



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: "Behavior modification ;using classroom management strategies in a 1st grade group"

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FECHA: 17/02/2020

PALABRAS CLAVE: Conducta,Estrategias,Recompensa,Sanción,
Modificación

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO

SISTEMA EDUCATIVO ESTATAL REGULAR

INSPECCIÓN DE EDUCACIÓN NORMAL

BENEMÉRITA Y CENTENARIA

ESCUELA NORMAL DEL ESTADO

GENERACIÓN



2014

2018

ENSAYO PEDAGOGICO

**“BEHAVIOR MODIFICATION; USING CLASSROOM MANAGEMENT
STRATEGIES IN A 1ST GRADE GROUP”**

**LICENCIATURA EN SECUNDARIA CON ESPECIALIDAD EN: LENGUA
EXTRANJERA (INGLÉS)**

**QUE PARA OBTENER EL TITULO EN LICENCIADO CON ESPECIALIDAD EN
INGLÉS**

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SAN LUIS POTOSI, S.L.P. FEBRERO DEL 2019

Behavior Modification; using Classroom Management strategies in a 1st Grade



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BECENE-DSA-DT-PO-07

OFICIO NÚM: REVISIÓN 8
DIRECCIÓN: Administrativa
ASUNTO: Dictamen Aprobatorio

San Luis Potosí, S.L.P., a 17 de febrero del 2020.

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AGRADECIMIENTOS

La paciencia, dedicación y cariño con la que cada día se preocupaban mis padres por mi avance y desarrollo de este ensayo pedagógico, es único y se refleja para siempre en la vida de un hijo.

Gracias a mis padres por siempre impulsar y ser los principales promotores de mis sueños, gracias a ellos por confiar y creer en mí, en mis expectativas y cada uno de mis objetivos. Gracias a mi madre por siempre acompañarme con sabios consejos y una paciencia infinita, por su compañía en aquellas largas y agotadoras noches de estudio.

Gracias a mi padre por su guía y orientación a través de este arduo proceso, por siempre anhelar lo mejor para mí, y por cada una de sus palabras que me guiaron durante mi vida.

Agradezco a mis formadores, personas de gran sabiduría quienes se han esforzado por ayudarme a llegar al punto en el que me encuentro. El proceso no ha sido sencillo, pero gracias a las ganas de transmitirme sus conocimientos y dedicación que los ha regido, he logrado importantes objetivos, como culminar el desarrollo de mi ensayo pedagógico y obtener una afable titulación profesional.

Quisiera agradecer especialmente a la Mtra. Diana Karina Hernández Cantú, por su valiosa asesoría en todo el proceso de realización de este ensayo pedagógico y a mis sinodales por permitirme compartirles los hallazgos de esta investigación.

La vida se encuentra plagada de retos y metas, uno de ellos fue el haber obtenido el grado y concluir mis estudios superiores. Tras verme dentro de ella, me he dado cuenta que más allá de ser un reto, es una base no solo para mi entendimiento del campo en el que me he visto inmerso, sino para lo que concierne a la vida y mi futuro.

Le agradezco a mi institución y a mis maestros por sus esfuerzos para que finalmente pudiera graduarme como un profesional competente.

Introduction

Behavior management has always been a controversial topic in educational practice. There is divided opinion from teachers who propose several strategies or activities in order to improve and deal with many situations that are constantly found when dealing with classroom management.

Teaching a second language in a country where English has not had the proper relevance is a challenge for those teachers who want to establish a healthy atmosphere where students can feel safe and confident with themselves and their surroundings. Considering this, I as a teacher, needed to evaluate and find the appropriate action plan to help and attend my student's needs.

In this document I described how different activities were developed in a 1st grade of a secondary school, these strategies were applied in specific periods and they were modified in order to satisfy the main needs of the group related to Classroom Management.

The focus was the use of Classroom Management strategies, specifically on Operant Conditioning (Skinner, 1953), in a 1st grade of secondary school. A lack of disciplinary resources was made evident in the previous observations. Therefore, the main strategies to be developed are Positive and reinforcement. The main goal of modifying the students' behavior by implementing a variety of stimulus, such as rewards and penalizations. Therefore, I needed evidence how the changes in students' attitudes can affect their perspective and reactions to the lesson. As a consequence, EFL learning could be indirectly affected.

My personal interest in this topic, lies in my past experience where behavior was an evident problem. Thus classroom management strategies started to play a key role in my classes. My intention is to observe and analyze how students can improve their performance by the implementation of constant external motivation.

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The first planned strategies to be applied in the group are Positive Reinforcement, these strategies are designed to have a positive impact in students and to encourage them to improve in their behavior by constant positive stimuli or rewards, and hopefully to keep this positive attitude in future lessons. For this it is necessary to establish routines and good teacher-students, and students-students relationships in order to create a convenient atmosphere. Consequently, this affects indirectly in their English learning process. Making it better or in the case, not achieving the expected class goals.

Different instruments were incorporated in order to evaluate the process; Negative Reinforcement activities were applied in the second half of the practice period. These strategies have the main purpose of encouraging students to change their behavior by the use of negative stimuli, not as corporal punishment, but as penalizations to their grades. This mean that students had to maintain adequate behavior in order to avoid any negative results that could go from losing points to losing the opportunity of using some minutes of the class for a ludic activity.

The main difficulties I encountered throughout the process was timing and attendance. Unfortunately, there were constant absences and class suspensions that affected the sequence of the lessons. Therefore, there were many new students who entered the group after the school year had already started, other students were moved to different groups and the most relevant issue, school desertion.

This document has the goal of documenting if the changes happened in a classroom, using Operant Conditioning as the basis for the strategies developed through-out the lessons, and collecting the necessary data to analyze the results the strategies had, and if they worked and if there were any important issues that influenced in the learning process. I observed whether the strategies modified students' behavior, what relevance they had to future lessons and student autonomy.

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CHAPTER ONE

CHAPTER 1.

Study Background

1.1 Topic of Study

The main aim of the pedagogical essay is to demonstrate what changes or modifications occurred in a group when it is set through two different kind of strategies, using different tools to observe and analyze which strategy successfully modified the behavior of the students in the group in a specific lapse of time. Consequently, to analyze if there is a relevant change in students' attitude.

Starting from my observation, I detected a lack of discipline and students' commitment with the teacher and the class. In addition, these issues affected their learning. Therefore, the topic of this study is "Behavior Modification; using Classroom Management strategies" in order to produce a desirable attitude in students.

1.2 Nucleus and Topic line.

This essay corresponds to the topic line of "Adolescents and their Learning Process" because the strategies are designed to affect the adolescents and as a result their learning in the classroom by constantly applying positive and negative stimuli.

Subsequently, the teacher had the opportunity to decide which strategy is the best for the group in order to improve the relationships in the classroom and thus comply with the academic needs presented in this particular 1st grade secondary group.

The selected topic belongs to the nucleus "The Adolescents", focusing my attention on the attitudes my students present in the classroom, which directly affect the achievement of the academic requirements of the EFL syllabus, in this case, SEP 2006 Plans and Programs.

1.3 Description of the case being studied.

My personal interest in this group began in the previous practice period of observation, considering how the teacher managed the groups, 1st, 2nd and 3rd grade and how their attitudes changed depending on the subjects' teacher. I observed that the first graders responded when the teacher used specific management strategies in order to try to create good habits.

I applied two different kinds of classroom management strategies that might help foment self-regulation and self-control within the class. Firstly, Positive Reinforcement, secondly, Negative Reinforcement intended to develop a desirable and healthy behavior in the group. These two strategies were described in detail as well as how I intended to use them.

This modification in the behavior was monitored and registered in order to analyze how students respond to the constant use of the strategies in the lessons. It is necessary for the group to know how they were evaluated and how these strategies were used.

In PNIEB 2006, the contents for first grade establish that students should communicate in class, react to oral or written information and look for specific information in order to understand the variety of texts that they were exposed to during the course.

In the Attitudinal aspect, PNIEB is very specific, students should establish social contact through the constant exchange of information, ideas, feelings and desires, (PNIEB,2006, p.124). They needed to know how to collect information from other people such as: age, interests and dates. Therefore, it is essential to keep a healthy relationship with their classmates and their teacher.

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According to my observations, the group needed strategies where they have the opportunity to observe how they are being evaluated and the criteria that is being used. There is a set of alternatives in the Evaluation process settled in PNIEB; I focused in Self Evaluation, Co-Evaluation and Hetero Evaluation.

Self and Co-Evaluation should give the opportunity to the students to evaluate and analyze their own and others classmates' attitudes, for this they needed clear and solid criteria that should be previously established. The Hetero Evaluation was developed, from the teacher to the students, using different instruments, such as observations, interviews, among others.

These instruments were used to assess the behavior presented in the classroom and as a result students conduct needed to be constantly monitored to register any changes from the beginning to the end of the data collecting period. This involved actions that might include losing points in their grades due to negative conduct or obtaining better grades as a result of desired conduct in order to motivate them to have the desired attitude.

In this school there have been several problems with the behavior or discipline in the classrooms. Especially, with the previous 1st Grades. At times some of the teachers have been involved in legal problems with the students' families. The students have taken a rebellious and challenging attitude with some of the teachers. This was one of the principal reasons why discipline and attendance are the most discussed topics in the School Council Meetings, *Consejo Tecnico Escolar (CTE)*.

My interest was to observe if the groups' attitude can be modified in a positive way by the Operant Conditioning strategies, and if it helped the group to pay attention to the class and participate actively in the activities developed.

The SEP 2006 plans and programs contents were being applied for by the Head teacher, due to the low level and limited English contact left in this particular school context. The content of the lesson followed the same program with the difference that students were submitted to the Positive and Negative Reinforcement strategies.

1.4 Purpose of the study.

In this study, I documented the results that arise from using different Classroom Management strategies in a first grade of secondary school. During the research I contrasted differences of how the strategies were developed in the classroom, how the students reacted to each one of them, and collect the evidence and data. The results showed if there was a change in the atmosphere in the classroom that might have affected the student's learning in any way and if their attitudes in the classroom suffered any change.

1.5 School Context.

The area of the school is relatively near to the Down town of San Luis Potosi. The school is situated in Xicotencatl 605, Col.Barrio de San Miguelito 78339 San Luis Potosi, S.L.P. (Appendix A) Its key number is 24EES0070U, it is located in the 837 place from the 1,473 State schools rank. It belongs to SEER system.

The context is very diverse, there are students who live in the same neighborhood but there are many students who come from other neighborhoods. It is in a medium conflictive zone of San Luis Potosi. This is according to comments that the teachers mention during their free times in the Teachers' classroom.

