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Classroom Management

Estudiante: Manuel Carrillo Martos

Tutorizado por: Prof. D. Ana M^a Ortega Cebreros
Departamento: Filología Inglesa

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Abstract

This project will deal with the theoretical review of the different aspects related to classroom management that the novice teachers have to face when they are going to teach their lessons. When the teachers have finished their degree there are still many things to learn that they have not been taught in the degree. The purpose of this project is to make the novice teacher have an idea of what s/he will find in class and give some simple guidelines to overcome any practical problems that might emerge during the lesson. It is for this reason that the project will deal with issues such as the teacher's voice, stages of the lesson, classroom discipline and classroom interaction. This project aims not only to help the novice teacher but also any teacher who might need to get practical information about how to overcome the stages and problems of a lesson.

Key words

Classroom management, language teaching, teacher talk, discipline, interaction.

Resumen.

En este Proyecto se van a tratar diferentes prácticas relacionadas con el manejo de la clase a los que el profesor novato se tiene que enfrentar cuando va a impartir sus clases. Cuando el futuro profesor termina su carrera universitaria aún quedan bastantes cosas por aprender que no son enseñadas en la carrera. La finalidad de este proyecto es hacer que el profesor principiante tenga una idea de lo que se va a encontrar en clase y de dar unas sencillas pautas para superar cualquier tipo de problema o de fase durante la clase. Es por esta razón en este trabajo que se van a tratar temas como la voz del profesor, las fases de la lección, la disciplina en clase y la interacción en clase. Este proyecto tiene como principal objetivo no solo ayudar al profesor principiante si no que también a cualquier profesor que lo necesite, a familiarizarse y conocer consejos prácticos para conducir con fluidez las distintas etapas de una clase y saber solventar con soltura algunos de los problemas más frecuentes que pudieran surgir en la misma.

Palabras Clave

Dominio del aula, enseñanza de lenguas, lenguaje del profesor, disciplina, interacción.

1. Introduction.

When a teacher finishes the degree, s/he thinks s/he is ready to go to high school and start teaching since s/he is very qualified to do that. Nevertheless, when s/he goes to school and starts the lesson it is the moment when s/he is very likely to realize that there are many and different situations for which they have not been prepared in their university degree. S/He might find some situations in which s/he ignores what measures or what techniques should be developed in order not to lose the attention of her/his students and make the lesson more dynamic. As a consequence of this lack of knowledge, the common result is that the teacher can lose the control of the lesson and get stressed and frustrated.

That is not the worst part of the situation, since the consequences of losing control of the class may be varied. Some children may lose attention and at the same time distract others who want to pay attention to the lesson. Or it may be even worse when it is the whole class who is losing the concentration due to a student interrupting the lesson or coming late. It is the moment in which the teacher would like to have been taught how to deal with these situations in class.

The truth is that these things happen so often that if the teacher finishes her/his degree without any experience in such situations, as we have seen, the consequences can be horrible. That's why classroom dynamics is an interesting topic to deal with in this dissertation, which I hope will contribute to complete the training I received in the English teaching methodology subjects that I studied at university as part of the degree in English studies.

1.1. Justification.

After having thought a lot about what topic I should write about, I decided that an appropriate one would be a topic dealing with language teaching methodology. I became particularly interested in this topic because I want to become an English teacher in the future.

Focusing now on the topic itself, to my understanding, I think that the topic I want to work on is very relevant for novice teachers. This issue is appropriate because knowing some of the techniques here explained the teacher can develop a more dynamic class and at the same time s/he can keep the control of the class when some unexpected situations occur in classroom. Thus, this work would be worthy for teachers who are full of doubts about how to handle certain situations in the classroom about which they haven't been taught.

1.2. Objectives.

One of the main objectives of this work is to study the most important moments of classroom dynamics that are worth considering for the novice teacher as well as to look at the linguistic resources that can be useful to conduct different key moments of classroom dynamics. With this piece of work the novice teacher can get a general idea of the reasons why these situations occur - in order to prevent them - and, if they occur, how s/he should act to keep the dynamics of the lessons and recover the control of it. Nonetheless, this piece of work is not just orientated to the pre-service teachers; it could be also useful for in-service teachers interested in the topic, in order to update their knowledge or discover possibilities different from the ones they use in class.

As I said before, the teaching profession is very important for me since I want to be a good teacher and writing this dissertation gives me the chance of knowing better what that job involves. That is to say, this piece of work will be helpful for me because it will allow me to check my expectations about this job and, at the same time, will be an opportunity for personal learning.

1.3. Structure.

Trying to resemble the order in which situations normally emerge in natural lessons, the work will cover first the theme dealing with teacher's talk. It will be the first section since the speech of a teacher is the essential tool with which s/he must work. Inside that issue, different aspects will be discussed as the projection of voice, intonation, pauses and body language.

