It is a great help in controlling noise levels.
Total Physical Response Activity	Simon says.	It is an entertaining game.	More than 3 minutes are invested.	Yes, it can be related to many review topics.
Organization Strategy	Enumerate learners to make teams.	It is a quick way to make teams.	Some learners prefer to form their own teams.	Yes, it is a way to include and collaborate with different learners.
Time Strategy	Countdowns.	It is used to mark the times of each activity.	Some learners may feel pressured.	Yes, when they are simple activities.

Note: This table shows the analysis of each strategy, its advantages and disadvantages, and whether or not the strategy worked and why. Source: author.

Fourth Cycle

Fourth Period of Professional Practice

The third period of professional practice was carried out from March 6th to 31st of 2023.

First Class

The class began with questions about which was their favorite movie, the learners participated in disorder since they all wanted to talk at the same time, so the educator applied a strategy of order, in which with a tombola she drew a number from 1 to 39 and according to the number on the list, the selected student participated. During the development of the class, the learners wrote down the concepts of the types of TV programs.

The educator monitored the learners and noticed that some of them had not written anything, so the educator used a timing strategy, which consisted of using an hourglass so that the learners would stop writing when all the sand fell. This motivated the learners to do their work quickly. At the end of the class, the learners asked another classmate about the last TV show they watched and the type of show it was.

Second Class

At the beginning of the lesson, the educator implement a Total Physical Response Activity to catch the student's attention "If you can hear me clap once, clap twice, and clap three times". Then the learners made a table about the types of TV shows, the name of the programs, their purpose, audience, main characters, etc.

The educator used the hourglass strategy to measure the learners' time; this strategy motivated them to take care of their time and they found it interesting. In the end, the educator evaluated the learners' work with an order strategy, the

learners remained seated, and the educator went to their place to check their comparative table and assign them a score.

Third class

The educator entered the classroom and said "Good morning" 3 times until all the learners stood up and said hello. Then the educator wrote down the date, topic, expected learning, and some important concepts from TV shows. The learners also wrote it down on their notebooks. Then the educator gave a reading to the learners and asked them to read individually and at the end answer 4 reflection questions.

Some learners were on their cell phones, checking social networks, and the educator noticed and asked them to focus on their activity, it was not necessary to take away their cell phones since the learners were aware and continued working. The educator used the strategy of playing instrumental music while the learners were reading to help them keep their concentration.

Fourth class

In this class, the educator asked the learners to gather in pairs in an orderly manner, with the partner next to them, then the educator asked the learners to conduct research about a relevant topic they have seen on television or TikTok. After doing the research, the learners wrote it down in their notebooks and when they finished, the educator gave them some rules to follow during the presentations, such as: pass in pairs and in order, use an appropriate tone of voice so that everyone can listen, and listen attentively while others present. After the rules were made known, the learners went in pairs to present their topic in front of the learners and the educator evaluated them. During the expositions, some learners were talking too loud and laughing, so, the educator used a noise control strategy that consisted of drawing a traffic light signal on the board. The

color read means stop, yellow means whisper and green means open conversation. This strategy helps control the noise.

Fifth class

The educator entered the classroom and greeted the learners: "good morning, everyone" some learners stood up and responded "good morning educator" but other learners remained seated, so the educator shouted louder "good morning" until all the learners stood up. Then the educator asked the learners to sit down and open their English notebooks.

The educator wrote the date, the topic, and the expected learning and the learners wrote it on their notebooks. Later the educator showed the learners 6 flashcards of emotions and reactions caused by a Tv program; she modeled the pronunciation, and the learners repeated it. Then the educator noticed that the learners were falling asleep and so the educator started to sing "if you are happy and you know it clap your hands, and the learners clapped their hands and started to sing too.

At the end of the class, the learners elaborated 10 statements about the emotions they felt when they watched a movie or a TV program. The activity was done with a time of 10 minutes (see annex 16), the educator used the hourglass to mark the time. At the end of the class, the educator evaluated them.

Reflection of the fourth period of professional practice

When several learners want to speak at the same time, it creates a total lack of control in the group. The use of a tombola helps the educator to participate with the learners in a more democratic and fair way. On the other hand, the use of the hourglass helps the educator to have control of time, and the learners are motivated to work under time awareness.

The educator decided to write down the activity so that the learners could learn it more easily and later use this strategy when the learners are unfocused, bored, undisciplined, etc. Since, this strategy helps to recover the attention of the learners and not only that, but it also helps them to de-stress, have fun and regain concentration on their activities. Music is a good option to motivate learners to read, as they concentrate more easily, and it is difficult to be distracted by other stimuli. Although there are learners who may find it difficult to concentrate while listening to music, this is because the lyrics of the songs distract them, so it is better to use instrumental music.

It is important to remark on the rules before starting an activity, an exhibition, or a game. In this class, it worked to make the rules known before the learners presented the activity, since this way the activity was carried out in an orderly and effective manner. In this class, the learners did not feel motivated to study, even though they said they were tired and sleepy, the educator observed that several learners were yawning, so she used a TPR activity, which at the time of using it, the learners felt more motivated to perform the activities.

Under no circumstances should the educator turn her back on the learners, since at that moment, the learners may commit many unruly acts. However, the Total Physical Response activity that the educator used in the development of the class was very good for recovering the attention of the learners in a positive way, without having to shout the typical "silence" at them.