Also many of the students evidenced that in several times they were involved in violent situations, with their friends or with people that live near the school, especially at night. The school is located in a neighborhood that is included in the down town of the city. This is a reason why many students come from other neighborhoods, because it is, in theory, not too far to them.

There are approximately 300 students in the entire school we should also consider that throughout the year many of the students are suspended and other students are included into the group during the course. There are 40 people working in the school

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in 12 different groups. First grades have 80 students, second grades have approximately 100 students and third grades has 110 students, each group had from 25 to 30 students.

1.6 Equipment and Facilities of the School.

The school has one principal door for the students and another in the back that is reserved for the teachers' parking. These doors are open until 7:10, after this time students are not allowed to go inside the school. It has one big court at the center of the school. At the sides of the courts there are 3 different buildings. One is structured by 12 classrooms divided in 3 floors with 4 classrooms each. At the adjacent building you can find the administrative offices.

The last building is designated to the assessors for their offices. Next to it, there are two bathrooms, one for girls and one for boys. These bathrooms are used by both, teachers and students. The classroom has a projector, a computer and two speakers, also a smart board but according to the Head teacher it doesn't work, and the only way to use the projector is by bringing your own computer.

The institution does not provide any kind of Workbook, so the instruction from the principal is to work with the board, notebook and a Teachers book (if the teacher has the opportunity to get one).

The school hierarchy goes from the Principal, behind him is the Viceprincipal, who works also as an assessor in 2nd Grade. Then there are the Assessors, after them the teachers, the administrative personal and finally the janitors. The administrative personal are taken into account with the janitors that are not directly involved with the learning process.

The shift of the school begins at 7:00 in a.m. the morning, and finishes at 1:20 p.m. Each class lasts 50 minutes, after the first 4 lessons comes the break, from 10:20 a.m. to 10:50 a.m. and then there are the last 3 lessons until the departure

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time. In the afternoon, the installations are used as a High School from SEER from 2:30 p.m. to 8:00 p.m.

1.7 Historical Background.

The school was founded in 1999. In this year was officially established as a Secondary, its name is in honor to Lic. Marco Antonio Vazquez Carrizales, he was a remarkable teacher from Benemerita y Centenaria Escuela Normal del Estado (BECENE). Before it became a school, the institution was part of the Primary School that is next to it.

1.8 Social and Economic Background.

The families' economic level is low, many of these students are in the school because the fee is affordable, and they can register after the beginning of the school year. This is according to observations and comments from the teachers and administrative personal, who are in direct contact with the student's families. Many of the families of the students have economic problems, and consequently the parents work all day or at night and they spend a very little time with their children per day.

Another kind of families are the ones where the parents are divorced; this was a problem in a couple of times the last year. Because if the parents have problems, the students are affected and they are constantly interrupted from classes.

The economic level also does not allow the teachers to ask them to buy a lot of material for the classroom, only what is essential. This is why they do not have a Workbook in English class, they only use their notebook. SEP should provide them, but they did not receive any books for the school that school year.

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In the first Consejo Tecnico Escolar (CTE) many teachers expected to receive new books, but only Spanish, Math and Science teachers received their material. The rest had to work with the programs and the teachers had to decide if they would use any specific book to guide the class. This is the case of the English teacher, who uses a book that is considered pertinent for the activities of the English course.

1.9 Classroom Environment

There are 20 students in this group. There are 11 girls and 9 boys. Only 2 people in the group can understand some of the indications in English and the rest get confused with many of the words in English. Therefore, they get lost in the instructions from the beginning, and the content of the lesson is not clear. Sometimes the goal is not reached and therefore the students start falling behind.

A Diagnostic Exam was used to evaluate them at the beginning of the practice period. This test was divided in three sections, Reading, Writing and Listening. In addition, the grading considered 4 averages, students with a level of English categorized as A2, A2-, A1 and True Beginners, this last one is designed for the lowest average results. (Appendix B and C)

The results of the Diagnostic Exam, categorized the students at the lowest level with less than 5 correct answers in the exam. The skill that had the lowest results was listening without any correct answer in almost all the students.

One or two students guide the behavior of the group. If the group receives any stimulation to disperse their attention, they get distracted, thus they need to be busy at every moment, even when they finish the activity. If not, the group gets noisier until the teacher has to raise her pitch of voice to take control of the group.

1.10 What is known about the topic

Students who have difficulties in their behavior constantly challenge educators and teachers. Sometimes these students are incompatible with the ordinary activities and strategies of the classroom. The present essay is oriented to see if behavior is modified by the using of Positive and Negative Reinforcement strategies in a 1st grade Group.

“When the traditional activities are ineffective, it is common for schools to apply more severe disciplinary procedures or place students in increasingly restrictive school programs”, Grosenick, George, George & Lewis (p.42: 1991)

These alternatives most of the times have a number of limitations, because the student is being isolated and his or her behavior can be affected in a negative way. Therefore, I applied strategies where the students will have the opportunity to develop a desirable attitude, by the constant use of stimuli to maintain or avoid an undesirable behavior.

When the student does not give the expected answer or reaction to certain stimulus, some teachers tend to change the strategy to punishment, in this case, I used the same strategies along the practice period to keep a constant reinforcement in students.

According to Penny Ur, the choice of an appropriate methodology, is likely to ensure that students feel they will therefore be more willing to cooperate. The fostering of interpersonal relationships or feelings, may involve students in values of respect and goodwill between individuals. The students' motivations are extremely important and can be severely enhanced by the teacher actions. The more interesting and motivating learning strategy, the more likely it is that students will improve their behavior and cooperation to stay on-task.

1.10.1 Behavior Modification

Behavior modification is a set of techniques based on operant conditioning (Skinner, 1953). The main principle is changing environmental events that are related to a person's behavior. For example, the reinforcement of desired behaviors and ignoring or punishing the undesired ones.

There are different types of reinforcements. Primary reinforcement is when a reward strengthens a behavior by itself. Secondary reinforcement is when something strengthens a behavior because it leads to a primary reinforce.

The reason of choosing this strategy for behavior modification was because external motivation activities give the opportunity for the student to reflect on their actions, and stimulates them to keep a positive behavior in class. When rewards are used, students appreciate that they can earn points, or prizes by having a desired behavior, and when sanctions and punishments were applied they experienced what happens when they brake a rule, encouraging them to avoid penalizations.

This is a directly reflection in a real life working situation, when we portray desire conduct in the working environment, we have a higher probability of being successful, in contrast when we act in a disrespectful manner the consequences can be very negative.

1.10.2 Classroom Management

Considering that classroom management is one the keys parts in this essay I have found it is a great importance to stablish a definition of this concept. It is seemed as an organizational and directive function, in order to ensure the best use of the available time and resources.

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The teachers who are most successful in maintaining discipline in class are not those who are good at dealing with problems, but those who know how to prevent their arising in the first place. Penny Ur (227, 2009)

One of the most important aspects in teaching is how the relationship are established between our students and what conditions can affect their learning process. If effective classroom management strategies are used throughout the course it might enable the teacher to reach the objective effectively; that is to make a change in their behavior with negative and positive reinforcement management activities.

According to Scrivener the most important job of a teacher is to “create the conditions in which learning can take place”- (Scrivener 2005: 75)

In this particular case the condition within the classroom were unruly and undisciplined, therefore, before I could be considering on focusing on any specific skill, I found it necessary to learn how to manage a classroom successfully. I had to take a look at my personal attitude, my teaching intention and my teaching personality in order to select the most appropriate and functional strategy that will enable me to be successful in my practices.

Scrivener also provides specific items that are grouped together within the title of classroom management, he organizes these items into six categories:

- “Grouping and sitting
- Activities
- Authority
- Critical moments
- Tools and techniques
- Working with people” – (2005: 79)

The strategy that I used was rewards and sanctions, and can be found under the heading of authority because I intended to gather and hold my student’s attention

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through providing a reward or sanction to reinforce the desired conduct. Additionally, I was able to get my students to perform specific tasks using the same strategy.

“Studies have identified that providing a strong sense of belonging to the school can result in a positive classroom atmosphere and classroom behavior”, states Goodenow, (12: 1993) As part of this, I have noticed that the teacher should have a set of positive examples in order to provide healthy behaviors in students, and as a result, it might result in positive conduct. Therefore, the learning process is directly affected by classroom management and how the teacher creates the classroom environment by providing more comfortable atmospheres during the lesson, avoiding distractions or losing time of class in sanctions.

When students get the proper motivation to behave, they will effectively cooperate with the activities, carrying benefits to their learning that may improve further learning process, like getting immediate rewards after a good action, or a sanction when its opposite.

Harmer describes that unwanted behavior can be presented in different ways, such as speaking out of turn, not paying attention to the teacher, refusing to follow specific activities, not following the teacher's instructions and even disrespecting the teacher. Out of which group First B's conduct you could find all of the characteristics mentioned above. Therefore, I decided to consider following his recommendations when he stays:

The way we deal with the problem behavior has an effect not just on the student who is causing trouble, but with the whole class, all the students watch what uncooperative students (...) if they see one student getting away with behavior which others are punished for, they will resent such favoritism” – (Harmer, 2007: 181)

By doing so, I established specific conduct rules that were intended to be followed, out of which six specific classroom samples were considered in order to analyze the effectiveness of the strategy that was selected. I needed students to have a clear idea of what I wanted them to do and the consequences; either positive or negative

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that their conduct would have. By doing so I intended to establish a conduct code and classroom habits that would facilitate learning to take place within the classroom.

1.10.3 Strategies

The strategies used in the lessons include rewards and sanctions. According to Sue Cowley, rewards must be wanted, it is pointless to use rewards students do not want – they must want to receive them.

A teaching strategy can be referred as different types of methods used in students to learn and reach a desired result. They are used by teachers to guide their students in order to reach specific results. This term was originally used in the military which means to utilize your resources through planning in order to ensure a desired result. Therefore, a teaching strategy is considered by Lawton, as a plan for a lesson that includes a specific structure in order to obtain desired learner behavior.

Additionally, Cowley, Ur make reference to a variety of different strategies that they recommend to be used within a classroom setting, such as:

- Wait for silence.
- Make use of cues.
- Establishing rules.
- Giving learners autonomy
- Setting targets and time limits
- Making learners aware of the relevance of what they are learning
- Designing challenging but achievable activities.
- The use of rewards, sanctions or punishments.

Out of these 8 strategies, I decided to use the last of the prior. The strategy that involves rewards, sanctions or punishments is directly linked with extrinsic motivation. I observed in my group a lack of motivation for learning the language,

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therefore, I decided to implement different stimulus to externally motivate students in order to develop positive learning behavior.