After this section, work will show how the teacher should act when situations such as those I mention here arise: starting the lesson, late comers, making transitions, physical conditions, organizing homework, closing the lesson. All these stages of the lesson will be dealt with following the order in which they commonly take place along a real lesson.

The issue of discipline in class will also be discussed. This section will show how the teacher should deal with students who cause any type of problem and what measures must be taken to solve the problem.

Immediately after that, my essay will be focused on the field of interaction and how different students should be grouped. In this section, aspects such as seating arrangements, the interaction of the teacher with the students or grouping the students will be discussed.

To conclude, this dissertation will display some conclusions in which there will be a reminder of some of the most important ideas about it, the benefits of having done this work and my personal opinion and evaluation of the dissertation.

3. Theoretical discussion.

Having completed the introduction, it is time now to focus on the most relevant aspects of classroom management mentioned above. This part of the dissertation will try to offer solutions for possible difficulties of the lesson and will provide the novice teacher with some useful practical tips to use in class in connection with the different problems discussed.

3.1. Teacher's talk

The first issue that is going to be dealt with is the language used by teachers. It is the first issue to be developed since the voice and the speech are the most important tools for the teacher. It helps her/him to transmit the knowledge to her/his students and make the lesson more dynamic. At the same time, just listening to the teacher when s/he is speaking is another way of teaching the students how to build up the structure of certain sentences. What this means basically is that students can improve their knowledge of the linguistic aspect just paying attention to the teacher. In sum, the language is so powerful for the learning process that it couldn't be excluded from this final project.

Due to the relevance of the teacher's talk during the lesson, it was necessary to include in this essay some important aspects such as the importance of speech modulation when the teacher is lecturing, the role of making pauses or the intonation and body language used by the teacher, as everything is not verbal language.

3.1.1. Voice projection.

When a teacher is going to teach, the first issue to consider is the volume of teacher's voice. That point is very important in the process of learning since it is the channel through which not only the knowledge but also the atmosphere, the mood and the emotions are transmitted and the teachers need to be aware of the right level of volume. Harmer (1998:17) maintains that teachers need to be audible but not irritating for the students' ears.

They must be sure that the students at the back of the class can hear them just as well as those at the front. But audibility cannot be divorced from voice quality: a rasping shout is always unpleasant. Teachers do not have to shout to be audible. [...] Good

teachers try to get this balance between audibility and volume just right. (Harmer 1998: 17)

What he means is that the teacher has to maintain an appropriate volume level for students to become aware at the front and at the back of the classroom. If the teacher speaks too loud, students at the back of the classroom will hear what the teacher is saying but for students ahead it will be a little uncomfortable and unpleasant because the volume level might be too high for them. On the other hand, if the teacher only uses a level suitable for students at the front, the students at the end of the class can hardly hear what the teacher wants to say or explain. What the teacher has to use is an adequate level of volume when teaching the lesson. In this way, students at the front and at the back will receive the message that the teacher wants to send them and the fulfilment of the learning process will be the right one for all.

Besides, another aspect that the teacher must be aware of when s/he is teaching the class is the importance of being sure of what s/he says, which is normally revealed by her/his voice. The teacher cannot show symptoms of ignorance of what is being explained or about how to formulate a sentence. That is to say, the teacher should not hesitate in front of students as this would show weakness to the students. The teacher cannot project an intermittent voice because this would not be appropriate for the course of the lesson and would reveal the teacher's lack of self-confidence.

But maintaining a good voice projection does not complete the entire process of teachers talk. If the teacher kept the same level of volume in her/his speech, this would make the students pay attention at first but this initial attention might start to decrease if the teacher's speech becomes monotonous. That is the reason why the teacher should play with intonation.

3.1.2. Intonation/modulation.

When the teacher is giving a lesson, s/he should be aware of the role played by voice modulation. S/He cannot give the same emphasis to the different types of exercises or topics in class. If the teacher used always the same tone of voice, s/he would be making children lose attention after 20 minutes, since the lesson would become, at some level, boring for them.

It is important for teacher to vary the quality of their voices – and the volume they speak at – depending on the type of lesson and the type of activity. So the kind of voice

you use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an extremely dramatic effect, and this can sometimes be beneficial. (Harmer 1998, 17)

What Harmer (1998:17) means is that the teacher should take into account the intonation so that children do not lose the focus on the lesson and remain as attentive as at the beginning of the lesson. Nevertheless, Harmer (1998: 17) stated that *‘speaking quietly is often just as effective a way of getting the students’ attention since, when they realise that the teacher is speaking, they will stop to listen to him’*. The reason why s/he thinks so is because when students are talking, sometimes the teacher has to use a high-volume voice to silence them. Another way is to lower our voice volume to let the students realize that the lesson is still developing and that if they keep talking; they will not understand what is being explained. In this way, if the children choose to stop talking and pay attention, the teacher will not force the voice to draw students’ attention and, ultimately, avoid a possible damage to her/his vocal chords.