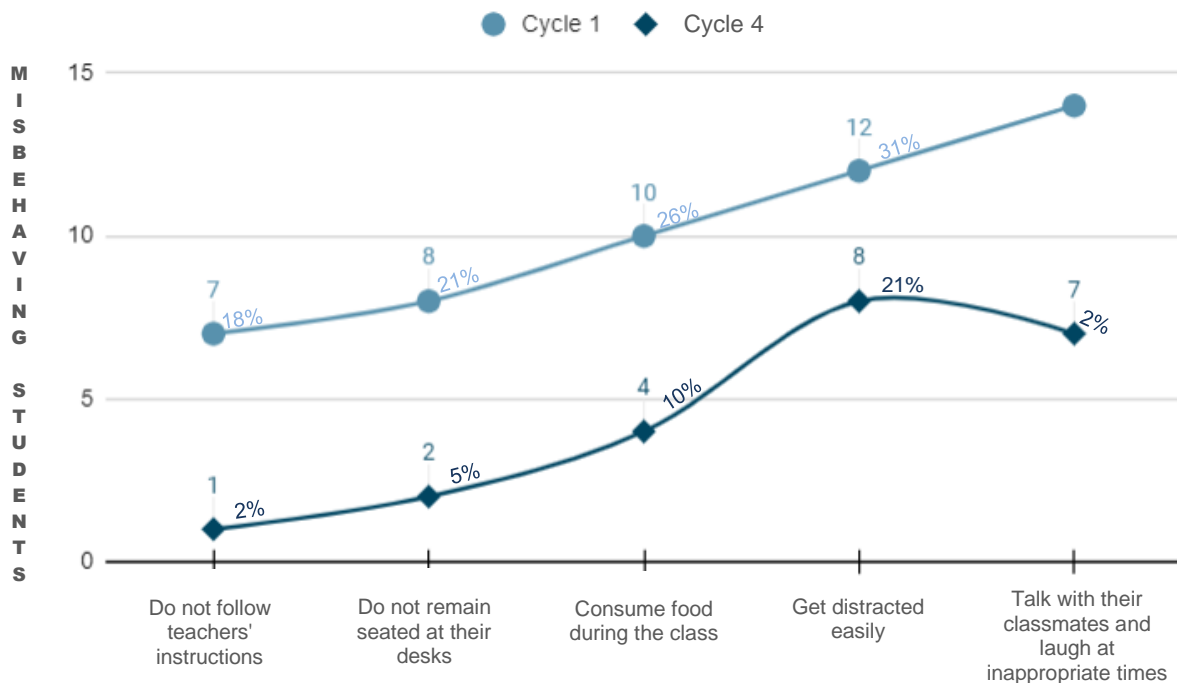
In addition, we used the strategy of using an hourglass, which boosted student motivation by being a different tool that helped them not to lose track of time and perform their tasks with more control. Mc Dowell's attention grabbers such as "class, class; yes, yes" and "one two, eyes on you" were also used to retake the learners ' attention in moments of crisis.

During the fourth class, the Total Physical Response activities, cartoons game and "clap once, clap twice, and clap three times" were widely used, which helped to regain the learner's attention and help them to regain their concentration. In addition, a participation strategy was applied in which a tombola was used to make the participations more democratic and to prevent indiscipline, this strategy worked very well and will continue to be used in the following days.

The behavioral test, that was applied in the first cycle, was applied again on the fourth cycle. The following graph shows the improvements achieved during the two application cycles. The following graph shows the improvement in the behavior of the 38 learners of 3rd year group “c” of the Official Secondary School number 0003 "Lic. Benito Juárez".

Figure 1

Behavior test



Note: This graph shows the comparison of student behavior during the first cycle and in the fourth cycle of the application of positive discipline strategies. There is a noticeable improvement in student behavior from the first cycle to the fourth cycle. Source: Author.

Table 4

Analysis of the application of positive discipline strategies during the fourth intervention period.

Category	Strategy	Advantages	Disadvantages	Did it work?
Attention grabber	T: Class, class" Ss: Yes, yes	It is easy for the learners to remember.	If it is used too much, it may lose its usefulness.	It works if used in moderation.
Noise Control Strategy	Traffic light signals.	You do not have to verbally ask them to be silent.	If you don't like to make didactic materials, this is not a good option.	Yes, it is an innovative way to have noise control.
Total Physical Response Activity	"If you can hear me clap once if you hear me clap twice."	It is a very quick way to get learners' attention.	You only get one minute of their attention.	It works when the room is very noisy.
Organization Strategy	Tombola.	It is a form to give participations democratically.	It can be a hassle to carry the tombola and do the papers.	Yes, it works, it is very useful for giving participations.
Time Strategy	Hourglass.	It is a very useful material and helps learners to have control of their time.	You must be careful because if you turn the hourglass over, the sand falls out and the time is altered.	It works if you are careful with the hourglass.

Note: This table shows the analysis of each strategy, its advantages, and disadvantages, and whether or not the strategy worked and why. Source: author.

Conclusions

Conclusions

There are many positive strategies to counteract indiscipline in the classroom, such as classroom rules, attention grabbers, Total Physical Response Activities/games, time tools, songs, traffic light signals, raffle tickets, etc., that can be used in the classroom. The strategies mentioned above were investigated and later applied in the official secondary school number 3 "Lic. Benito Juárez" in the 3rd year, group "c".

Throughout this research process and with the application of positive discipline strategies, not only was there an improvement in classroom management and in the teaching-learning process, but there was also an improvement in the development of my teaching work and in a very personal way. Which I can relate to my competencies of the graduate profile. By achieving an improvement in the classroom climate, I was able to get closer to the learners, get to know their likes and interests, and a more humanistic treatment not only focused on discipline but also helped in the organization of classroom activities.

I also learned to take into account the context of the learners at the time of planning, on several occasions I had the opportunity to personally approach the learners and learn more about their personal lives, as they told me some things like the fact that some of them did not have a father or a mother or, failing that, their parents worked all day. For these reasons, among others, learners need a lot of attention during class.

Suggestions

The following are some of the recommendations derived from the application of this degree project to improve group management.

Create a safe environment in the classroom with your learners, this can be achieved by getting to know them genuinely, listening to their opinions or problems, understanding them, providing support and solidarity.

Instill discipline in the classroom, with different strategies such as: class rules, teaching and practicing values such as respect, honesty, solidarity, equality, responsibility, etc.