This is derived from the influence of some kind of external incentive, in this case the rewards and the sanctions. Learners who have succeed showing a positive behavior and earn rewards, were more willing to engage to the next lesson, and more likely to persevere in their attitude. Meanwhile failure, carried negative consequences for the students and in further lessons their participation was limited by the idea of avoiding sanctions and punishments.

Additionally, my inexperience as a new teacher was challenged by working with adolescents considering that they are known of being one of the most difficult ages to manage, Penny Ur, states:

“For inexperienced teachers, classes of adolescents are perhaps the most daunting challenge. Their learning potential is greater than young children, but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships” – (Ur,290)

Being a relatively new teacher and the fact that my students represented conduct problems, I decided to use operant conditioning strategies to help me manage classroom performance guided towards a learning objective. My intention was for students to start paying attention to the class and to reduce undesirable conduct.

1.10.4 Operant Conditioning (Positive/Negative Reinforcement)

Positive reinforcement, involves the addition of a reinforcing stimulus following a desired behavior that makes it more likely that the behavior will occur again in the future. “When a favorable outcome, event, or reward occurs after an action, that particular response or behavior will be strengthened”, Cherry (3: 2017)

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Therefore, in the class setting this could be manifested by rewarding student when they pay attention, do the classwork, participate, in general do what they are expected in order to comply with the class regulations and teacher expectations.

In 1938 Skinner coined the term Operant Conditioning; it means changing of behavior by the use of reinforcement which is given after the desired response. Skinner identified three types of responses that can follow behavior:

- Neutral operants: responses from the environment that neither increase or decrease the probability of a behavior being repeated.
- Reinforcers: responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative.
- Punishers: responses from the environment that decrease the like hood of a behavior being repeated. Punishment wakens behavior

The applications of this strategy goes from the school, work or daily activities, where It is an individual who is the person that is developing an action or behavior, and from this behavior comes another individual, natural or social, and brings a stimulus. If the behavior is “correct”, it will come with rewards, which will motivate the individual to continue with this behavior in the future.

There are also different types of Positive reinforce given by Cherry (2: 2017)

- **Natural reinforce**

Those that occur directly as a result of the behavior. For example, a girl studies hard, she pays attention in class, and she does her homework. As a result, she gets excellent grades.

- **Token reinforce**

Points or tokens that are awarded for performing certain actions. These tokens can then be exchanged for something of value.

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- **Social reinforce**

Involve expressing approval of a behavior, such as a teacher, parent, or employer saying or writing "Good job" or "Excellent work."

- **Tangible reinforce**

Involve presenting actual, physical rewards such as candy, treats, toys, money, and other desired objects. While these types of rewards can be powerfully motivating, they should be used sparingly and with caution.

In this case I am situated in a Token Reinforcer with my group, or connected to the Tangible Reinforcers, and because the motivation of the group can be a ludic activity or an activity at the end of the class, and in occasions, the group tends to work much better.

According to a behavioral guidelines checklist published by Utah State University (2012), positive reinforcement is most effective when it occurs immediately after the behavior. The guidelines also recommend the reinforcement should be presented enthusiastically and should occur frequently.

The shorter the amount of time between a behavior and presenting positive reinforcement, the stronger the connection will be. If a long period elapses between the behavior and the reinforcement, the weaker the connection will be.

Negative reinforcement is a term described by B. F. Skinner in his theory of operant conditioning. In negative reinforcement, a response or behavior is strengthened by stopping, removing or avoiding a negative outcome or aversive stimulus.

According to Wolfgang (2001), negative reinforcement should be used sparingly in classroom settings, while positive reinforcement should be emphasized. While

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negative reinforcement can produce immediate results, he suggests that it is best suited for short-term use.

These are some examples:

- Before heading out for a day at the beach, you slather on sunscreen (the behavior) to avoid getting sunburned (removal of the aversive stimulus).
- You decide to clean up your mess in the kitchen (the behavior) to avoid getting into a fight with your roommate (removal of the aversive stimulus).
- On Monday morning, you leave the house early (the behavior) to avoid getting stuck in traffic and being late for work (removal of an aversive stimulus).
- At dinner time, a child pouts and refuses to eat the vegetables on her plate. Her parents quickly take the offending veggies away. Since the behavior (pouting) led to the removal of the aversive stimulus (the veggies), this is an example of negative reinforcement. – Cherry (1: 2017)

Positive reinforcement, should be used in long-term situations, it needs to be emphasized to produce results. While negative reinforcement might be applied sparingly in the classroom, because it produces immediate results.

Therefore, the teacher at the classroom attends to these contents of positive and negative reinforcement through the assignment of rewards to the students, likewise facing the negative attitudes, it is recommended to take necessary sanctions, avoiding an undesirable behavior.

The document showed my expectations how it was developed the process of the Positive Reinforcement, which is recommended for long terms but in this occasion it had a few weeks to be applied, in contrast with Negative Reinforcement that fits better for short terms.

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1.10.5 Behavior Shaping

Another important contribution made by Skinner (1951) is the notion of behavior shaping through a successive use of the operant conditioning strategies. Skinner argues that the principles of Operant Conditioning can be used to produce complex behavior if rewards are used to encourage an individual to get closer to the desired behavior.

To do this, the conditions required to receive the reward each time the organism moves a step closer to the desired behavior. According to skinner, most human behavior (including language) can be explained as a product of this type of a correct approximation.

Inside the classroom, the desired behavior is the product of following and applying constantly stimuli to encourage them to have better attitudes in the lesson. These activities must also remind the students that they have to continue with these rules and they will be rewarded with extra points or participations in the case of my group. Or the sanctions they will receive in the case they do not respects these agreements.

1.10.6 Rewards and Sanctions

Most of the secondary teachers, when they are talking in their free time, still agree that rewards and sanctions are useful in class.

According to Sue Cowley (85: 2010) Rewards are helpful because:

- They help us encourage good behavior and hard work.
- They help us motivate our students, particularly those who do not have a natural inclination to try hard.
- They encourage us to take positive approaches with our students.
- They can boost students who have low self-esteem.

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Students or groups where the atmosphere is not the best for learning need to take into account strategies that encourage and guide the adolescents to have better attitudes in class. Rewards help us to reach these goals when we use them effectively. Not every reward have to be an object. For some students a reward can be a smile, a kind word, or show that he or she accomplished the task.

However, sanctions are important too. According to Sue Cowley (86: 2010) Sanctions are helpful because:

- They give us a way of getting our students to stick within the boundaries we have set.
- They clarify the rules – if you do A, the reward is B; if you do X, the sanctions is Y.
- They help teach students about social norms – those written and unwritten rules and moral codes that sustain our society.

Sanctions work better if they are used in the same level, for example the same activities for first graders and different activities for third and second graders. They have to be applied in the correct moment, not when the undesirable behavior has occurred in a moment in the past, because the students will not take the stimuli or sanction seriously.

The teacher must ensure students earn the rewards, rather than handing them out for any type of good behavior or work. Using this technique student may want to stand to the teacher indications, in order to earn as many rewards as possible during the process.

Rewards may include merits and many positive comments, to extrinsically motivate students. A useful add-on to a merit system is to give the students points for their merits. For individual participations, there were points immediately assigned after the merit, but still in some situations, sweets and other treats were effective

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when the non-cooperative students needed to be involved in the activity, trying to not negatively interfere in students' healthy eating diet.

When it was necessary, a 'special' time reward was applied. For example, taking 5 or 10 minutes of the lesson when the objective was already reached, for applying a ludic activity. It is a very effective reward; it showed directly the link between a wanted behavior and positive consequences. According to Sue Cowley (2010) the idea of a special time is widely used in beginners learning, the students earn or lose the right to free-choice time, in which students have the opportunity to choose the activity like a game or activity for the group. For older students, the activity may be adapted with ludic activities or a 'social time at the end or the beginning in further lessons.

In order to avoid misbehavior, were applied a variety of sanctions. Sanctions or punishments needed to be effectively and strategically applied. These strategies potentially could damage the relationship between the teacher and the students. There were different considerations for the sanctions, all of them depending on the action or misbehavior the student presented.

They needed to be aware of the rules from the beginning of the lessons and to know the punishment for breaking the rules. They were making sure that they knew that if they were caught breaking the rules they for sure would get a serious sanction.

Opposite from the rewards, sanctions should be unwanted. Penalizations or punishments must be something the students want to avoid. Otherwise, the strategy could have a low effectiveness. The offences needed to be attended by a proportionate sanction like taking points from their grade, or removing the opportunity of being in class if it is an individual sanction. When the punishment was for the group, they would lose the right of having a ludic or special activity in the lesson. Providing the sanction for complete group encourages them to keep a favorable attitude in class.

Some sanctions applied were:

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- Comments.
- Verbal warnings.
- Written warnings.
- Loss of privileges.
- Appointments with a tutor or senior teacher.
- Being put 'on report'.
- Getting Removed from the lesson.
- Speaking to parents, in presence of the senior teacher.
- Suspension.

In the Marco Antonio Vazquez Carrizales secondary school, detentions and suspension were the most frequently used sanctions, so the 'low' sanctions were vital, in order to keep a favorable learning atmosphere in the classroom. Sanctions were applied for the behavior, not the student. The sanctions to correct misbehavior were focused on the action that the student made, not in trying to affect the student integrity.

1.11 Questions this case will be addressing.

- How did I implement the strategies?
- Did the strategies work in class?
- Did Classroom Management affect in any way the EFL learning?

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CHAPTER TWO

CHAPTER TWO

Investigation Development

In this research, I am evidencing the results and process of two main Classroom Management strategies, Positive and Negative Reinforcement. These strategies were applied in different time periods, starting with the Positive Reinforcement in the practice period carried out from January the 15th to 26th of 2018.

For the first practice period, these strategies were applied by following an order of two weeks for each strategy. The process was to be recorded and assessed from the beginning. Therefore, the last week helped me to evaluate which process and strategies brought the best results. The contemplated instruments for these evaluations were video recordings, journals, observations, checklists and final evaluation in order to answer my four key questions of this Essay.

2.1 Positive Reinforcement

The following classes were selected based on the strategies that were implemented in order to encourage the wanted behavior that I expected my students to have in order to achieve the lesson's goal. As previously stated the strategy that I used was Rewards and Sanctions.

In order to provide evidence of what took place in my lessons, three classes were analyzed based on keep concepts of positive reinforcement. Skinner (1953) showed how positive reinforcement worked by placing a hungry rat in his Skinner box. The box contained a lever on the side and as the rat moved about the box it would accidentally knock the lever. Immediately it did so a food pellet would drop into a container next to the lever. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of receiving food if they pressed the lever ensured that they would repeat the action again and again.