Furthermore, the modulation of the voice can be used to give more emphasis to an important part of the lesson by rising up the volume of our voice while lecturing. For example, it is possible that the teacher is explaining her/his lesson making changes in her/his voice volume to keep students’ attention; but when s/he reaches an important part of the lesson, the teacher can raise the tone of her/his voice in “*crescendo*” (gradual increase in the intensity) to make the students see that what is being explained has more relevance than a previously explained material.

On the other hand, intonation plays a key role in the learning process. Intonation is what makes the student know if what the teacher is doing is asking a question, saying a statement or making a complaint. In order to be aware of its function is necessary to know previously what intonation is.

Intonation is primarily a matter of variation in the pitch level of the voice; stress and rhythm are also involved. Intonation conveys differences of expressive meaning such as surprise, anger, wariness. (Encyclopedia Britannica,¹ 2015)

¹ <http://global.britannica.com/topic/intonation>

For that reason it is essential that the teacher pays attention to intonation, since not understanding what is being said can seriously affect the results of the lesson. Besides, the web page Teacher Talk² (2010) explains that even when a sentence is grammatically sound, if the student is following the intonation patterns associated with her/his L1, the meaning can be strongly impacted.

3.1.3. Pauses

When a teacher is going to impart the lesson, s/he normally pays great attention to different aspects such as the subject to be taught, the lesson plan and the time s/he will devote to the activities of the learning process. However, it is not paid much attention to the pauses the teacher should do now and then in order to let students rest a little bit of receiving information. Before going further, it is needed to have a clear idea of what the pause technique is. In the web page k12teacherstaffdevelopment.com we can find the following definition.

*Pause procedure is a technique in which the teacher makes use of strategic pauses to provide students with time during which they can review their notes, discuss among their pairs or undertake any similar activity that allows them to clarify, assimilate and retain the material.*³ (Assistant, 2015)

It is also important to take into account when it is needed to pause. The teacher's lack of awareness of the function of making pauses can affect negatively the lesson and the concentration of the students. This moment must not be introduced very soon because it would break the dynamics of the lesson and the students couldn't concentrate well in such a little period of time. On the other hand, we cannot delay pauses too much because, unlike the previous case, the children could have difficulties in maintaining their attention for so long.

However, the usefulness of this technique is not only that children can process the acquired knowledge; this technique also has many other useful functions for the teacher such as giving emphasis, giving the teacher time to clarify his/doubts and the preservation of her/his voice.

Like modulation, pauses can be used by the teacher to indicate that something that is going to be said is very important. For example, if a teacher is explaining chemistry and says: *the combination of the chemical elements oxygen and hydrogen results (pause here) in Water.*

² <http://azargrammar.com/teacherTalk/blog/2010/04/the-importance-of-intonation>

³ <https://k12teacherstaffdevelopment.com/tlb/how-can-the-pause-procedure-be-used-to-enhance-learning>

Through this pause, which can vary up to a few seconds, the teacher called the attention of students and stressed that water is the result of that combination and also highlighted the importance of this.

Another useful characteristic of making pauses is to give the teacher time to think about what s/he was going to say next. I once attended a conference where the lecturer told us that if we were blocked and did not know what to do to get time to think about what to say next or how to say it, we could use this strategy. For example: if a teacher does not know how to formulate a sentence, s/he should think of another way to say the same and must do it fast. There are tricks to overcome these situations. While the teacher thinks about the phrase or content that s/he has forgotten, the teacher can stop the class a moment and drink water from her/his bottle. Thus, s/he can devote a few seconds to think about what s/he should say in the right way while s/he is drinking water.

Before finishing the discussion on pauses, it is important to mention that doing multiple pauses is a method that somehow maintains and preserves a person's voice. When the teacher saves a few minutes of speech, s/he uses less voice, reserving it for another class or another moment.

Harmer (1998:18) says that *'just like opera singers, teachers have to take great care of their voices and conserving the voice should be taken into account when planning a day's work'*. Harmer pays much attention to the conservation of the voice since for him it is the most important and precious instrument for the teacher and should be treated softly.

This is something that many manuals take into account . The preservation of the voice is essential for the teacher and that's why there exist websites like Pearsonclassroomlink.com⁴ where some exercises to train the voice and make a proper conservation of it are explained. You can see one of the examples below:

Inhale, and let out the breath on a long AAAAAAAAAAH. Inhale, and let out the breath on a long OOOOOOOOOH. Inhale, and let out the breath on a long EEEEEEEEEEEE. Pearsonclassroomlink (2015)

In connection with the topic of pauses, it is important for the teacher to take into account the period that every pause lasts. The teacher has limited time to impart a lesson and has to adhere to that time, so s/he cannot make big or too frequent pauses. On the other hand,

⁴<https://k12teacherstaffdevelopment.com/tlb/how-can-the-pause-procedure-be-used-to-enhance-learning>

controlling talking time is something that is considered very important by Professor Daniel Madrid. In *A handbook for TEFL*, Madrid (1996:45) states:, ‘*it is important not to forget that a balance between teacher talking time and student talking time is necessary*’. This means that making pauses is inevitably necessary for the teacher to let students speak in class.