Establish agreements with the learners and together form the class rules. Do not allow the rules to be forgotten. Remember the rules whenever someone breaks them.

Use attention grabbers instead of asking your learners to be quiet. Remember that attention grabbers are used to get learners' attention. Use them just before giving an instruction or explaining something. They are very effective if taught and used correctly. I recommend that each class or week you implement a different attention grabber so that they do not become routine.

The total physical response activities such as group singing, Simon says, attention grabbers that involve physical responses such as clapping, standing up, sitting down, etc. They are a good option to help learners concentrate when they are tired, bored or sleepy.

Noise control is necessary for good group management, since a noisy environment does not allow learners to concentrate on their activities and can be stressful for both the learners and the educator. There are several strategies that can help you control noise. Use a soft, calm voice to give instructions. It is a way to teach learners that there is no need to shout to be heard, and your throat will thank you for it. If you like to elaborate didactic materials, you can make a meter to measure noise levels or make a traffic light, both options are innovative and are visual aids.

Learners tend to use their cell phones a lot to distract themselves in class, either playing video games, listening to music, or checking social networks. What I recommend is to remind them of the class rules, and use a game to retake their interest, it can be Simon Says, cartoons, or a total physical response activity like, apple (up), banana (sit), Orange(clap); or use an attention getter to capture the attention of the learners to explain an activity that entertains them.

A good option to give democratic participations is with the use of a tombola, in a bottle or box you place folded pieces of paper containing the name of your learners. Or if you do not like to make materials, you can opt for an application that generates numbers or an online roulette.

Make learners take responsibility and learn to manage their time with the help of time strategies. You can implement hourglasses that measure various times, there are 1 minute, 5 minutes, 7 minutes, 10 minutes, etc. It is a remarkably interesting and vintage strategy. But if you do not like hourglasses you can choose to play instrumental music to time activities or write the minutes of each activity on the board and use countdowns like 4, 3, 2, 1 time is up.

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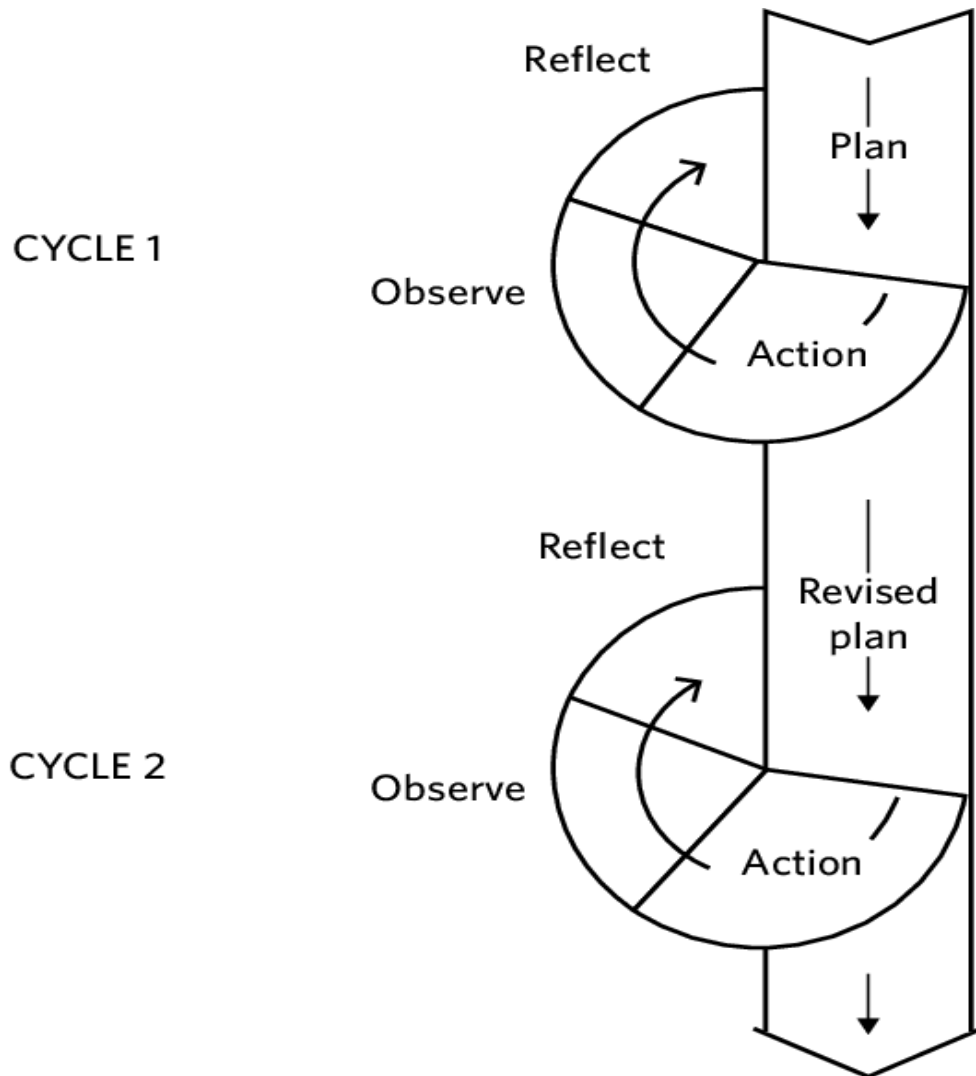
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Annexes

Annexes

Annex 1

Action research methodology by Stephen Kemmis.



Note: This is the action research methodology proposed by Kemmis, which has 2 cycles. Each cycle comprises a plan, an action, an observation, and a reflection.

Kemmis, S. (2009). Action research as a practice-based practice. *Research Gate*.17(3):463-474.

