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EFL Classroom Management¹

Ligia Fernanda Espinosa Cevallos², Universidad Regional Amazónica Ikiam, Tena, Ecuador

Sandy T. Soto³, Universidad Técnica de Machala, Machala, Ecuador

Abstract

One of most important sources of frustration for teachers is not being able to manage their classes successfully, especially since class management is closely related to student learning (Soria Duarte & Quezada Campoverde, 2018). This article presents several guidelines that can help teachers to manage their classes effectively, especially when working with high school students. Good class management usually begins with an analysis of the characteristics of the students and the strategies that can be most effective for a given group (Ausubel, 1976; Holzschuher, 2012). Another fundamental step is to plan how the classes will be managed, as well as the rules and procedures that will guide them which, in many cases, may even be planned with the students themselves (Badía Martín et al., 2012). Finally, it is important that students and teachers develop a relationship based on respect and personal interest; that will motivate students to be more willing to accept the necessary rules, procedures and disciplinary actions established for the class (Barreda Gómez, 2012). Class management is an issue that is influenced by many factors, including even class preparation, classroom organization, and instructional time management. This article will present appropriate guidelines to help both, teachers and institutions, to achieve an environment of discipline that favors student learning and emotional development.

Resumen

Una de las mayores causas de frustración para un docente es no lograr manejar su clase de manera exitosa, sobretodo dado que el manejo de clase está estrechamente relacionado con el aprendizaje de los alumnos (Soria Duarte & Quezada Campoverde, 2018). De ahí que el presente artículo presente varias pautas que pueden ayudar a los docentes a manejar sus clases de manera efectiva, sobre todo al trabajar con estudiantes de nivel secundario. Todo buen manejo de clase empieza con un análisis de las características de los estudiantes y de las estrategias que pueden ser más efectivas para un determinado grupo (Ausubel, 1976; Holzschuher, 2012). Otro paso fundamental es planificar cómo se manejarán las clases, así como las normas y procedimientos que regirán las mismas, los cuales, en muchas ocasiones, podrán ser incluso consensuados con los estudiantes (Badía Martín et al., 2012). Finalmente, es importante que el alumno y el profesor desarrollen una relación basada en el respeto y el interés personal, pues así los estudiantes estarán más dispuestos a aceptar las reglas, procedimientos y acciones disciplinarias necesarias establecidas para la clase (Barreda Gómez, 2012). Así pues, el manejo de clase es un tema en el que influyen muchos factores, incluso la preparación de clase, la organización del aula y la administración del tiempo instruccional; pero con pautas adecuadas como las presentadas en este artículo es posible que tanto los docentes como las instituciones logren un ambiente de disciplina que favorezca el aprendizaje y el desarrollo emocional de los estudiantes.

Introduction

One of the factors that contribute the most to the optimal learning of students is class management. If students' behavior is not properly managed in class, it is very likely that the class will become troublesome. In this type of classroom environment, it is very difficult for the teacher to meet the objectives for the day, and, therefore, students will learn much less (Chávez Arcega, 2015; Marzano, 2003; Prensky, 2013). For instance, in a study conducted in Spain, teachers perceived that "disruptive behavior is becoming more frequent in the classroom and this hinders and obstructs the teaching-learning process" (Álvarez Martino et al., 2016, p. 174). On the contrary, well-managed classes provide an environment in which both teaching and learning can flow with complete calm (Barreda Gómez, 2012; Hudson, 2017; Marzano, 2003). Although there are always interruptions and difficulties, a well-managed class environment has fewer disruptions and problems, which facilitates the students' learning process.

The management of disruptive behavior can be a challenge for many teachers. Hence, it is necessary to look for strategies that promote both a peaceful class environment and a healthy coexistence that allow for optimal learning. However, to achieve this, class management cannot be left to chance, nor can decisions be made unexpectedly or accidentally; instead, class management must be carefully planned and analyzed, so that it responds to the needs of the students (Alarcón Florez et al., 2015). Each teacher and institution must have clear rules and procedures that regulate coexistence, reduce disruptive emotions, and mitigate

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² ligia.espinosa@ikiam.edu.ec

³ stsoto@utmachala.edu.ec

the effects of possible factors that generate difficulties (Berumen-Martinez et al., 2016). For this reason, this article aims to provide guidelines that will help to plan class management both at the classroom level and at the institutional level, anticipating possible inconveniences and providing resources to solve them.