3.1.4. Non-verbal communication.

Nonverbal communication is a fundamental aspect that very often contributes to the success or the failure of people in their professional careers and in their jobs, as it happens nowadays in big companies. In the classroom, the teacher needs to have a good nonverbal communication with her/his students in order to enhance her/his students’ learning process. In order to clarify the concept of *nonverbal communication*, we offer the following definition:

*Nonverbal Communication has been defined as communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tones of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people. (Creducation.org, 2015)*⁵

Most of interpersonal communication is nonverbal including paralanguage⁶, the interpretation of the body motion and the individual concept of space. This section is going to examine the applications of nonverbal techniques such as eye-contact, teacher movement, proximity and gestures.

According to Daniel Madrid (1996:46), ‘*a common error among beginning teacher is to focus attention on the same group of students during the whole class, frequently those in the front row*’. As a consequence of that, teachers cannot receive the feedback of the rest of students and hence it is impossible for them to know if the lesson is going in the right direction or not, if the information that they are giving is being processed. Harmer (1998:18) contributes to this saying that ‘*it is almost impossible to help students without making contact with them*’.

According to Daniel Madrid (1996:46), teachers should make eye-contact in order to notice the expressions on the student’s faces, since this is essential to perceive what it is

⁵http://www.creducation.org/resources/nonverbal_communication/what_is_nonverbal_communication.html

⁶ Paralanguage is a component of meta-communication that may modify or nuance meaning, or convey emotion, such as prosody, pitch, volume, intonation etc. It is sometimes defined as relating to nonphonemic properties only (Wikipedia, 2015)

actually happening at any given moment of the class. Besides, Madrid states that eye-contact allows us to do a series of functions:

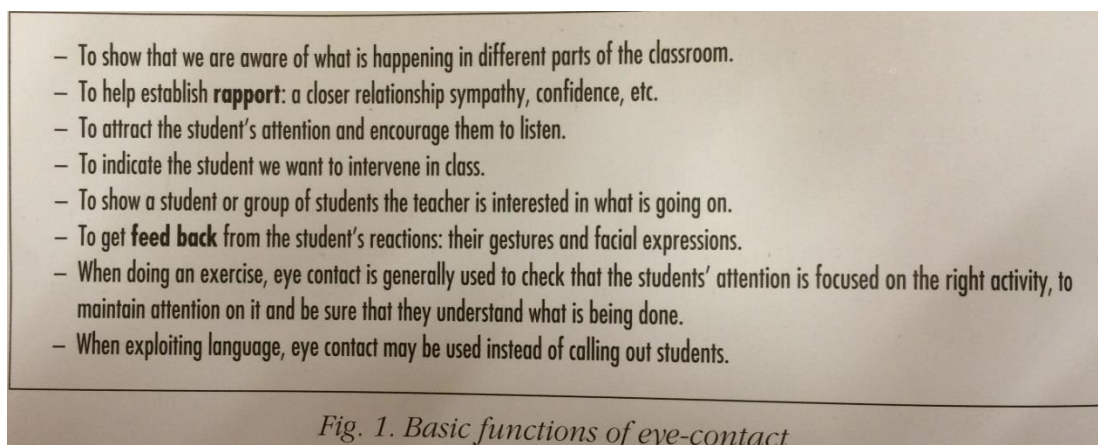


Figure 1: Basic functions of eye-contact

Movement during the lesson is another aspect to be considered by the teacher. Harmer (1998:19) says that each person is different in many ways and therefore the movement depends on the character of the teacher. There are teachers who like to sit in their chair and not move from that position for the rest of the lesson and others who are in constant motion and cannot stay in the same place.

The problem is that these two extreme cases are considered inappropriate for the learning process. Madrid (1996:47) states that '*a static position while presenting and exploiting the language may be boring and seldom efficient in the classroom*'. On the other hand, Harmer (1998:19) asserts that '*teachers who are constantly in motion can turn their students into tennis-match spectators, their heads from side to side until they become exhausted*'.

Harmer (1998:19) and Madrid (1996:46-47) agree that the most successful teacher is the one who moves around the class to some extent and adopts different positions in the classroom according to the activity that it is being carried out. For example; if the teacher is explaining something important, s/he should be seen by the whole class (this does not mean that s/he cannot move). On the other hand, if the teacher is observing how the students are giving a presentation, s/he can occupy a seat at the back of the classroom since the students do not need to see the teacher but their mates.