Annex 2

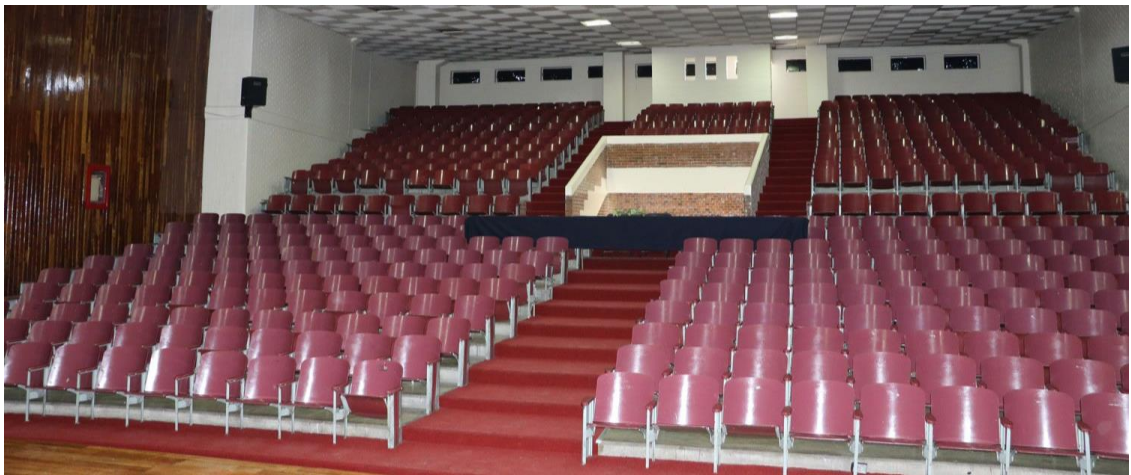
Picture of the Secondary School Number 0003 "Lic. Benito Juárez".



Note: This is the main entrance of the school where this research project was developed.

Annex 3

Picture of the soccer basketball court and an auditorium of the Secondary School Number 0003 “Lic. Benito Juárez”.



Note: These images belong to the Secondary School Number 0003 “Lic. Benito Juárez” and are part of the school context.

Annex 4

Interview to the English educator of the 3rd year of Secondary School Number 3, Licenciado Benito Juárez, located in Toluca.

1. Do you consider lack of discipline to be a problem that interferes with learners' academic performance? Yes, because of the distraction that occurs in the classroom, when learners start talking among themselves they make the whole group lose concentration, especially when they start laughing. However, these behaviors cannot be completely changed because the learners already have their behavior forged since their formation at home.

2. What changes have you observed this school year in comparison to previous years with respect to student discipline? There has always been indiscipline, but in this school year 2022-2023 discipline has been unleashed due to lack of support from parents; educators no longer have the freedom to correct learners. When you try as an educator to discipline, the learners think you are disrespecting them, because they feel they are right. It all comes down to lack of parental support. Lack of respect, lack of honesty are factors that have been very visible in recent years. In addition, with the new humanistic approach that is more inclined to the learners, it causes the mental health of educators to be neglected, since there must be a balance between the two.

3. What are the problems of indiscipline that you have observed or faced the most in the classroom? Learners consume food during class, which causes bad odor in the classroom and dirt. Another problem is the use of cell phones, since most of the time, learners use them to distract themselves instead of using them as a tool to strengthen their learning.

4. What strategies have you implemented to reduce this problem of indiscipline? Keeping them busy working, establishing student leaders in the teams, and asking for support from the leaders to maintain responsibility.

Note: This interview is related to the indiscipline of the learners. Source: author

Annex 5

Behavior test

ESCUELA NORMAL No. 1 DE TOLUCA
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA
CICLO ESCOLAR 2022 - 2023
SEPTIMOS SEMESTRE, CUARTO GRADO

Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez".

Docente en formación: Laura Ibethe Mota Gutierrez.

Nombre del estudiante: Anonimo

Grado y grupo: C Fecha: 7/07/22

Instrucciones: Marca el nivel de frecuencia en las que realizas las siguientes acciones.

Comportamiento en el aula	Siempre	Normal mente	A veces	Nunca
Me levanto para saludar a mis maestros al inicio de la clase.			✓	
Pongo atención cuando mis maestros explican el tema.		✓		
Entiendo las instrucciones que me dan mis maestros.		✓		
Permanezco sentado en mi pupitre cuando los maestros me dan actividades a realizar.	✓			
Consumo alimentos en el salón de clase.				✓
Me distraigo fácilmente.			✓	
Hablo con mis compañeros y rfo en momentos inapropiados.			✓	
Voy al baño con frecuencia y me distraigo en los pacillos.				✓
Respeto a mis compañeros y maestros.		✓		
Sigo las indicaciones de mis maestros.		✓		
Utilizo el celular como distracción para mis clases				✓
Me dirijo con respeto a mis maestros y compañeros.		✓		

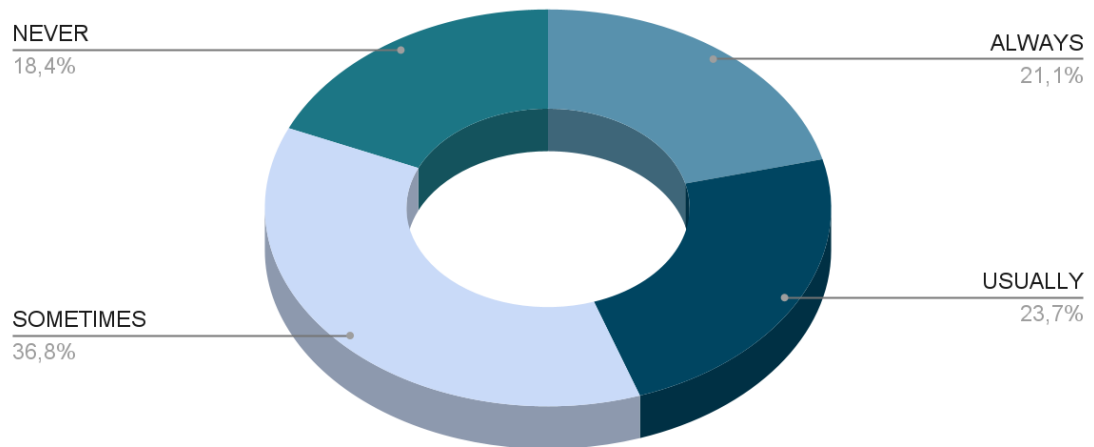
Gracias por tu valiosa participacion 😊

Note: This test contains learners' responses according to how often they do a certain activity.