Literature Review

In the past, teachers used to emphasize class discipline, which consisted mostly on controlling students' behavior; for example, making them keep silent or sit quickly. However, as mentioned by Kauchak and Eggen (1993), those teachers who are dedicated only to correct the discipline of students at all times, are compared to persons who are dedicated to putting out fires once they have already been started. Unlike those teachers who only focus on discipline, teachers who really know how to handle their classes focus on class management. This consists of the use of strategies that help students to stop falling into erroneous behavior and to be able to self-regulate; said strategies prompt students to become an example that motivates their classmates to behave appropriately (Evertson & Weinstein, 2013; Sprick, 2013).

In addition, class management, as we know it now, refers to all teacher actions intended to create an organized environment that promotes learning (Emmer & Sabornie, 2014; Kauchak & Eggen, 1993; Manning & Bucher, 2013). Therefore, when educators use the term "class management", they not only refer to the control of students' discipline, but also to the strategies and materials that the teachers use to have a calm, pleasant, and propitious class environment for students' learning. Thus, class management also includes the good relationship between the students and the teacher; the introduction of appropriate materials, standards, and procedures for the class; the teachers' ability to guide a class and give instructions; and the creation of a motivating and organized learning environment. That is, it integrates the environment, the students, the materials used, the class time, the activities, the teacher and, in addition, the discipline (Bru et al., 1998; Castro Pérez & Morales Ramírez, 2015; Fernández Aquino et al., 2012). Taking into consideration the aspects mentioned above, this paper aims to present guidelines that will contribute to good class management, as well as the success of the teaching-learning process.

Class Management in Practice

The first step of good class management is teachers planning on how they will handle their classes, so that they can then indicate such expectations to students and agree with them on the standards of behavior, rules, and procedures (Badía Martín et al., 2012; Kauchak & Eggen, 1993; Pérez Pérez et al., 2012). To do this, teachers must think about what the expectations of appropriate behavior for students are. Before establishing certain rules and procedures, teachers must reflect on the characteristics of their students as well as determining what kind of norms they deem necessary for them; they should also anticipate possible situations of indiscipline that they will have to face, selecting potential intervention strategies (Ausubel, 1976; Holzschuher, 2012; Soria Duarte & Quezada Campoverde, 2018). In this process, teachers can also anticipate behaviors and plan how to respond to such behaviors, by making a list of the typical reactions that they, as teachers, could have against a bad behavior of their students, and then analyze that list to determine if such reactions would be effective or not.

Establishment of Rules and Procedures

The goal of establishing rules and procedures is to help students self-regulate and stop engaging in disruptive behavior. The teachers who best manage their classes are not those who only reprimand when students commit an offense, but those who collaborate to form a comfortable, organized, and motivating learning environment. To achieve this self-regulation on students, rules and procedures that regulate students' behavior must be established from the beginning of the course. For this, it is necessary to meet with the students and discuss the specific behaviors that are expected of them.

Rules

According to Kauchak and Eggen (1993), class rules are a guide for the acceptable behavior of students and allows them to know what is expected from them. To be effective, these rules should be developed by both, teachers and students. They should also be few in number (5-8 rules), clear, specific, positive, consistent, explained and modeled by the teacher, and established from the beginning of the class. It is advisable to dedicate the first days of class to explain the rules and make them clear.

Procedures

The procedures, on the other hand, are systems that allow delineating the class routines and the activities and tasks that will be carried out (Evertson & Weinstein, 2013; Freiberg & Lapointe, 2013; Pérez Pérez et

al., 2012). It is possible to have a considerable number of procedures to guide classroom activities such as homework delivery, going to the bathroom, among others. Sometimes, it is advisable that teachers resort to negotiating rules with students, as proposed by the Ausubel's (1976) democratic model of discipline. In addition, it is necessary to ensure that students understand the expected behaviors as well as the consequences.

All these rules and procedures should be planned in advance. For this, it is necessary:

- a. To make a list of the rules that you consider most important and fundamental for proper management of the class.
- b. To make a list of behaviors that show that the rules are met.
- c. To make a list of behaviors that show that the rules are not met.
- d. To establish clear, specific, and directly related consequences for bad behavior (De la Mora, 2015; Rabadán Rubio & Giménez-Gualdo, 2012).