Another feature that is also related to the non-verbal language is the proximity between the students and the teacher. This proximity is a very relevant factor when performing a learning process properly. That's why Harmer wrote in 1998 about that:

Some students resent it if the distance between them and the teacher is too small. For others, on the other hand, distance is a sign of coldness. Teachers should be conscious of their proximity and [...] they should take this into account. (Harmer, 1998:19)

That is why the teacher should be aware and have a proximity to the student at an average level, not too far or too close. But very often proximity can say something about the teacher's attitude towards the student. When the teacher sits on the edge of the table or touches the student in a caring way, the teacher is sending nonverbal signs which mean that s/he wants to be a friend. This can be sometimes counterproductive for two reasons: students can relax and not pay so much attention to the explanations or, on the other hand, students worry and feel uncomfortable about being touched and being at a short distance from the teacher during the lesson.

3.2 Stages of the lesson.

Now this final project will focus on the dynamics of the class. In this section of the project some of the different stages that occur in a normal lesson are going to be described. The teacher must be conscious about that issue and make these stages of the class develop in the best possible way making sure that there is no problem as long as they last. As we can read in the website English online⁷ (2015), 'Teaching stages are the major steps that language teachers go through in the classroom. Procedures are the detailed steps in each teaching stage'.

The key issues of classroom management related to the different stages of lessons that are being focused in this section are: making transitions, starting the lesson, checking attendance, late comers, organizing homework and closing the lesson. The objective of this section is to give to the novice teacher a rough idea of not only lesson movements which s/he will have to deal with but also the possible solutions for possible problems occurring at those stages.

⁷ <http://202.194.48.102/englishonline/jxyj/yyjxf/Aa-3/3.5.asp>

3.2.1. Making transitions

Without a proper planning and organization, the moments of transition disrupt the harmony of a classroom and sometimes create chaos. This presents a challenge for students who do not yet have the patience and self-control to wait for long periods of time. A creative and well prepared approach for the time of the transition relieves teacher's stress and allows development in a smoother way.

Although transitions occur throughout teaching, teachers often leave them outside of the lesson planning. As consequence, the amount of time that is lost is bigger. A detailed map of the activity, including periods of time to move from one exercise to the next, reduces the amount of pressure that teachers and students feel during these transitions. That is to say, it is important that the teachers take into account the time of the transitions in order to improve the dynamics of the lesson.

Transitions take place several times along the day. These are some of the moments in which transitions occur: morning arrival into the classroom, taking the material from the bag, going to different places, changing groups or activities, getting student's attention and ending the school day.

The transitions that the teacher has to carry out when moving from an activity to another must be done as fast possible and in a smooth manner. One of the ways that the teachers can make transitions is rewarding students using praise. For example, tell your students how proud you are of the fact that they have done the exercises so well.

Reducing unnecessary transitions or excessive wait times and making them know what they have to do at every moment of the lesson will result in a better lesson, improving the dynamics at the same time.

3.2.2 Starting the lesson.

Making a good start for the class is an issue that all teachers must take into account. The bell sounds and that is the sign of the start of a new productive class. The beginning of a class session is possibly one of the most delicate moments that the teacher can find along her/his day in the school with the students. That's why it is good to take into account these aspects and try not to vary your routine:

Be punctual. Certainly punctuality is a key element to start a good class. It is known that it is not always easy to be on time, because many times teachers move from one class to

another. However, at other times some teachers wait until the bell rings to go to the bathroom, drink water, look for school material, finish the coffee, etc. All these factors provoke that the teachers come to class abruptly and lose five or ten minutes of the lesson. All this time we lose before reaching the classroom is time difficult to compensate for once we are inside.

Teachers must also greet. When the teacher enters the classroom s/he must begin with a greeting to her/his students. It must be an energetic greeting and involve a strong postural attitude. In addition, to show respect and education, students sometimes stand up and internalize that the teacher has come to class. It is important to remember also that your greeting response must involve all students. Insist in the first classes of the course and then you will see how the students get used to greeting you.

According to Jane Willis (1981:7), there are different ways to start a class and in her book published in 1981 she argues that the teachers should not only start greeting class students but they should also ask students what they have done in order to encourage them to talk and interact with the teacher. In the chart which appears below, Willis (1981:8-9) offers different possible way of greeting and asking the students about what they have done, which can be used as linguistic resources for the beginning of the lesson by novice teachers:

Good	morning afternoon evening	everybody. class 5. girls. girls and boys children	How are you all Are you all well How are you	today? this evening?
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Formulae to greet

Well,	did you have a good did you enjoy the did anyone do anything interesting during the			weekend? holiday?
what did you do tell me what you did			last night? yesterday after school? at the weekend? in the holidays?	
Can Could	you tell us	more about that?		
		what the	football programme party	was like
Oh, you've got a new		shirt dress	on.	it's very nice.
		hair style. book.		

Formulae to start a chat

After having done all that, ideally, the teacher should begin to introduce the topic to be addressed in class. For this purpose, it is highly advisable that, as a warm-up, the teacher ask students on the subject to be dealt with. Imagine a case in which the teacher wants to address an issue of daily routines. The teacher should ask students questions such as: what do you usually do in the afternoon? What time do you usually get up in the morning? What do you do after getting up in the morning? With these questions the teacher is making students familiar with the subject and also making them remember the knowledge they already had about it. After being asked about daily routines, the teacher can explain the subject to their students and they will pay more attention because they have dealt with it previously.