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Considering this information, Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding. For example, in the classroom when the teacher gives a reward to those students who complete a task, they will tend to repeat this process again in order to receive that reward.

Therefore, the types of positive reinforcers I used are the Tangible Reinforcer and Natural Reinforcer. I developed as the Token Reinforcer, and an extra point would be given if the students behaved and followed the indications as I said. This is powerfully motivating. According to Cherry (2017) because the individuals are aware of the process of rewarding when is applied immediately after the action.

The second, Natural Reinforcer, was students' grades. Even when they received rewards for behaving according to what the teacher expected, if they did not complete the activities or tasks assigned, their grades was negatively affected. On the other hand, if they completed the school work on time, their grades were benefited. Throughout the implemented activities a clear register of these actions was taken, through their attendance list and the grades assigned in each of the activities that I developed. The information obtained from this instrument needed to be complemented with a register of students' perceptions and feeling of the strategies used.

In order to measure the reactions and feelings of the students in this process, they received a survey, with different aspects that helped the students write and select which ideas represented the general feelings of the group in reference to the Positive Reinforcement activities implemented.

In this research I have identified a disciplinary problem with the group, then I collected data about the group, and know how this issues are happening. Then I interpreted the information with theory. The Positive and Negative reinforcement activities are applied as Action Based on Data.

For the next step Reflection, it is recommended in the Action Research Cycle given by Eileen Ferrance (2000), to evaluate results and start again the cycle. By

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evaluating results, we can identify what are the weaknesses or strengths in the students and the activities they were submitted.

Several studies have shown that well designed surveys that asks questions about a specific topic or situation, and demand emphasis in the students' feelings and thoughts are quite valid and reliable if they are applied in the appropriate time. (Kerstin, Carlson, 2003).

The survey has a total of 9 questions. 4 were closed questions in order to collect the most concrete data from the students, and 5 dichotomy questions that could be answered with 2 options, Yes or No and Agree or Disagree. The students had to select one of the answers according to their thoughts or feelings.

The key statements of the survey were:

- How did I feel about the activity?
- How this affect the interaction in the classroom?
- How do my friends feel about the activity?
- What could make the activity better?
- I think this activity helped the group have better grades.
- I think is not the best idea for the group.
- The activity should be applied only on those who have a bad behavior
- The rewards should be different (more points, candies, dynamics).
- Do I consider my own or my friends' conduct changed with this activity?
- Why?

In order to reflect on what the results were, it is important to take into account every data has been collected, and interpret it as a whole with different criteria to conclude in which Reinforcement activity is the best for the group. Therefore, qualifications triangulate the information of the implemented behavior modification strategies.

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The phases in this survey were the following:

- Identify the Problem
- Collection of Data
- Interpretation of Data
- Action Based on Data
- Reflection

2.1.1 How did I implement the strategies?

In this lesson I implemented a Positive Reinforcement activity, the topic given in PNIEB (2006), was making and answering Invitations. The main aim was for students to ask and refuse invitations about a birthday party.

The strategies were implemented from the first day of the last practice period in VII semester. In the first class I explained how the attitudinal aspects were going to be evaluated.

The criteria used to evaluate them was by observations, if the group started to make unnecessary noise or not following the instructions they were penalized in that moment and if the head teacher had to interfere to control the group. When any of these situation presented they lose one point. But when they behave in an appropriate manner they received extra points.

Skinner (1953) developed experiments that showed us how to improve an individual behavior, by the use of reinforcement which is given after the desired response. If the response is Positive the reinforcement could be a reward, if not a penalization, in order to not continue with this behavior.

Firstly, the students saw how the technique was going to be applied, the complete group was being evaluated, the activity worked with the following indications:

- The teacher explained that there were not going to be individual disciplinary evaluations.

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- In every moment of the selected lessons the teacher was going to be evaluating the group.
- They will see a set of marks at the front, these marks were symbolizing a Point.
- If the students did not follow the indications or develop undesirable attitudes in the classroom, they will lose part of this point, but these sanctions affected to the whole group.
- The only way of recovering or rewarding extra points was by behaving positively with the teacher and their classmates.

The purpose of the activity was to create a sense of responsibility with the group, and avoid any kind of selfishness or indifference during the lesson. The activity followed the recommendations from a Behavioral Guidelines checklist published by Utah State University (2012), it states, that positive reinforcement is more effective when it occurs immediately after the moment of the behavior actions.

Additionally, according to Sue Cowley (2010 p.85) rewards, in this case points, help us to motivate our students, particularly those who do not have a particular inclination to try hard. Also, sanctions were a reminder to the students of the rules and the moral responsibility with their classmates.

The group understood the new process and it began since the first class with the students. Positive Reinforcement of rewarding the behavior of the students in group activities were applied in these two weeks, expecting a positive response from the students before moving on to Negative Reinforcement.

Based on Skinner (1953), the strategies were implemented from the first lesson, this was in order to cover all the lessons of the practice period, and give the proper time to give an opportunity to work the technique,

On Monday the 19th of February in the First class of the first practice period in the group B of first grade, the topic was giving and obtaining information about the time. In Warm Up, students were asked to play Broken Telephone, using sentences related to the topic. After this in presentation they saw a big paper clock and practice

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how to say the time with different examples, then for Practice they had to listen to an audio and write the correct times the audio mentioned and finally for the production students saw different clocks with different times, they were asked to write the time of each clock. For wrap-up, students shared their answers. During the listening and writing activities, practice and production, students were being evaluated with a Positive Reinforcement strategy, students who worked effectively and shared the information correctly received an extra point, also the group received a reward by being working in order and following the teacher instructions, the reward was a ludic activity in the last minutes of the lesson.

Most of students in this lesson reached the goal there were only two students who did not finish the task. This may be a consequence of the constant interruptions when they were asked to go out, because their parents were there to speak with the assessor about their grades and discipline.

According to my observations and the checklist, students had a positive response in the activity. The rewards were the motivating tools to encourage students to work better.

On Wednesday the 26th of February, the topic of the lesson was knowing how to write the time a person mentioned, written and orally. Warm up was about developing a ludic activity and use the cellphone, specifically the calendar, students had to make a routine and mention their daily activities using it. After these students were asked to translate a sentence telling the time to a draw of a clock with the same time in its clock hands. Then they listened to the teacher, he mentioned different times and students had to pass to the front and with the big clock, they had to put the hands in the right position, at the end students checked their notebooks and teacher asked if there was any doubt. In this lesson, only nine students finished the task of eight-teen. Half of the group did reach the activity goal, the group in this lesson did not received any general reward only those students who participate correctly.

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In this lesson, I observed and felt a rejection from the students to the activity, this day the group was noisier and at the beginning almost half of the group was outside in an external activity of the school, they arrived around 15 minutes after the class began. These factors may have affected how the sequence of the lesson developed differently in the students.

The third lesson applying Positive reinforcement activities was until the following Wednesday 28th of March, there was Consejo Tecnico Escolar (CTE) on Friday and there were pledges on Monday at the time of the Lesson, so there was not class.

The topic of the lesson was to listen and relate the time to a routine. The lesson began with a ludic activity, students had to listen to the words of the teacher and follow the orders. Then teacher presented a text about a computer Science student routine. They had to write in sentences about their routine and then listen to an audio and create a routine with the information.

The teacher at the end gave feedback and made the necessary corrections. In this lesson students' behavior was being evaluated during the first and last step of the lesson, there was only one sanction to a student who was constantly disturbing the class and distracting other classmates. This day there were 16 students and 13 checked they did finish the tasks, only 3 did not work, one student received a penalization and had to be moved to another place in the classroom. The other 2 students were working but they did not finish it.

In this lesson there was a higher acceptance to the activity and most of the students reached the goal. This was reflected in their work. The group again received an extra point because most of them were following the indications and behaved as it was expected.

On Friday the 2nd of March, class was suspended because there was going to be a reading contest in the school, so only some teachers were asked to attend in order to help in logistic. As a consequence, the fourth lesson was changed to the next lesson on Monday the 5th.

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The following week, on Monday, the fourth lesson had the topic of creating a fiction routine and sharing it with their classmates. The warm-up began with a ludic activity, broken telephone, related to the topic and using daily activities words. Then they were asked to think and write 6 different sentences of their daily routine, then they had to write it and make a draw of each one, then they had to work in pairs and share the information with a classmate using their imagination to be another person and ask each other like in an interview about their routine. Finally, at the last 10 minutes, students answered the survey to collect the necessary information.

Students' discipline and behavior was evaluated principally when they had to work in pairs because they could start distracting talking about other things and not focusing in the task. But there were eight-teen students and there were two absences. Two students were moved to another group as a consequence of bad behavior and being disrespectful with a teacher. These two students have tendencies to not working in the classroom and to constantly distract to the others with jokes. This affected the lesson positively; at the end sixteen students completed the task and all answered the survey on time. The survey was applied to the other 2 students who were moved to another classroom because they were in the classroom the lessons when the activity was being applied.

I observed how students were not affected by any external distraction and they follow the indications as the teacher asked. For the following lessons, the strategy applied was Negative Reinforcement.

2.1.2 Did the Positive Reinforcement Strategies work in class?

At the first week the behavior of the group was acceptable, when they knew that the whole group would get extra points they got excited with it. By the second week, the attitude of the students was still acceptable, and the group won 3 extra

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participations from the previous lessons were they behaved well and they got these points.

This encouraged students to keep a good behavior until the last lesson. Evidence of this is in the checklist where the record shows that most of the students completed their tasks. The timing in class was not negatively affected by any interruption, only some questions and school management interruptions.

A survey was applied on Monday the 5th of March at the last 10 minutes of the class. The students answered the survey about the new discipline evaluation activity. The questions were in Spanish and they only had to answer and give it back to the teacher. From these answers, I was able to consider their opinions in reference to the reactions and feelings towards the activity. There are 20 students. To measure the answers, I took as a 100% the complete group.

The first question was guided to how the students felt during the activity, and the interest they reflected in its development. A total of 60% (twelve students) answered that they were interested in the activity. The remaining 40% (eight students) answered that the activity was not appealing. This showed that most of the students liked the activity, and they felt interested to continue. Additionally, I was able to register the participation that students had in the class which confirmed that the majority of the students were actively engaged in the development of the activities and reflected progress in their learning process. See Appendix E. Their interests may have been a favorable consequence from receiving constant rewards and they got better grades when they followed instructions and completed the activities as asked. According to Sue Cowley (2010) rewards help us to encourage good behavior and hard work and to keep them motivated in the process.