Annex 6

Behavior test

understand the instructions given by educators

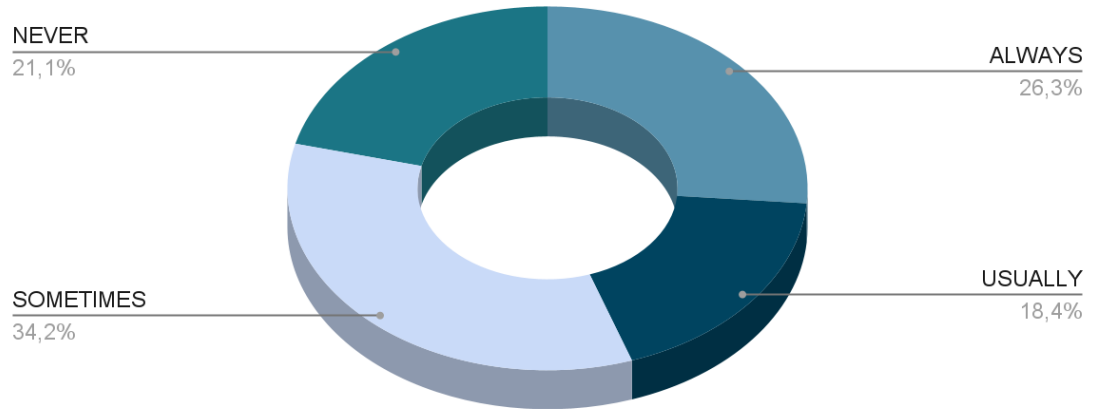


Note: 18% of learners never understand the instructions given by educators, 36% sometimes, 23% usually and 21% always understand them. Source: Author.

Annex 7

Behavior test

I remain seated at my desk when my teachers give me activities to do

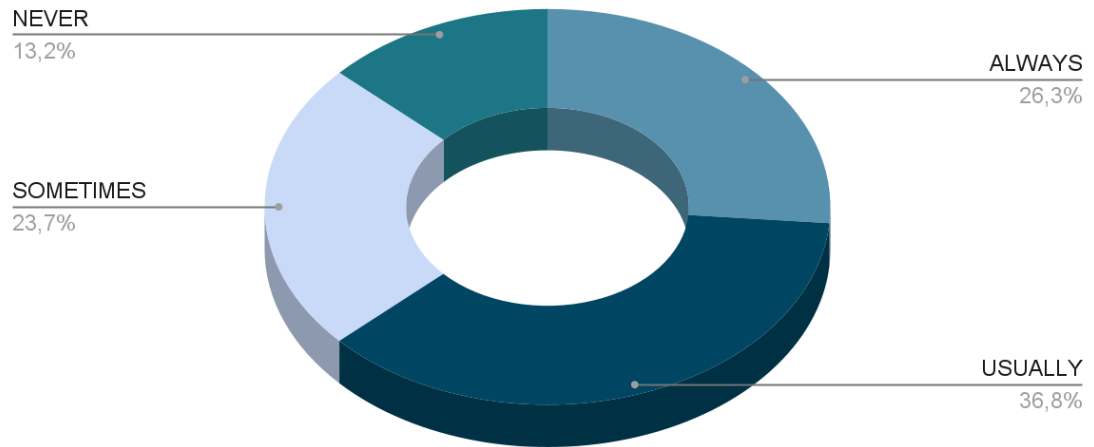


Note: 21% of the learners responded that they never remain seated at their desks when they are doing assignments, 34% sometimes 18% usually, and 26% always. Source: Author.

Annex 8

Behavior test

I consume food in the classroom

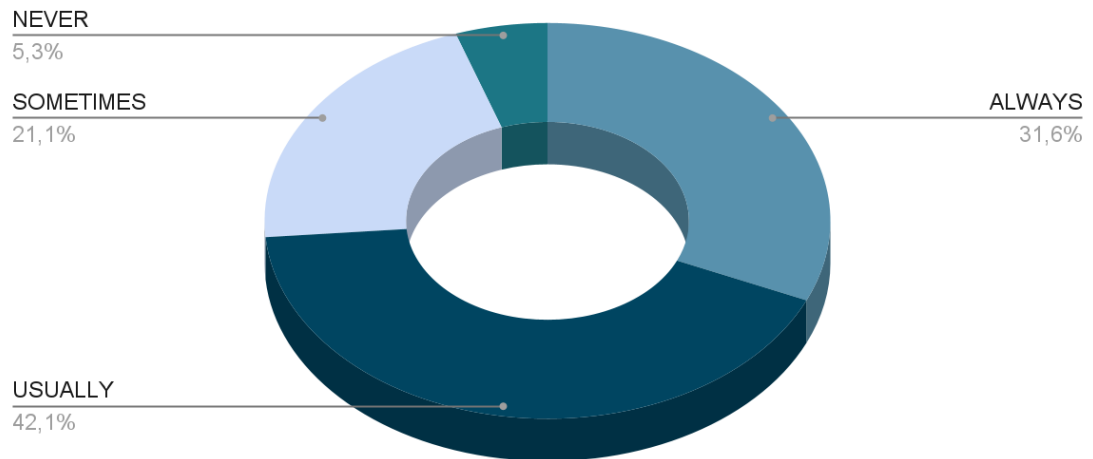


Note: 26% of the learners always consume food in the classroom, 36% usually, 23% sometimes and 13% never. Source: Author.