Examples

- Rule: Respect peers and the teacher.
- The rule is fulfilled if the student listens carefully and silently when the teacher is explaining or when one of his classmates has the turn to speak.
- The rule is not fulfilled if the student talks while the teacher is explaining or interrupts his classmates when they have the turn to speak.
- If the student has a positive behavior, praise the student privately for respecting the teacher and his classmates.
- The consequence for negative behavior: Look calmly and directly at the student who is interrupting or get close to him or her, so that the student realizes that their behavior is disruptive.

Student Self-Regulation

Currently, the strategy of class management has changed, since it is no longer just about demanding obedience from students, but about teaching them self-regulation and self-control skills (Berumen-Martinez et al., 2016; Woolfolk, 2008). Through self-control, students demonstrate responsibility; that is, the ability to meet their own needs without interfering with the rights and needs of others (Aleu, 2017; Woolfolk, 2008). In reality, much of the responsibility for the proper functioning of the class rests with the students.

In order for students to learn to develop this self-control, it is necessary to involve them from the beginning of the class (Alves de Mattos, 2002; Naira Campos, 2018). Instead of monopolizing all the activities of the class, teachers can distribute these activities among their students in periodic shifts (monthly or bi-monthly), thus giving learners the opportunity to collaborate in the tasks and participate in the functions of responsibility. These responsibilities could be for example, directing teamwork and excursion groups, taking attendance and counting students' absences, collecting homework and distributing materials, or taking care of the equipment, books and aids used in class.

Self-Analysis Journals

Something that can also help in students' self-regulation is to keep written self-analysis journals (Chávez Arcega, 2015; Hudson, 2017; Marzano, 2003). In these journals, students can write down the thoughts and reactions they have had, for example, when behavior incidents in which they were involved have occurred. Such strategies prevent students from being excused from their actions and trying to avoid the consequences. Below is a model example of the self-analysis journal or reflection journal (Figure 1).

It is also necessary to teach students self-regulation and self-control strategies so that they themselves learn to recognize their emotions (for example, when they begin to feel angry, frustrated, upset or overwhelmed) and learn how to react in these cases (Marzano, 2003; Rabadán Rubio & Giménez-Gualdo, 2012). When students

Reflection Journal	
Date of the event:	_____
Place where the event occurred:	_____
Other persons involved in the event:	_____

Answer the following questions:	
How do I think I contributed to the problem?	_____
How do I think others contributed to the problem?	_____
How do I think this difficulty can be resolved?	_____
How can I prevent a similar difficulty from happening again?	_____
What is my commitment to how I will improve my behavior?	_____

Figure 1: Reflection Journal

learn these self-regulation strategies, they learn to think about how they could react to frustrating situations and analyze what results each of these reactions will have, with the aim of selecting the reaction that has the best consequences for them and for others.

Student-Teacher Relationship

One of the factors that contributes the most to class management is the good relationship that develops between students and teachers (Ausubel, 1976; Faber & Mazlich, 1995; Soria Duarte & Quezada Campoverde, 2018). If a teacher has a good relationship with their students, students will be more willing to accept the necessary rules, procedures, and disciplinary actions established for the class. On the other hand, if the relationship between the student and teacher is not positive, then the student might resist the established rules which could make class management more difficult, as well as impair the optimal development of learning for students (Barreda Gómez, 2012; Marzano, 2003; Prensky, 2013). To achieve a good student-teacher relationship, it is important to engage in the following behaviors:

Respect

To achieve a good relationship with students, the most important value that should be promoted is mutual respect. In order to instill respect as a value in students, it is essential to be an example or model of that value, because students learn more from what teachers do than from what they say. In reality, teachers who are respectful to their students also earn the respect of their students.

Assertiveness

The idea of assertive behavior indicates that students should not be attacked or humiliated when behaving inappropriately, but rather, they should be corrected in a firm, clear, respectful, kind, and patient way (De la Mora, 2015; Hudson, 2017; Marzano, 2003). If the teacher corrects a behavior in a respectful manner, students will be more willing to change their way of acting and also to show respect to the teacher, instead of revolting and insisting on continuing with their undisciplined behavior.