3.2.3. Checking attendance

Another stage to be considered by the teacher is to check the students' attendance. According to Oxfordlearnersdictionaries.com⁸ (2015), to check who is present and who is not present at a place and to mark this information on a list of names.

There are different moments at which the teacher can call the roll. Willis (1981:14) states that the teacher can check the attendance of her/his students at the beginning of a lesson, it is the most common moment and when most teachers do the attendance control. However, the problem of taking the register at the beginning of the lesson is that students who arrive late can make the teacher need to check the attendance more than once throughout the class. To my understanding, there are more possible ways of calling the roll. Another moment to control the attendance is in the middle of the lesson, but that is not a very good idea because the checking can break the dynamics of the lesson. Finally, the last moment when you can check the attendance is at the end of the lesson. That is the best moment to do it since all students are already in class and the dynamics of the lesson is not interrupted; students are also tired of paying attention, so checking their attendance before finishing the lesson can give the students a rest.

But why is it important to check attendance? It is important in order to know which students come to class every day. Teachers can also control which students miss lessons frequently. There are students who usually miss a lot of lessons, for example they can even miss a week or skip lessons according to a pattern, that is, they are always absent on certain days of the week.

⁸ <http://www.oxfordlearnersdictionaries.com/definition/english/attendance>

It is the teacher's responsibility to let the director know that and the teacher should also notify parents through a text message as it can be done through the application available in the net site of the Junta de Andalucía: juntadeandalucia.es⁹. Moreover, controlling attendance is a way to assess which students have been more constant in order to reward them in some way.

In order to show how teachers should address the students, Willis (1981:15) suggests a series of useful forms to check the attendance during the lesson. These formulae can be seen in the following chart:

Right! Now! Ok! Quiet, now, please.	I'm going to I'll listen while I	call the roll take the register
	let's see	who's absent. if everyone's here if anyone's away
Is	anyone absent? everybody here?	
Where	's mr zand? are Rosa and Kumah?	
Does anyone know Who knows Can anyone tell me	where	Lee is? Pari and rose are?
	when	Gustav will be back?

Formulae to check the attendance

3.2.4 Late comers

Some students have a big problem with punctuality, as they do not come at the set time and stay out of school. This does not occur because they do not know the time of entry, but because they have no sense of responsibility and their parents do not collaborate to improve this problem. Most probably students lack punctuality because they do not care about their studies, they like being tardy or they get up late on purpose. That tardiness may affect them later because they can lose a considerable length of learning time on the whole.

The teacher's role is to explain why being late for class is a problem. For example: attendance is taken at the beginning of the class; the student may lose a surprise the test; it is rude and disrespectful to the teacher; the student can miss important information; the students are in violation of school rules the teacher should also explain why it is important to arrive on

⁹http://www.juntadeandalucia.es/averroes/centros-tic/29011941/helvia/sitio/upload/Pasen_en_la_escuela.PDF

time, give examples of the benefits of punctuality and explain how much time is valued in our society.

Teacher must also tell what is the meaning of being late and what means being on time. Maybe arriving five minutes before class is meaningful. Make clear school rules and the consequences of school for the tardiness. Make your teen take the responsibility to be on time and reinforce school rules with additional consequences at home. The consequences should be up to the offense and make sense for your teenagers. (LIVESTRONG.COM en Español, 2015)¹⁰

Even though the student should be punished, the first times that the student arrives late should be unpunished and serve as a warning. However, if the teacher realizes that the student comes late frequently, the teacher must act severely carrying out actions such as leave the student out of class and make him come sooner next time, or something softer and less aggressive such as assigning some extra practice on the lesson just taught, which can also work as a punishment.

In Willis (1981:65) teachers are proposed some of the best ways to deal with these students and thus prevent the problem for future occasions. Besides, the teacher may find out why the student was late through questions that s/he may ask to the students. See the chart below:

Did you	miss the bus get up late get stuck in the traffic set out late	or	forget the time? wouldn't your car start? were you delayed? was the bus late?
Well,	never mind it doesn't matter	today, just for once, this time	but next time , try to be on time
Well,	you shouldn't really actually, you shouldn't	have	been ___ing that then done that come so late
Well,	you ought to should	have	come on time, really told me before if you had to go to the doctor asked someone to tell me Set out earlier
Right! Back to Let's go on with Let's get back to		the register. the lesson what we were doing	

¹⁰ http://www.livestrong.com/es/disciplinar-adolescentes-llegan-como_2729/

Right, we'll go on with	our work
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Formulae to deal with late comers

3.2.5. Organizing homework

Now it is the time to focus on one of the final stages of the lesson: homework. Homework is the group of exercises or tasks that, as a complement of what has been learned in class, is assigned to the student to be accomplished out of the classroom and after the lesson.