Annex 9

Behavior test

I get distracted easily

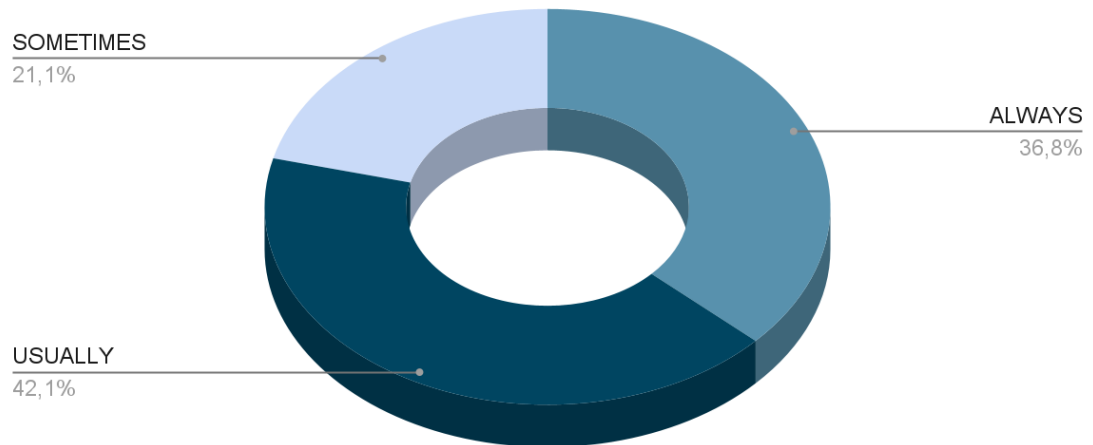


Note: 31% of learners are always easily distracted, 42% usually, 21% sometimes, and 5% never. Source: Author.

Annex 10

Behavior test

I talk to my classmates and laugh at inappropriate times

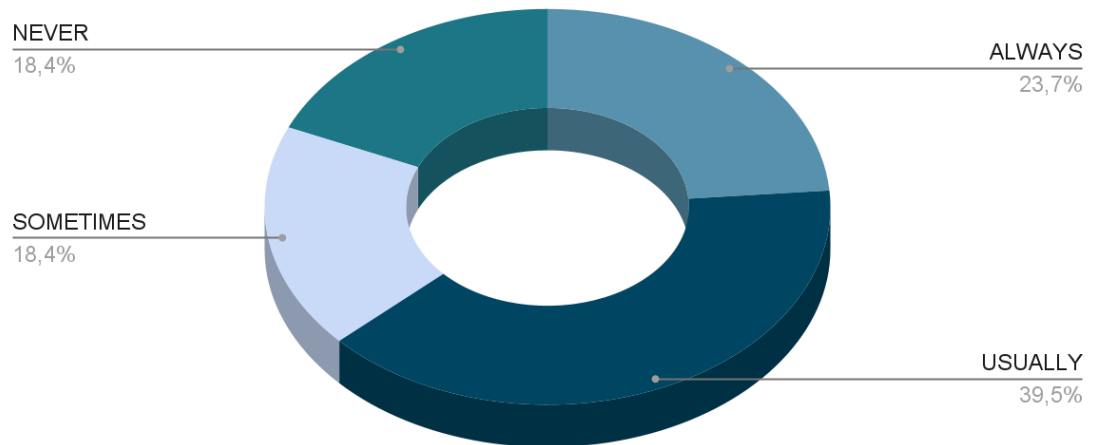


Note: 36% of learners always talk to their classmates and laugh at inappropriate times, 42% usually and 21% sometimes. Source: Author.

Annex 11

Behavior test

I go to the bathroom frequently and get distracted in the hallways

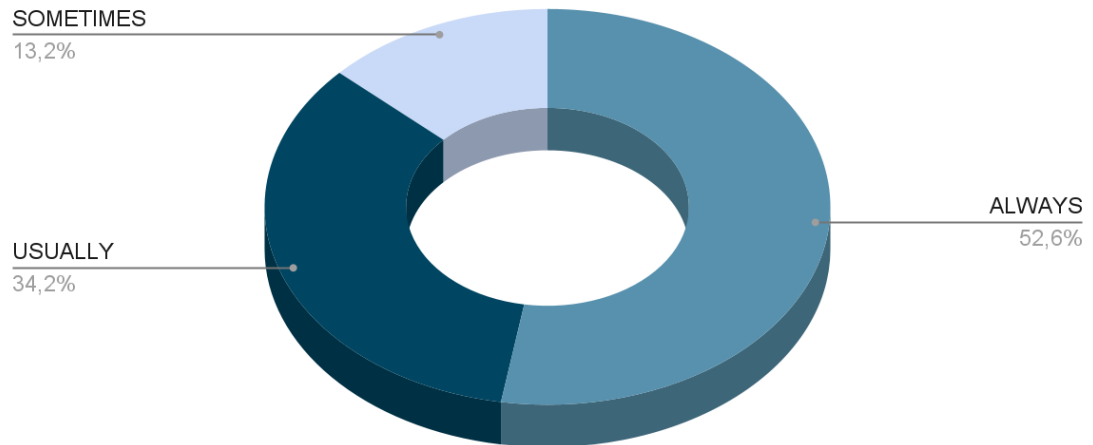


Note: 23% of the learners answered that they always go to the bathroom frequently or get distracted in the hallways, 39% usually, 18% sometimes, and 18% never. Source: Author.