Personal Interest

Something that can help to enhance the student-teacher relationship is to treat students with cordiality, praise them for their achievements, have high expectations of them, trust that everyone can be successful, and be personally interested in their needs, preferences, and problems (Marzano, 2003; Valencia Vargas, 2016; Velásquez Inga, 2014). For example, it is recommended that teachers talk with their students to know what interests they have or what difficulties or problems they are facing. To achieve this, it is necessary to create spaces for students to express their needs and interests. This helps teachers to customize learning activities by including and combining the interests of students with the content of the subject; it also helps them to support students in their learning and behavior difficulties. When students feel valued, they are more willing to collaborate with the teacher in the class and accept pieces of advice given by the teacher.

Enthusiasm

When a teacher is enthusiastic and encourages everyone to participate through active questions and strategies, students become infected with that enthusiasm, concentrate on doing their homework, and interrupt the class less, facilitating the teaching process (Evertson & Weinstein, 2013; Kauchak & Eggen, 1993; Manning & Bucher, 2013). Enthusiastic students work cooperatively, but without being distracted. In addition, they are participatory and constantly share what they learn with others; they deal with educational challenges in a positive way, are committed to their learning process, and strive to achieve their goals, even if they are difficult to achieve. All this results in better behavior and better class management (Choque Maquera, 2014).

Balance

A good teacher is balanced because he is able to maintain control of the class and at the same time give students a certain degree of freedom. Balanced teachers can be demanding and have clear rules and standards for their students; however, they are not rude, aggressive, or sarcastic. To achieve this level of balance, it is necessary to:

- a. Constantly reinforce the expected behavior of students and the positive and negative consequences related to the established class rules (Marzano, 2007; Solís Regato, 2014).
- b. Do not ignore the inappropriate behavior of the students (Laverde Mosquera, 2015; Marzano, 2003; Chávez Arcega, 2015), nor overlook their indiscipline when they use excuses without foundation to avoid the sanctions for having broken a rule.

- c. Focus on the problem that you want to solve instead of paying close attention to the feelings of disgust that you, as a teacher, may have because a student has broken the rules (Ridnouer, 2006; Rodríguez Quijano, 2012).
- d. See the complete picture, and learn what is causing the student's indiscipline, and work on that situation.
- e. Correct the students' indiscipline clearly and firmly with respect. Talk to the student using a respectful tone of voice, showing a neutral or positive facial expression, without humiliating, embarrassing or hurting the students' feelings (Ridnouer, 2006; Vásquez García, 2019).
- f. Never allow the indiscipline of the students to lead teachers to ignore values such as respect, honor, honesty, among others (Ridnouer, 2006).

Indiscipline Management

Four keys help to manage the students' indiscipline. First, get to know your students to identify their needs and the possible causes of indiscipline. Second, work hard to improve the relationship with students who do not behave well. Third, help the students establish a plan to improve their behavior (Ridnouer, 2006; Rodríguez & Quiñonez, 2012). Finally, work hard to find positive aspects of students' behavior and reinforce them (Bru et al., 1998; Castro Pérez & Morales Ramírez, 2015).

Teacher Strategies

Teachers should always know what happens in their classes. They should know immediately when problems begin to occur in class and intervene without delay (Laverde Mosquera, 2015; Marzano, 2007; Mouch Chamial, 2015). If a student begins to interrupt the class, it may be useful to look at the disruptive student, approach his seat, or even lightly touch his desk so that he knows that the teacher is aware of his behavior. If the student does not change his behavior, the teacher could approach him to find out if he needs something and to remind him what is expected from him (Hudson, 2017; Marzano, 2003) without drawing the attention of the rest of the class. If the bad behavior continues, the teacher should not lose his temper, but show emotional objectivity, which is the ability a teacher has to avoid seeing misbehavior as a personal attack, and instead, try to continue building a positive relationship with the student (Marzano, 2003). This implies that the teacher should not take indiscipline as a personal attack on him, nor react with exaggeration when students are undisciplined (Marzano, 2007; Prensky, 2013; Rabadán Rubio & Giménez-Gualdo, 2012). Rather, in these cases, home support should be sought.

It is necessary to be in constant communication with students' parents to explain the behavior of their children and work together to solve the problems that arise (Chávez Arcega, 2015; De la Mora, 2015; Marzano, 2007). However, if students do not change their behavior and do not respect the limits imposed, they must be responsible and face the consequences of their actions. For example, sometimes, it will be necessary to send the student to the principal's office so that decisive action is taken if the teacher has already spoken with the student on numerous occasions and he refuses to change (Ridnouer, 2006; Rodríguez Quijano, 2012). Of course, the objective of this disciplinary system is not to learn how to punish students every time they are undisciplined, but to motivate them to self-regulate their behavior based on logical, coherent, and beneficial rules and procedures for their learning.