For the next question, students were asked if the activity affected the interaction between their peers or others in the classroom in any way. The evidence showed 75% of the students showed that they thought the interaction was affected positively 25% provided an opinion of indifference. This result evidenced most of the students

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noticed a positive change in the atmosphere within the classroom, and from my observations, the classroom had notorious changes during the first activity. Some of which were, the language used, showing respect after the participations, following procedures and indications. Classroom management improved and lessons reached their stated goal.

The rejection of some of the students towards the activities might be due to the consequences, and the reduction of points from their grades for those who earned sanctions during the lesson. Moreover, the positive answers might have been evidence of a student's change in their language inside the classroom and the offenses diminished, thus creating a less hostile learning environment.

The third question was focused on getting the students perception of their classmates' feelings towards the lesson. They had to ask or observe and derive an opinion about how their friends felt about the activity. The possible answers provided for them were Interested / not interested. The results showed an acceptance or interest from students of a seventy percent of the group, 14 students, of the total and the rest, 30 %, 6 students wrote their friends were not interested in the activity. The results obtained were similar to the previous questions, were a minority represented a lack of interest and the majority reflected interest in the activity. The interest that students detected might be of those students who have already received an extra point as Sue Cowley says (2010) were rewards help us to have better approaches with our students and the rest of the group who is not interested may find it useless or because they did not earn any reward or received a sanction. This may be even a consequence of the process of rewards, some students preferred physical rewards or prizes such as candies or games.

Students were asked to select what things or options could improve the activity from their point of view. They had the options of using more visual material, in order to catch their attention, another option was to change the activities and use different strategies, and the last option, give better instructions. The tendency of answers was

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50% for using more visual material. This option had the biggest tendency of acceptance, the next option had an acceptance of 35%, some students thought that the most appropriate option is to use different activities. The last option was to give better instructions which had 15% of selection.

The next question was a statement: **“the activity helped the group be more successful in class”**. Students had to select if they agreed or disagreed with the statement. It said that they do think this activity helped the group to have better grades. Most of the students agreed with this statement, with 90% of the group, 28 students, providing a Yes and only 10%, 2 students provided a No. These results help to analyze and observe there is a positive response from the students and they expect a positive change. There is still remained a 10% of the group, 2 students who did not agree with the activity. From my observations, I was able to support this attitude of acceptance, at the beginning they did not wanted to participate in the activity. After a few lessons, their thoughts may have changed and later on they saw it differently. Students saw how there was a respectful atmosphere in the classroom, some students increased their performance in classroom when they stayed their places and did not move to talk with others. Some students are motivated to try harder when they receive rewards.

Students also were asked to select if they think the activities are a good idea for the group. Seventy percent of the answers, 15 students agreed and twenty-five percent, 5 students did not agree. In comparison to the previous question, in this one the acceptance was lower. Seventy-five percent, 15 students of the group thinks it is a good idea and twenty-five percent, 5 students thought the opposite. This may be a consequence of applying an activity that involves the grades of the complete group with the individual behavior. This question takes us to the next one, which stated that the activity should be applied only to those who had a bad behavior.

The difference of the answers was 85%, 17 students answered Yes and 15% percent, 3 students answered No. Many students think their behavior does not have

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to be evaluated and only 3 of the students who were a minority, thought that the activity should be applied for the group. The students who received a penalization are the ones who oppose to the activity, but those who behaved in an acceptable way did not share the same idea. Even some students who had behavior issues, changed when they knew the rewards were important and possible to achieve.

The 8th question, focused on if the rewards that were used in the positive reinforcement technique should be different, such as candies, ludic activities and more points. Students presented a tendency of 45% percent on dynamics, 30% to candies and 25% select extra points. Students may incline to rewards they could enjoy, like ludic activities, or candies. In addition, extra points seemed to be the option with the lowest acceptation. In my observations, I saw that students liked to develop ludic activities in the classroom, the activities are always related to the lesson. The extra points might not have been the most appropriate reward. As a sanction, loosing points worked, but as a reward was not the best option. Sue Cowley (2010) tells us that rewards are different for every student, for some a smile or a nice word works, but for others they need bigger stimuli such as extra points or physical rewards.

Finally, the last question asked the students if they thought the activity had changed their own or their friend's behavior. The possible answers for this question was Yes or No and Why. 75%, 15 students of the answers were: Yes, and 25%, 5 were: No. Some students answered the last question, with reasons like that some of their partners do not attend school, others have been changed to other groups, and some felt that they had good behavior before the activity was applied so they did not observe any relevant change in their attitude.

This survey allowed me to analyze these results, the reactions of the students to the activity are also relevant in the process of the application of positive reinforcement activities. I can observe that many students felt confident and comfortable with the activity but there are a few students who did not find a clear

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objective to the strategy. This might show that their relationship with others affected the classroom management. Additionally, the group have constant changes of students, 2 students were moved to other groups and there were 2 new additions, these students are the ones who did not find the same purpose to the activity as the rest, as a consequence of the abrupt change.

According to Sue Cowley (2010, p.p. 85) “rewards help us to motivate students who do not have a natural inclination to try hard” as an example the new students who were integrated in to the group, and it also worked better in students who have low self-esteem, that may be the case of these students, because they are constantly supported by USAER (Unidad de Servicios de Apoyo a la Educacion Regular). In addition, their grades are strongly affected by the low attendance to the school.

Using these results, I also observed that rewards as candies or ludic activities had a bigger demand by the students, and they encourage the adolescents to have better attitudes in class, and reach the lesson goals, but some students still preferred to receive points to their grades or to have academically oriented rewards.

2.2 Negative Reinforcement

Techniques based on Positive Reinforcement are often perceived to threaten individuals' freedom as autonomous human beings. Providing a negative consequence was more accepted by students because they preferred to avoid actions that would hinder their freedom, and at the same time they had the liberty to conduct themselves in whatever way they felt was more appropriate for their personal needs, at that moment. (Maag, 1996).

Skinner (1960) in his theory of operant conditioning, in negative reinforcement a response or behavior should be strengthened by stopping, removing or avoiding a negative outcome or aversive stimulus. In positive reinforcement the individual

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receives rewards or merits in order to maintain an acceptable behavior, and in negative reinforcement the individual is constantly improving a situation with constant stimulus. When a long period has passed period between the behavior and the reinforcement, the response is likely to be weaker. In some cases, behaviors or situations that occur in the intervening time between the initial behavior and the reinforcement may also be indirectly affected.

Negative reinforcement should be used sparingly in classroom settings, while positive reinforcement should be emphasized in long terms. Negative reinforcement can produce immediate results; Skinner suggests that it is best suited for short-term use. Therefore, the teacher at the classroom attends to these contents of positive and negative reinforcement through the assignment of rewards to the students, likewise facing the negative attitudes; it is recommended to take necessary sanctions, avoiding an undesirable behavior.

In the classroom negative reinforcement used as stimulus several options such as general penalization for the group to work harder and incite the group to not behave in a certain way anymore. In addition, students were expected to acquire an autonomous response to the strategy, when they take responsibility of their actions in order to avoid a punishment.

2.2.1 How did I implement the Negative Reinforcement Strategies?

The Negative Reinforcement activities began to be applied on Wednesday the 7th of March, in the previous lesson students have answered the survey about their thoughts of Positive Reinforcement.

The criteria to evaluate were my observation, if the group behave inadequately they would be risking the opportunity of doing an extra activity, a game, or receive a prize. They were penalized in the case that some of any student were yelling, distracting or being disrespectful with any one, in the case of the students did not

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follow indications even after being penalized, the assessor was the person with the responsibility of taking outside the student to talk with him or her. Sanctions helped the classroom management because rules of class are clarified, if they do **A**, the reward is **B**, if they do **X** the sanction is **Y**, in addition they work better if they are used in the same level, and in this group all students are of the same age, and there is not any student who is repeating the grade.

According to Sue Cowley (2010) sanctions have to be applied in the correct moment, not when the undesirable behavior has occurred in a moment at the past, because the students will not take the stimuli or sanction seriously.

The teacher presented the steps the activity was followed. The complete lessons would be in constant observation, if some students started to make unnecessary noise the activity would be suspended and they will start to work in silence, and any ludic activity planned for the lesson or the following lesson would be taken and instead of doing a ludic activity, the lesson would use this minutes to practice vocabulary. When the undesired behavior was individually shown, not in the complete group the sanctions needed to change. They lost points and if it was necessary, they were send with the assessor. These penalizations were designed to ensure a strong reaction in students, and to push them to take these sanctions seriously.

The purpose of the activity was to foment responsible and autonomous behavior in classroom, where students knew how to avoid certain unpleasant situations, and learned what attitudes brought the best rewards.

The group understood clearly what the limitations were and how the following lessons were developed. Based on Skinner (1953) the sanctions of Negative Reinforcement needed to be applied immediately after the behavior was presented in order to change this conduct.

On Wednesday the 7th of March the Negative Reinforcement activities started to being applied in first grade, group B. The topic was that students should be able to

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talk about someone's habits and routines. The lesson began with a brief explanation from the teacher about the new disciplinary evaluation activities, they did understand it easily. Warm up was a game called Charades in which they have to act a specific word, action or movie, the activity was related to Daily activities. After this, students read an article about a seal trainer and his routine, then they have to answer 5 questions based on the text. Then they received information about 2 different persons. One-half of the group received details of person A, the other half received details of person B. Then they had to speak in pairs and share the information so at the end they could share their ideas with their classmates.

A student was incorporated to the group and two were removed. There was now a total of 19 students. This day there were now a total 15 students in the classroom. They followed the indications according to what is was expected. At the moment of the speaking activity I constantly monitored the group in order to observe if there was any behavior issue with any student, but this was not the case.

Students developed the activity on time and quickly, in this lesson they received for working in order considering that they had accomplished the task eight minutes before the expected time. It must be pointed out that negative reinforcement was used and this resulted in having extra time at the end of the class, these last minutes were used to play a game with the group and the guarantee that if they kept working like this they would play a game.

The next lesson was on Friday the 9th, this lesson topic was to ask and give information about the routine of a fictional person. The class began with a ludic activity; charades this was in order to encourage students to be confident of acting at the front of the class because at the end of the lesson they will have to participate in a role activity. For presentation they had to choose a famous person to identify stating information like age, occupation, nationality and name. Then they had to use a predesigned the interview to any classmate about his or her habits. When they finished, they have to go to the front and talk to present the information about their

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classmates' daily routines, this provided an opportunity for the teacher to check individually what all the students have been working on.