Some academic subjects such as reading, a second language, language and mathematics require a lot of practice, which involves more time and repetition. And it is here where homework plays a fundamental role. In school, students learn with teachers, but it is homework that will help you become an independent learner, to put into practice what you were taught in class and internalize knowledge individually.

There are several ways to organize homework in class. The most common is to assign homework at the end of the lesson after all the subject has been developed. In this case homework is assigned as a conclusion. It is also very common to set the assignment after completing an activity. When an activity is approached and finished, there are teachers who set their students some similar exercises to do just like the task they have just done. This way, the teacher is helping students to associate a type of exercise to another and it is easier to do homework.

The reasons why the assignments are set are widely different. Nevertheless, the reasons teachers argue to justify the appropriateness of setting homework vary from the need to review what is seen in class during the day until the need to encourage responsibility and the development of autonomy in children.

When a teacher sets an assignment s/he should take into account certain factors that can affect the student at the moment of doing the homework. According to a study done in the University of Southern California, these are the relevant factors to take into account when the teacher sets the homework:

You should be clear and specific with students about what your goals and expectations are for each assignment. The nature and construction of each assignment should reflect the learning goals you articulated when you created the course. The

assignments you create for students should be challenging but not intimidating or overwhelming. (UNIVERSITY OF SOUTHERN CALIFORNIA, 2015)¹¹

3.2.6. Closing the lesson.

Finally, we will deal with a very important issue: the final part of the lesson or closure of the lesson. There are teachers who do not know how to finish a class and when that time comes they might feel a bit lost. This section will describe the different types of methods to end a lesson that the teacher can apply. It will also show the type of language which the teacher could use to complete a lesson as well as how the final minutes of the lesson can be used.

According to the information provided by Colegio Americano de San Carlos¹² (2015), teachers use the closure of the lesson to help students to order their understanding of the revised material and to make sense of the development of the explanation. Closing the lesson is considered as the necessary complement for the internalization¹³ of the subject. Therefore, it is important to mention why the closing is important for the learning process of the student.

The first goal of closing the lesson in an appropriate manner is to attract the attention of the students to the ending of the lesson. It consists in providing the students with the chance to check the contents that they have been learning. Another purpose for doing a good closing of the lesson is to help the student to organize well the ideas related to the learning of the day. The teacher must summarize the checked aspects of the lesson and show them in a coherent way. Finally, the last purpose of the closing of the lesson is to reinforce the subject that was taught in that day (Colegio Americano de San Carlos, 2015).

With this aim, Willis (1981:78) provides some useful formulae to do a good closing of the lesson, which illustrate all the previous aims. The closure of a lesson may also be used to create connections with subsequent lessons.

I have	something to tell you some announcements to make	before you go	could you listen, please?
Will you please remember Don't forget		to bring the money for ____ next lesson there's a club meeting on ____ there's an English film called ____	

¹¹

http://cet.usc.edu/resources/teaching_learning/docs/teaching_nuggets_docs/USC_CET_Teaching_Nuggets_4_6.pdf

¹² <http://es.slideshare.net/tango67/tecnicas-para-la-exposicion-de-una-clase-el-cierre>

¹³ internalization involves the integration of attitudes, values, standards and the opinions of others into one's own identity or sense of self (Wikipedia 2015)

		about____	
So today we have	practiced____ read about____ written____	and you have learnt how to____	
Next lesson we'll		go on to____ revise____	____ and do____

3.3. Discipline

When a novice teacher has to face a class for the first time, s/he might feel afraid of having to deal with the group of students. For that reason, the teacher should apply discipline in class but s/he may not know how to apply it. This large section will deal with how discipline is implemented in class, different instances of indiscipline and possible solutions to these problems.

Firstly, it is important to bear in mind what discipline actually is. Discipline is being referred as the obligation of teachers and students to follow a code of conduct that is to say, school rules. These rules, for example, define exactly what the role models for teachers and students are expected to be, what are the expectations about the fulfilment of a schedule, and the expected behaviours and ways in personal relations, which must be defined within the study centre. This regulation also includes norms regarding the type of sanction to be followed in the event that the student is found in violation of the standard.

But why is discipline important? Discipline is important because it is what establishes the balance within any system, institution or process, enabling its efficient development, because where there is no discipline there is no order, and where there is no order the results might be catastrophic. That is why discipline is essential in all sectors of society such as family or school.