Classroom Conflict Management

A conflict is a state of tension or disagreement between two or more people or ideas (Coil, 2000). However, when a conflict is well managed, it can produce excellent results. Good conflict management helps improve interpersonal communication between affected parties and find solutions to the conflict (Charney, 2002). For this reason, it is necessary for teachers to learn how to handle conflicts that may arise in the school environment and how to provide students with the necessary tools so that they can also solve them.

However, the best solution to conflicts is prevention (Coil, 2000; Fernández García, 2017). To do this, it is necessary to clearly establish the class rules and discuss them in the classroom at the beginning of the school year. Class rules should include those that prevent peer conflicts (Coil, 2000; Ibarrola García & Iriarte Redín, 2013). Unfortunately, sometimes, even if the rule is clear, peer conflicts will inevitably arise. In these cases, the best solution may be class meetings.

Class Meetings to Resolve Conflicts

The idea of these class sessions is to provide a space for the teacher and students to examine together the problems that arise in the classroom and work together to find a solution (Alarcón Florez et al., 2015; Faber & Mazlich, 1995). These meetings are usually very effective because the students are the ones who propose

the solutions to the conflicts, and therefore, they feel involved and are more willing to collaborate so that the problematic situation is resolved (Chacón Mora, 2014; Charney, 2002; Chau Torres, 2012). For these problem-solving meetings to function properly, it is necessary to establish a positive class environment and for students to commit to having a positive attitude during the session (Coli, 2000; Fernández García, 2017). Students should be willing to express their ideas and feelings, to listen to the opinions of others, to seek solutions, and not to judge or criticize their classmates (Calderón Matute, 2017; Charney, 2002). To conduct a class meeting, there are several steps to follow:

1. Clearly determine what conflict you want to solve.
2. Listen to the opinions, needs, and feelings of the students regarding the problem being discussed (Faber & Mazlich, 1995; García-Longorio & Vásquez Gutiérrez, 2013). It is necessary to allow all students to express themselves—the affected classmates and those who have not caused the conflict to express themselves.
3. As a teacher, give yourself the opportunity to express how the conflict affects you and the classroom environment (Alarcón Florez et al., 2015; Faber & Mazlich, 1995).
4. Ask students to propose possible solutions to the problem being discussed (Faber & Mazlich, 1995; Pérez Serrano & Pérez de Guzmán, 2011). These solutions can be written on the board in a brainstorming session. During this process, it is necessary for the teacher to resist the temptation to criticize the solutions proposed by the students; otherwise, students will be demotivated and stop proposing solutions.
5. Ask students to decide together what the best solutions are and propose a strategy that helps them meet the solutions they have reached as a group (Calderón Matute, 2017; Charney, 2002).
6. Define how to determine if student behavior is improving and what consequences the failure of one or more students will have to the resolutions taken by the group.

This way of solving conflicts is very effective, for example, in cases of common conflicts such as bullying and aggression between classmates. As students can realize how their behavior affects the classroom environment, they will feel more committed to change since they have been part of the process of resolving this conflict.

Class Preparation

Class preparation is essential to achieve success both in student learning and class management (Ridnauer, 2006; Rodríguez & Quiñonez, 2012). In this sense, the lack of class preparation can cause chaos in the classroom and stop the normal flow of the teaching-learning process. To begin with, a teacher should always have all the teaching materials ready before starting the class. This will avoid wasting valuable teaching time and disrupting student concentration. The teacher is the role model for his students; therefore, he must demonstrate to them his organizational skills, for example, by putting the assignments his students have presented in order (Ridnauer, 2006; Vásquez García, 2017). In addition, the introduction and conclusion of the class should be well planned since the student will remember the most what is taught during these two learning stages (Sousa, 2000). A good teacher even plans how he will deal with students' restroom breaks and many other unforeseen events that may arise.