In this lesson, there was an attendance of 13 students; the group had many absences so it was easier to manage. When the teacher arrived, they take their seats without any indication. Students were informed that a game was included in the lesson but if they did not behave properly the game would be substituted with a more traditional activity. This showed that students actually saw the consequences of behaving as they were asked and they took actions to avoid any sanction or punishment. Therefore, at the end, it was time to do the activity and there was not any sanction to the students.

The following lesson was on Monday the 12th of March, the lesson had the goal of exchanging in oral and written form authentic information with a classmate about their own routine. The lesson began with a ludic activity; students were asked to follow the indications of the teacher as fast as they can. Then they saw a chart about an interview to a famous band. They had to select the relevant words from the text and then the teacher explained how to talk about specific time.

After this, students were asked to practice the conversation chorally. When they finished they received a worksheet with different examples daily activities. They had to write the name of each one. Finally, they started an interview with a classmate about their healthy habits. This interview was read in front of the group in pairs. The teacher guided the students who were not confident enough to read in front of the class.

There was an attendance of 13 students, there were six absences. The students who did not come to class the previous lesson were in the classroom this time. Some of the students, who attended the last class, missed this lesson. Only 8 students finished the task, and there were sanctions given to students who were not working or who were distracting the others. The sanction involved being moved to another seat or to work in the teachers' desk. The two students who were penalized worked

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and finished the task, the other students did not finish because enough time was not given for the activity. Due to the behavior of the class, the ludic activity was skipped.

On Wednesday the 16th the goal was students should be able to talk about routines, habits and their frequency. The teacher started the lesson with a dynamic, broken telephone. First students saw different images about food, and its pronunciation, then they listened to an audio about two persons talking about having breakfast. They have to select and write which food each one chose. Then they have to write what they have eaten for breakfast and how often they had it. Using frequency adverbs to make the sentences. When they finished they had to share their work with the group. Finally, it was checked in plenary.

18 out of 19 students were present in this class, meaning that almost all students attended. There was not any situation where the teacher or the head teacher have to interfere the lesson.

They worked on time, and when the listening was played they completed the task as the teacher asked. After this, students changed their attitude and started to talk loudly and when I wanted to explain and continue, students were sanctioned in general. The sanction was to practice vocabulary and it was to eliminate the game that was previously planned for the closing activity. When the teacher explained the rest of the lesson, they were quiet and participated in order. At the end, 15 students finished the task within the class and only three students had two have their work checked after class.

Students were followed the indications because they knew they did not want to receive a negative sanction, and if they did not behave as they were asked, there would be consequences for everyone in this case they received a sanction, but as soon as they were penalized, they changed their attitude and started to work in order.

2.2.2 Did the Negative Reinforcement Strategies work in class?

On Friday 16th a survey was applied to the students about their feelings and reactions to the new classroom management activities. These answers were analyzed and helped to evaluate the effectiveness of the strategies. The survey had the same structure as the one that was applied previously for evaluating positive reinforcement.

There were 20 students in the classroom. The first question asked students to choose if they were interested in the activity, 17 students, 85% of the answers given were positive, they were interested in the activity, and only a 15%, 3 students, did not.

The next question asked if they noticed that the activity affected in any way the interaction in classroom, between their peers or others. The gathered evidence showed 75% of students that thought their interaction was being affected, and a 25% think that it does not change in any way.

The third question was guided for their classmates; the students were asked if they had noticed how their friends felt with the activity in the last days. The possible answers were Interested or Not interested. Students showed a participation of 85% of positive answers, 17 students, they thought the others were interested in the activity and a 15% ,3 students, showed they did not have any interest for it.

The following question, questioned the students if they knew how the activity could improve. The possible answers were using more visual material, use different strategies or give better instructions. Students selected mostly using visual material, for example use a big chart to show the control of the points, and see if they have lost many or a few points during the process. 60% of the answers were for using more visual material, the second answer with more participation was of 30% of using different activities and lastly 10% for giving better and clearer instructions.

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At the fourth question was a statement, the students were asked to only select if they agreed with it or not. The statement said if they do think this activity helped the group to have better grades. 90% of the answers, 18 students, selected yes and 10%, 2 students, no. This results showed that students think their grades can be positively affected by using these activities. This may motivate them to keep working and have more discipline.

Students were asked if they thought these strategies were a good idea for the group. 85% of the participation was agreed and 15% disagreed. In comparison with positive reinforcement strategies, students had a better reaction with the strategies used in this period. The next question asked to the students if they do think that the strategy should be applied only on those who had a bad behavior or have problems with discipline. The percentage of acceptance was high, 95% of the group, 19 students selected they agreed with this idea, and only 5%, one student, selected no. This shows how the majority of the group felt comfortable with it.

Students had to select if they were convinced that the rewards and sanctions used in Negative reinforcement should have been different, the options for changing the rewards were candies, dynamics or extra points. 65% of the group, 13 students, selected candies, 30%, 6 students, selected dynamics and 10%, 2 students, selected extra points.

The last question was if they consider that the activity had changed in any way their own or their friend's behavior. The possible answers were Yes or No. 80% of the class, 18 students answered yes and only 20% of the group, 4 students, selected no. This showed that the students' reactions are positive and they were having changes in their behavior.

The reactions and feelings of the students with the activity were relevant to this process. Due to this fact, it was why the survey was implemented. It helped me to evaluate how the strategy worked and how it affected the classroom management.

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Consequently, the students provided evidence of their ideas and thoughts about the process and compared the activities.

2.2.3 Did Classroom Management affect in any way EFL learning?

As a consequence of the good behavior in class, the activities were students needed to speak had much more positive results, because the classroom was quiet and they knew that the whole group needed to be listening for those who were participating and to be respectful with them.

The activities were developed with better results. In the checklists it was evident that they had been working more, and following the indications of the teacher. Evidence of this is in checklists and in the teachers' journal. (Appendix D)

The students developed in different ways through this process. When they were submitted to the Positive Reinforcement activities they did not feel very comfortable with, this might have been a consequence due to the fact that they have never been in these activities before in order to improve classroom management. Their response to this activity was favorable but not as much as the Negative Reinforcement strategies. The classroom management improved the most in the last weeks of the practice period, this was when the negative reinforcement strategies were applied.

Evidence of Positive Reinforcement are the checklists of the two first weeks of practice period, from February 25th to March 23th , See (Appendix D). The evidence of the last weeks when Negative reinforcement was applied is in checklists. This information let me analyze which strategy worked better, and were developed in the most acceptable ways. Resulting in the desired behavior.

Using positive reinforcement students presented most of the days a positive attitude to the process of establishing the routines and rules that they followed, but there were still students who were not engaged in the activity as easy as others.

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Besides, there were students who found the strategy not completely pleasant or convenient for them. This may be a consequence of the activity itself. Students were asked to work better in order to receive a reward, but if they were not interested in these regards or in improving any aspect, the activity would not reach the goal completely. This could be the principal reason why Positive Reinforcement did not have the same impact in students learning and attitude.

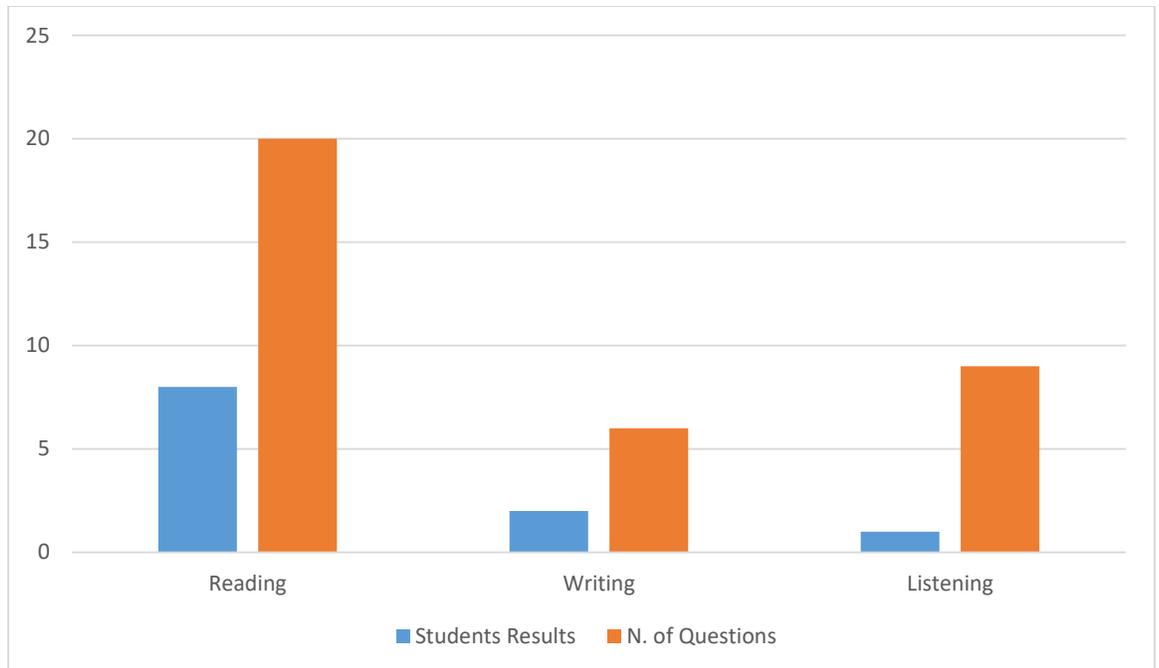
When Negative Reinforcement was applied, their attitude at the beginning was different. Students already knew that they were going to be evaluated a second time with another strategy. As a consequence, they understood the activity easily, but this time they were pushed to improve their attitude and consequently their grades. The strategies asked the students to behave in a specific manner if not they lost points. In difference with positive reinforcement rewards were harder to get and sanctions were severe. The efficiency in class from the students did increased. Students were encouraged to keep a high performance in class and at the end they even liked the activity because they understood that if they do **A** they would receive **B**, and that this process worked for Sanctions and Rewards.

In the last two lessons I applied an Evaluation structured in two parts Reading, and Writing. The first part, Reading, had a total of 20 questions divided in 5 parts. The second Writing was one exercise conformed by 5 questions. This test was applied at the beginning of the course as a Diagnostic Exam and by the end to give continuance to the possible progress. In that occasion students presented results of True Beginners. After several months and work they had improved. The results of this test (Appendix H) showed they do have a modification in their attitude and indirectly to their grades. Also to their comprehension, because there were words that were new for them in the diagnostic exam, but by reading the complete text they got the idea of what they were asked to do.

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The first Diagnostic Evaluation test showed a lack of skills, specifically on writing and listening, where students had a low development, but in reading they showed a higher level of dominance of the language.