Annex 12

Behavior test

I follow the educators' instructions

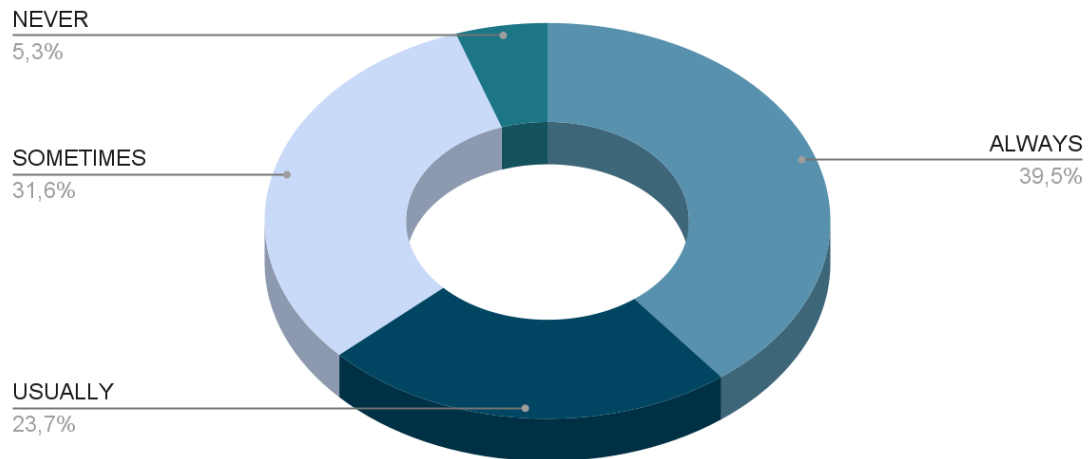


Note: 13% of the learners sometimes follow their educators' instructions, 34% usually, and 52% always. Source: Author.

Annex 13

Behavior test

I use the cell phone as a distraction for my classes

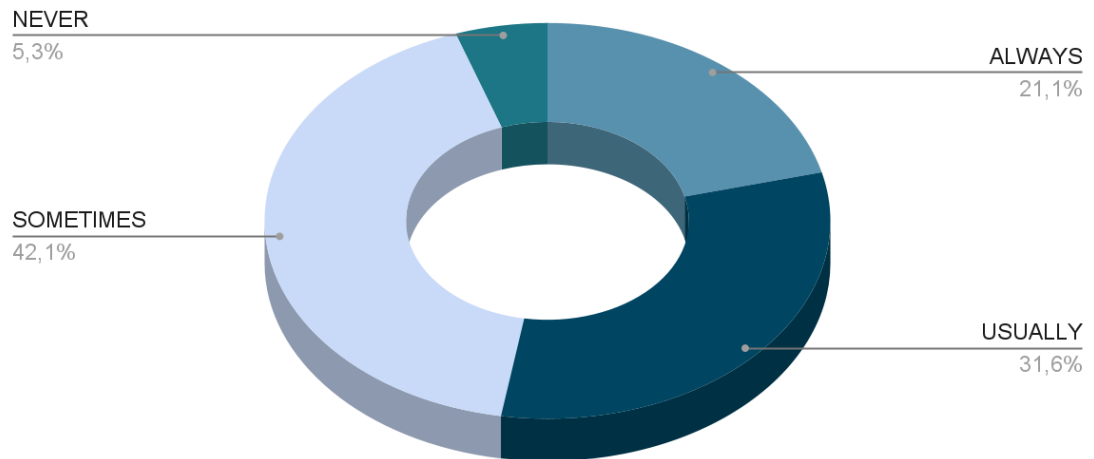


Note: 39% of the learners always use the cell phone as a distraction for classes, 31% sometimes, and 23% usually. Source: Author.

Annex 14

Behavior test

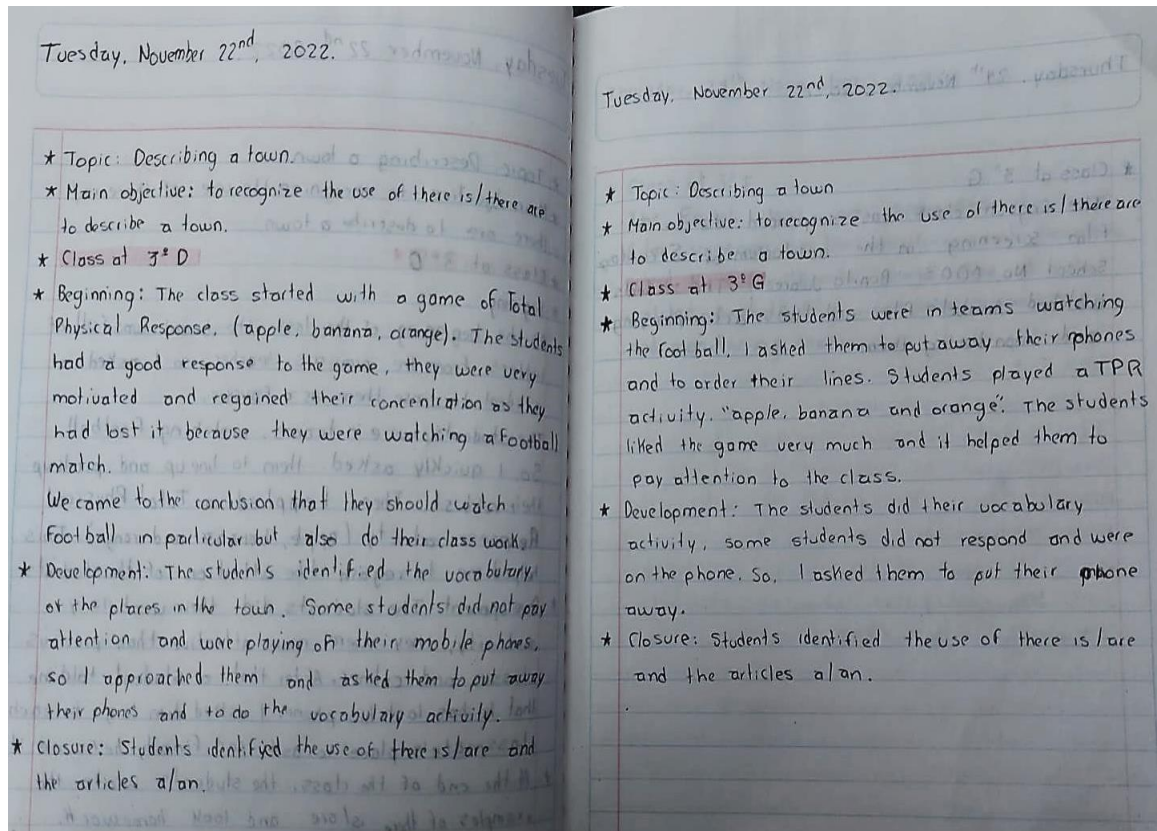
I treat my classmates and educators with respect



Note: 80% of learners sometimes treat their classmates and educators with respect, and 20% usually do it. Source: Author.