Effective Management of Class Time

Effective teachers are characterized by making the most of class time to develop the teaching-learning process (Emmer & Sabornie, 2014; Kauchak & Eggen, 1993; Sprick, 2013). According to Stevenson and Stigler (1999), if a teacher wants to minimize unnecessary interference or interruptions in his instructional time, he can follow certain key tips such as:

- prepare the class in advance; bring all the necessary materials and have them ready by the time students arrive to class,
- have routines previously established with their students, such as that the students have the books ready on their desks at the beginning of the class or that they enter the classroom and be silent quickly to start the class,
- establish a schedule for parent-teacher meetings, so that they do not interrupt in the classroom,
- take students' attendance while students are working on a practical activity in the class in order not to lose the first minutes of class attention in administrative activities such as taking students' roll call or handing back assignments.

When a teacher makes good use of the allotted times, students are engaged and immersed in learning, academic achievement increases and class behavior and management improve (Freiberg & Lapointe, 2013; Kauchak & Eggen, 1993; Manning & Bucher, 2013). For this reason, it is important to take into account that the management of class time should allow students to combine group activities with individual and pair

activities. In addition, the class schedule should alternate periods of noisy activities with quieter ones, so that students do not feel tired or too bored, which can cause disruptive behavior (Schickedanz et al., 1996).

Organization of the Physical Space

The organization of the physical space of a classroom could help to manage students' behavior; therefore, the arrangement of a classroom should not be improvised, but carefully planned (Castro Pérez & Morales Ramírez, 2015; Schickedanz et al., 1996). The arrangement and decoration of the classroom must support its effective management (Estupiñán Aguirre & Vera Maldonado, 2016; Marzano, 2003). This should allow students to enter and leave the classroom quickly when they need to change from one class to another. Better results will also be achieved if the classroom is arranged in a way that allows students to move freely without many distractions, and that there is enough space available to be used efficiently (Marzano, 2003; Valencia Vargas, 2016). The arrangement of the classroom should also allow students to easily see what is explained on the board, easily obtain all work materials, get together for group work, move around the classroom without stumbling, and be easily observed by the teacher. Finally, the decoration of the classroom must be functional to create an active, motivating, and effective learning environment.

Motivation

When students are motivated, they increase their level of energy and activity, are willing to learn and work hard, set their own goals for the class, focus their attention on the activities to be developed, persevere when facing challenges, and promote collaborative learning; all this helps in the achievement of better class management (Huertas Martínez, 1996; Tobón et al., 2018). There are two types of motivation that can be developed in the class: extrinsic and intrinsic motivation. Extrinsic motivation is based on the rewards that are given to the students for performing their work such as prizes, good grades, congratulations, a school diploma, among others. This motivation is necessary for class but should be used with caution to prevent students from studying for the reward, without an internal desire to learn. On the other hand, intrinsic motivation is fundamental in the classroom, because this reflects on the students' desires to learn a subject because they like it and because they believe it has value in their life. When students are intrinsically motivated, they do the homework on their own initiative, learn the information in a meaningful way (not only by heart), and are encouraged to persist despite the challenges (Aguilar Villanueva & Cabrera Serna, 2015; Huertas Martínez, 1996). High school students who are intrinsically motivated learn more meaningfully and remember what they have learned because they see the usefulness and value of what is being taught. For this reason, intrinsic motivation helps to maintain the attention of students and creates a good climate in the class, something that is usually difficult with high school students.

Target Model

This model mentions that it is possible to motivate students through various means including class assignments, classroom activities, student recognition, teamwork, continuous assessment and the appropriate time for carrying out activities (Bonetto & Calderón, 2014; Tapia, 1997). According to Tapia (1997), class assignments should favor the perception of autonomy by the student and facilitate the choice of interesting tasks for them. In addition, classroom activities must be organized in a democratic and collaborative manner. This is essential since high school students want to feel that they are an important part of the class and that they can participate actively and influentially in the learning process by making important decisions regarding their teaching. It is also necessary to recognize their achievements and praise both their effort and their personal progress. It is important to encourage students to work in cooperation with other classmates as this motivates students to learn by the desire to achieve success and achieve a joint goal (intrinsic motivation), rather than learning to show off (extrinsic motivation). This, at the same time, is beneficial for students who have developed fear of failure. Evaluation can also be a motivating factor if it focuses not only on the final result but on the entire process (Hortigüela Alcalá et al., 2015; Tapia, 1997). Students feel motivated when all the effort they make throughout the teaching-learning process is valued, and not only "tested" at the end of the course. Time management can also motivate or demotivate students. Not everyone can perform an activity in the same time span; consequently, it is essential to give extra minutes to students who require it so that they do not feel frustrated or demotivated.