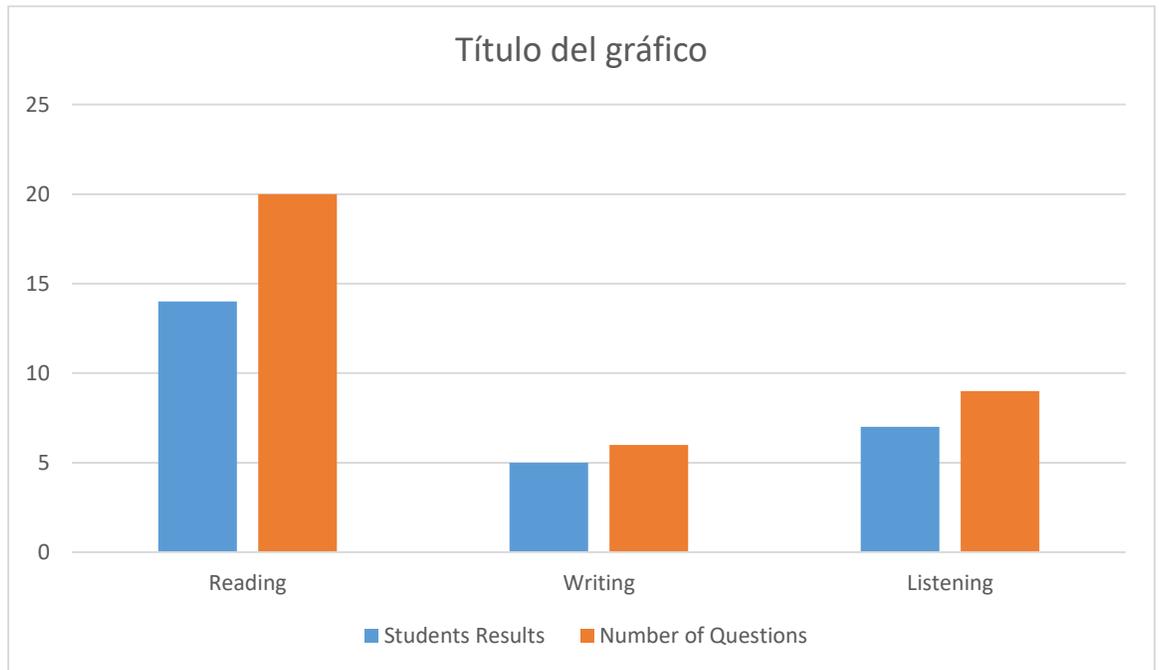
First Evaluation Results:



When the second Evaluation test was applied, the results showed how the students improved their skills. Listening and Writing skills had a relevant improvement, mostly in the first. Reading had the most positive statistics. This information sustain how the students' skills were affected through the process.

Second Evaluation Results:

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Results showed an improvement in students' language dominance. Their results had a relevant change from the first evaluation, before Positive and Negative Reinforcement strategies were applied.

Conclusion

Through this process, I had the opportunity to practice with different Classroom Management strategies. Positive reinforcement activities opened the research, and Negative Reinforcement activities were the last strategies I used to modify their behavior. This issue was evident from the beginning of the course and also students had many emotions to face and when they did not receive the proper attention from their parents or teachers they started to behave aggressively and with rejection to the others. Therefore, I used different tools to be evaluated. Instruments that could consider not only what the student did inside the classroom, but how they expressed themselves about the future.

At first, positive reinforcement was presented to students, they follow instructions and their behavior was affected in a certain way, but after 2 weeks of using the same strategies, with a common purpose, the efficiency of the lesson began to have troubles when the control of the group was tested or students found themselves in a stressful situation. This, as a consequence, pushed the students to change their behavior because they already knew that in order to avoid any unpleasant stimuli they needed to adequate their actions to the discipline they were expected.

An important factor that provided extrinsic motivation are Rewards played. In positive reinforcement, we have recommendations for using different kinds of rewards and in the most effective moments of the lesson were when students had to develop or show their skills and in this case, how they behaved through-out the activity.

There were several students who shown resistance and disavowal for the activities, but this was also expected from the beginning. Students already have develop favorable routines inside the classroom. At first when I came to the classroom they would scream or walk in the classroom, but after the process of conditioning their behavior they would wait for the head teacher and I to come in, not

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everyone was in silence, some were talking but in a low pitch of voice, and other students were doing another activity, but they do change their attitude in class.

For the following weeks, Negative Reinforcement took its place in the classroom. In this stage, students understood that their behavior was going to be evaluated using a different criterion from Positive Reinforcement. Now rewards would have a higher price, and losing a point was easier than before. They had to behave as I expected through all the lesson and they may receive a compensation at the end of the class.

When the activity began, the students were in a certain way scared by losing points or any dynamic activity. In the positive reinforcement activities, there were students who remained with an attitude of non-acceptance forwards the activities, but after the first week, I presented who were the students who had lost and won points in the previous week. This helped students to know that the strategy needed to be taken in serious and that there were no special treatment for anyone. All had the same changes for improving or decreasing their grades.

At the end of the second week students had a much better attitude in class, at the time that the head teacher and I arrived to the classroom, they went to their place without any indication, and I did not have to raise my voice too much so they can hear me. The lessons did not have so many interruptions as the previous lessons did.

Negative Reinforcement showed a better and deeper impact in the student's behavior, in the third and last week of the implementation of these strategies, they continue with these routines and I did not give them any instruction to continue. Also their comments and confidence for class changed. Before the activities students presented a rejection for telling their concerns to the teacher or me. At the final days of the process, students told me when they felt under pressure by the activity but in most of the time they reflected a commitment with the subject.

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When the Positive Reinforcement strategies began to be applied, I presented how they were going to be structured and how it was going to be worked in the classroom. I started every class writing at the front rewards they could get in that lesson, so it worked as a reminder of what they have to do and how they have to behave until the end of the class. In some occasions students found the activity boring, because rewards started to get repetitive and the main goal of them began to vanish. By the end of the second week of 'practice only a few students kept a positive attitude and making efforts to obtain these rewards.

The strategies were applied during the whole lesson, but there were special moments where the students had to show they had the proper behavior and followed indications of the teacher. If they do not manage the situation as I expected, they would lose the opportunity of getting extra points, and if a unpleasant behavior included the complete group', the penalization was that any student would receive a reward in the lesson and maybe lose important points for their grades.

The evaluation of the process was structured by different instruments, a survey, the checklist and the teachers' comments in the journal. From the data collected in the checklist there was an evident improvement in participations and in the accomplishment of task. Even students who had a rejection attitude at the beginning started to work better, and changed their behavior when I was in the classroom. This may be a consequence of the fact that they would receive a reward if they develop the activities as they were asked, and they felt motivated by this. Also they were motivated by the penalizations we agreed since the beginning of the course. These elements allowed me to encourage students to keep with a good behavior the rest of the lessons planned for this strategy. Not every student resulted affected by the strategies, some of them could not follow the sequence of the lessons because they were integrated to the classroom at the half of the course.

Learning was positively affected by both strategies but in different measures, when students were being evaluated under Positive Reinforcement activities, they

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do changed their attitude and their participations raised and improved their effort to complete the tasks. The students finished the activities consciously and in most of the cases correctly. Not only completing the activities because they wanted a compensation, or a reward. Now they were understanding what they were doing and why, so there was created a positive atmosphere for learning. But in some cases, classroom management was difficult, especially when students came to the classroom and I have to find the best strategy to control them and introduce them in the lesson.

When Negative reinforcement was applied, the head teacher and I, noticed an evident change from the students to the lesson. At the beginning, they did not have a positive response for the activity, but after some lesson they understood, that Negative reinforcement strategies had a deeper disciplinary focus, and there were not special treatments, or possibilities to not get evaluated under these criteria. However, students adapted their actions to the process, and followed the indications. When I collect the data about their work and activities, I could observe they improved their performance in class, and how they interacted between each other and with me. Respect now was a relevant aspect to take in to account when they participated or speak to each other.

After the implement of these strategies, the group continued behaving as they were asked in the previous weeks without any specific indication, but afterwards I left the school, the lessons did not continue with the same routines and, unfortunately their behavior was negatively affected.

In the future I would like to adapt and find different strategies that allow me to have a deeper impact in the students' behavior, and encourage them to continue improving their behavior, and as a consequence their grades. For this it is necessary to get the students to develop intrinsic motivation, not only conditioning them to external, as rewards or penalizations. Therefore, have the necessary time for using and confirming how these strategies can work in long terms with different contexts.

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Intrinsic motivation strategies are necessary for future implementation of Classroom management activities. The most effective tools are based in the students' own motivation. Also by doing this, students find their own motivation and have the necessary tools to develop autonomous strategies for learning.

The organization in class should be considered since the beginning, the focus should attend the principal necessities that students may have and provide them the proper opportunities to have contact with the language and encourage students to establish a confident and healthy interaction.

My interest on these topics emerged based on the different activities implemented this year and though-out this process. Therefore, in order to continue my professional development, it is vital for me to attend these aspects in the near future.

How can routines can help to learn educational habits.

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education”. – Dr. Martin Luther King Jr.

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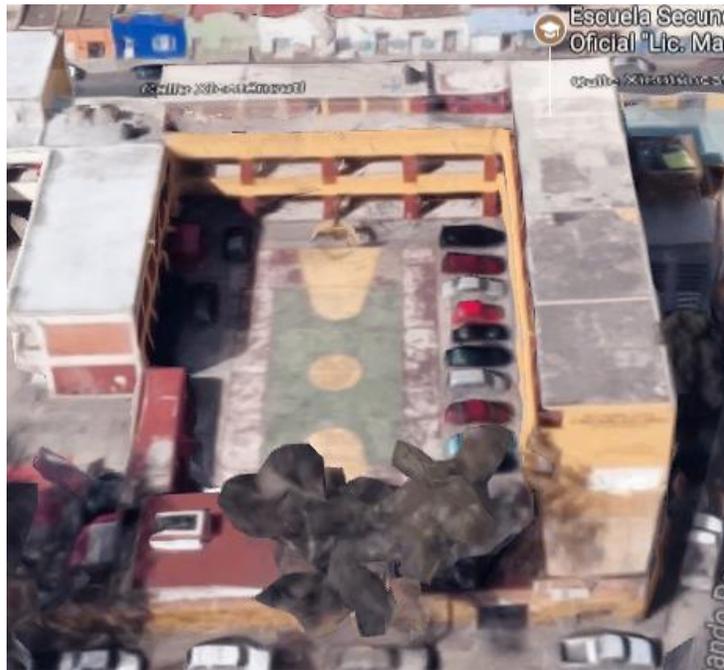
APPENDIX

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Appendix A

Images taken from GoogleMaps.com

Pictures of the school structure.