Annex 15

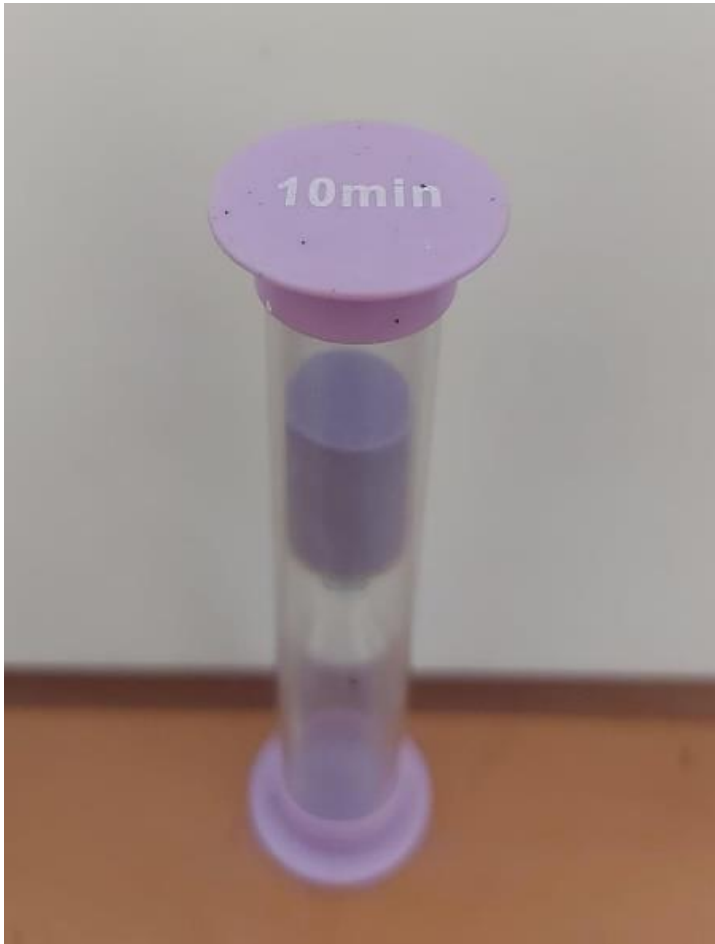
Field Diary



Note: This diary has written the events and the reflection of the classes given.

Annex 16

Hourglass



Note: This hourglass is a time strategy that helps students manage their time.

Schedule

ACTIVITIES	2022					2023						
	8	9	10	11	12	1	2	3	4	5	6	7
Planing of first action plan.												
First application of the positive discipline strategies												
Planning of second action plan												
Second application of the positive discipline strategies												
First degree document presentation forum												
Planning of third action plan												
Third application of the positive discipline strategies												
Planning of fourth action plan												
Fourth application of the positive discipline strategies												
Second degree document presentation forum												
Reflection and report of the action plan results												
Third degree document presentation forum												
Delivery of the draft of the final version of the degree document												
Delivery of the final version of the degree document												
Qualification exam. The work is presented to the commission for the researcher to examine												

Asunto: Se asume responsabilidad.

Toluca, Méx., 10 de julio de 2023

**H. CUERPO DE SINODALES
P R E S E N T E**

Quien suscribe C. LAURA IBETHE MOTA GUTIERREZ, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: Application of Positive Discipline Strategies to Improve Classroom Management, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Informe de Prácticas Profesionales; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

ATENTAMENTE



C. LAURA IBETHE MOTA GUTIERREZ

Toluca, México 12 de julio de 2023.

Dra. Ana Laura Cisneros Padilla
Secretaria de la Comisión de titulación
PRESENTE

El que suscribe Mtra. Jayime Georgina Mejía Blanco Asesora de la estudiante LAURA IBETHE MOTA GUTIERREZ matrícula 191529650000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado "Application of Positive Discipline Strategies to Improve Classroom Management" en la modalidad de Informe de Prácticas Profesionales; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

ATENTAMENTE



Mtra. Jayime Georgina Mejía Blanco

Asesora de Titulación

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".

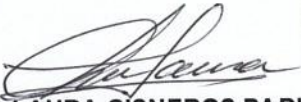
Toluca, Méx., 30 de junio de 2023

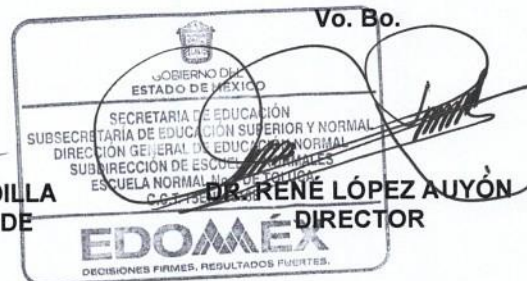
**C. MOTA GUTIERREZ LAURA IBETHE
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Informe de Prácticas Profesionales intitulado: Application of Positive Discipline Strategies to Improve Classroom Management, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE


DRA. ANA LAURA CISNEROS PADILLA
SECRETARIA DE LA COMISIÓN DE
TITULACIÓN



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