Other Motivation Strategies

According to Dörnei and Csízer (1998), to ensure that students are intrinsically motivated, it is necessary a) to plan more interesting classes; b) create a comfortable class environment; c) develop a good relationship with the students; d) increase students' confidence; e) allow students to have a positive image of themselves; f) teach in a way that the students see that what they learn is relevant, valuable, and useful;

g) the teacher should be able to transmit his own motivation to the students by showing them how important and interesting the content of the subject is; and, h) the class environment must be safe and pleasant. In this way, students will not be afraid to participate or to continue trying to learn even if they sometimes make mistakes and fail. It is not appropriate for teachers to embarrass high school students in front of their classmates when they make a mistake as this will cause students not to feel safe or motivated to learn and not to overcome the challenges they face. In addition, high school students care very much about their classmates' opinions about them; therefore, if teachers embarrass them in front of their friends, students will feel unmotivated and sometimes they will not even want to cooperate with the teacher, which could affect the proper management of the class.

On the other hand, Marzano (2007) and Ridnour (2006) propose some very useful additional strategies such as constantly engaging students in class through questions; including certain controversial topics in the class so that students can discuss their opinions and relate the topic seen in the class with their interests, life, situation of their community, country or the whole world. For example, if they are studying economics, they could relate it to the way they administer the money their parents give them each week. In that way, they will see the usefulness of what they are learning. Finally, the best way in which the teacher can motivate students is by expressing their confidence in them and encouraging them to see that they have all the necessary skills to achieve the objectives they want as long as they strive for them (Rodríguez Quijano, 2012; Vásquez García, 2017). That trust will make the students have a better relationship with the teacher and make the management of the class more successful.

Institutional Disciplinary Management

An appropriately managed educational institution regulates the discipline of students not only within the classrooms but also outside them, in places where students share spaces, play and interact as is the case of break time. Thus, each educational institution must offer an environment of discipline that favors the learning and emotional development of students. To regulate discipline at the institutional level, it is necessary for the educational institution to establish rules and behavior procedures that help to avoid usual behavior problems such as bullying, fights between students, disrespect to teachers, drug and alcohol use, and violent behavior (Fernández García, 2017; Puig Rovira & Martínez Martín, 1989). To prevent this type of difficulties, the rules and procedures must be clearly communicated to the students from the first day of class and must be constantly reviewed with the students throughout the school year (Marzano, 2003; Valencia Vargas, 2016). The educational institution could even hold a meeting with the parents to explain the rules and procedures that govern the establishment.

On the other hand, it is necessary for the educational institution to establish appropriate consequences for each type of indiscipline (Estupiñán Aguirre & Vera Maldonado, 2016; Marzano, 2003). In high school, the consequences may include suspensions at home, conferences for students with difficulties in behaving properly, meeting with parents, and even expulsions when the student refuses despite all efforts to modify their behavior (Figueroa Toribio, 2017; Puig Rovira & Martínez Martín, 1989). Educational institutions establish a variety of consequences according to the type of situation in which students are involved and its severity. Of course, all these consequences must be in accordance with the educational laws that govern the city or country where the educational institution is located.

Another important measure that educational institutions can take is to establish a system that allows students with high potential for extreme, antisocial or violent behavior to be detected (Marzano, 2003; Velásquez Inga, 2014). It could be observed which students demonstrate violent or conflicting behaviors to give them the help they need. Conflictive students may participate in activities that help them improve their behavior. For example, educational institutions can adopt a joint program of student behavior management (Cerezo Ramírez & Sánchez, 2013; Marzano, 2003). These types of programs require joint support from all the teachers of the institution since it is necessary to be aware of the disruptive behavior of the students in the different environments of the institution.

Conclusion

In conclusion, the proper management of the class is fundamental in the teaching process since it allows the continuance of optimal learning conditions that will facilitate effective and efficient instruction (Badía Martín et al., 2012; Marzano, 2003). Of course, to have proper classroom management, it is not only necessary to change the discipline but also the classroom environment, the materials used, the location of the seats, the relationship between the student and the teacher, among others. When a teacher masters all these aspects of class management, the classroom environment and the students' performance improves.

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