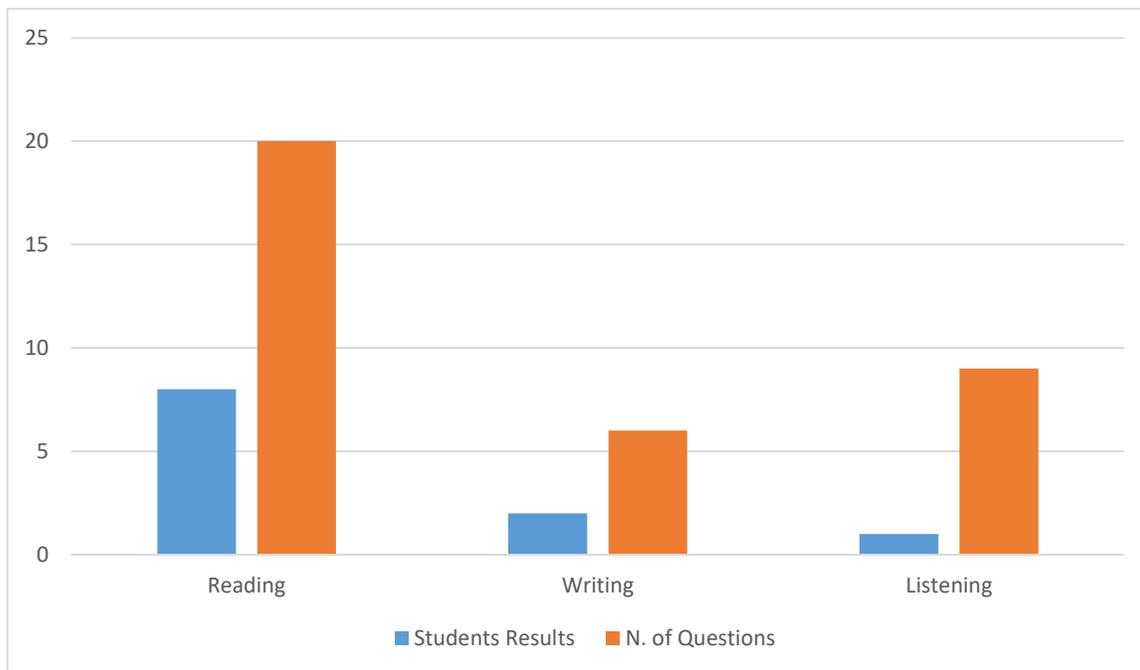
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Appendix B



APPENDIX C

Diagnostic exam (A2)

Reading PART 1

Which notice (A - D) says this (1 - 4)?

For questions 1 to 4, mark the correct letter A to D on your answer sheet.

Reading 30 min.

Example: 0 You cannot use your phone. Answer: E
E on the answer sheet

TURN OFF ALL MOBILES
DURING LESSONS

1- You should put things back in the right place. _____	A FOUND Student's bag See Mrs Wade in office	D NO ENTRANCE TO ART ROOM USE OTHER DOOR
2 -Go here if you have lost something. _____	B Class 4B No history class today Teacher ill	C Study Centre Please return all books to correct shelf
3- You cannot go in through here. _____		
4 -These students do not have a lesson. _____		

Reading - Part 2

Read the sentences about an internet café. Choose the best word (A, B or C) for each space. For questions 5-8, mark A, B or C on your answer sheet.

Example: 0 Last month an internet café near Ivan's house.
A opened B began C arrived Answer: A

5- The internet café quickly became with Ivan and his friends.

A favorite B popular C excellent

6- Ivan often his friends there after school.

A waits B meets C goes

7- The café has different of computer games that they can play.

A things B ways C kinds

8- Ivan thinks there is a lot of information on the internet.

A certain B sure C use

Reading - Part 3

Read the conversation. Choose the best word (A, B or C) for each space. For questions 9-12, mark A, B or C on your answer sheet.

Example:

9- Where do you come from?

A New York
B School
C Home

9-Why didn't you come to the pool yesterday?

A I didn't see them there. B It was a great time. C I was doing something else.

10-I have to go home now.

A Have you been before? B It's still quite early. C How long was it for?

11- Whose phone is that?

A It's not there. B Wasn't it? C I'm not sure.

12- Do you want to play that new computer game?

A It's all right. B Yes, I do. C If you can.

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Reading - Part 4

Complete the telephone conversation between two friends.

What does Josh say to Matt? For questions **13-16**, mark the correct letter **A -d** on your answer sheet.

Example:

Matt: Hi, Josh. It's Matt.

Josh: **C (Hi. You are calling early!)**

Matt: Oh, sorry. I'm phoning about the skateboarding competition this afternoon.

Josh: 13 _____

Matt: Really? There was some information about it in our club magazine.

Josh: 14 _____

Matt: Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

Josh: 15 _____

A- I did not know that was today.

B- I didn't see it. Is the competition on all afternoon?

C- Hi. You are calling early!

D- I haven't got one of those.

E- Do the winners get CDs like last year?

Matt: The prizes are better this time. The top prize is a skateboard.

Josh: 16 _____

Matt: Great! Then, let's go.

Reading Part 5

Questions 17-20

Read the article about a young swimmer. Are sentences **17-20**. Right. **(A)** or .Wrong. **(B)**?

Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.



As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

- | | | |
|---|----------------|----------------|
| 17 Ana hopes she will become an Olympic swimmer. | A Right | B Wrong |
| 18 It is difficult for Ana to make friends with other people who swim. | A Right | B Wrong |
| 19 Ana likes doing the same things as other teenagers. | A Right | B Wrong |
| 20 Ana has met people from different countries at swimming competitions. | A Right | B Wrong |

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Writing ✍ **Part 6**

Writing 10 min.

Read the two e-mail messages.
Fill in the information on the visa application form.
For questions 21-25, write the information on the answer sheet.

To:	Churchill Language School, Oxford
From:	Alice Silveiro

I would like to study at your school. I work in the reception of a hotel in my home town, Sao Paulo, Brazil, and English is important for my job.

Where can I stay in Oxford? I shall spend two months in Britain.

Alice Silveiro

To:	Alice Silveiro
From:	Churchill Language School, Oxford

We have six-week courses for people who want to study English. There is a house for students next to the school, in Park Road, at number 26.

You will need a visa.

Churchill Language School

VISA APPLICATION FORM	
NAME:	ALICE SILVEIRO
NATIONALITY:	21 _____
JOB:	22 _____
ADDRESS IN LONDON:	23 _____
WHY ARE YOU VISITING BRITAIN?	24 _____
HOW LONG WILL YOU STAY?	25 _____

WRITE ON YOUR ANSWER SHEET

Writing ✍ **Part 7**

Writing 10 min.

Read the email from your English friend, Alex.

From:	Alex
To:	_____

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions.
Write **25 to 35** words. Write the email on your answer sheet.

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Part 8

Listening 30 min.

You will hear three (3) short conversations. You will hear each conversations twice. For questions (1-3), choose the correct answer *in your answer sheet*.

(2:19) 1. What animals does Sue have?



A



B



C

(2:59) 2. What time will they go to the

5:30

8:30

10:00

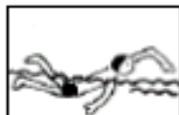
cinema?

A

B

C

(3:40) 3. What is Joe going to do at the weekend?



A



Part 9

Listen to Steve telling Olga what presents he got for his birthday. What present did each person give Steve?

For questions 4-9, match (A-F) next to each number *in your answer sheet*. You will the conversation twice (2x).

People

4. Mary

5. Harry

6. Linda

7. Thomas

8. Victoria

9. James

Present

A pen

B sweater

C socks

D jacket

E camera

F video

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Appendix D

CICLO ESCOLAR 2017-2018												
ASIGNATURA: INGLES												
PRIMER GRADO "B"												
STRATEGY APPLIED: POSITIVE REINFORCEMENT												
LISTA DE CONTROL DE ASISTENCIA												
	SEMANA 1			SEMANA 2			SEMANA 3			SEMANA 4		
Student 1	X	X			X		X		X		X	
Student 2	X	X	X	X	X	X	X	X	X	X	X	X
Student 3	X	X				X		X		X		
Student 4	X	X	X		X			X	X		X	
Student 5		X	X	X		X			X	X	X	
Student 6			X	X		X				X	X	X
Student 7	X			X	X			X		X	X	
Student 8	X		X		X	X					X	
Student 9	X	X	X	X	X		X	X	X			
Student 10	X	X	X	X	X	X	X	X	X	X	X	X
Student 11	X	X	X		X		X	X	X		X	
Student 12	X	X	X					X	X			
Student 13	X		X	X	X	X			X	X		
Student 14	X						X		X		X	X
Student 15		X		X			X		X	X	X	X
Student 16	X			X			X		X		X	
Student 17	X		X		X		X	X		X	X	X
Student 18	X		X	X		X		X	X			X
Student 19				X	X			X	X		X	
Student 20			X	X		X		X			X	X

Behavior Modification; using Classroom Management strategies in a 1st Grade

CICLO ESCOLAR 2017-2018												
ASIGNATURA: INGLES												
PRIMER GRADO "B"												
STRATEGY APPLIED: NEGATIVE REINFORCEMENT												
LISTA DE CONTROL DE ASISTENCIA												
	SEMANA 1			SEMANA 2			SEMANA 3			SEMANA 4		
Student 1	X	X	X		X	X	X	X	X			X
Student 2	X	X	X	X	X	X	X	X	X	X	X	X
Student 3	X		X	X	X	X	X	X	X	X	X	X
Student 4	X	X		X	X			X		X		
Student 5	X	X	X	X	X	X	X					X
Student 6	X	X		X	X		X	X	X	X	X	
Student 7	X	X		X	X		X	X	X	X	X	X
Student 8	X	X	X		X	X	X	X	X	X	X	
Student 9		X	X	X	X	X		X	X	X		X
Student 10	X	X	X	X	X	X	X	X	X	X	X	X
Student 11		X	X		X	X		X	X	X		X
Student 12	X	X	X	X	X		X	X	X	X		X
Student 13	X	X	X		X	X	X	X	X		X	X
Student 14		X	X		X	X	X		X	X		
Student 15	X	X	X		X		X	X	X	X	X	X
Student 16	X	X	X	X			X		X		X	X
Student 17	X			X	X	X	X	X	X	X	X	X
Student 18		X	X	X	X			X				X
Student 19	X	X	X			X	X				X	
Student 20		X	X	X		X		X		X	X	X

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