The role of the teacher in discipline is essential in the classroom. According to Ur (1999:147), the teacher has an important role in the field of discipline. For her, the teacher should pay attention to methodology. She states that *‘the choice of an appropriate methodology [...] is likely to ensure that students feel they are learning in a way that is right and useful for them’*. She also claims that *‘the fostering of interpersonal relationships – feelings of respect and goodwill between individuals – is obviously another important factor.’* She concludes talking about the aspect of student’s motivation and the relevance of motivation for maintaining discipline in the classroom:

Student motivation is extremely important, and can be enhanced by teacher action: the more interesting and motivating the learning activity, the more likely it is that students will be cooperative and stay on-task. (Ur, 1999:148)

Furthermore, Penny Ur (1999:149) offered a long list of very useful hints for the novel teacher to take into account in order to control the bad behaviours of the students, that is to say, to be conducive to a disciplined classroom. See Figure 2 below:

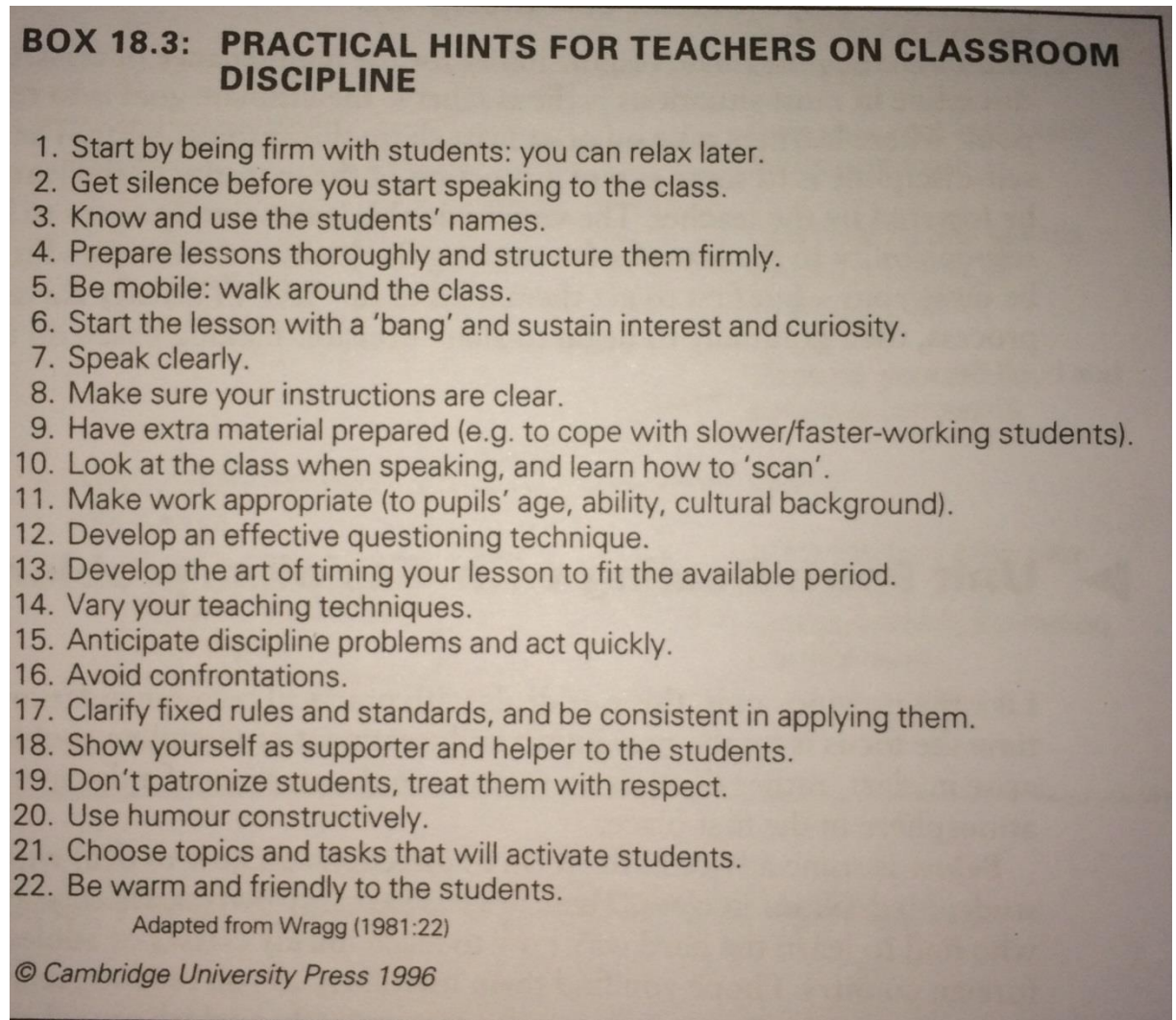


Figure 2. *Practical hints for teachers on classroom discipline*

These would be all measures to avoid the problem of indiscipline. But, what happens when the problem has already begun? Penny Ur (1999:149) gives a series of measures and practical tips that the teacher can apply in order not to alter the dynamics of the class.

The first measure to follow, according to Ur (1999:149), is to deal with the problem quietly, she proposes a method in which the teacher has to deal with the problem as soon as

she realizes that something strange is about to occur. By doing this, the teacher will avoid the possibility that the problem get bigger and break the dynamics of the lesson. The second suggestion for dealing with the problem at the beginning is not to take things personally. For Ur, it is very common that the teacher thinks that whatever the students say it is said about him, when on most of the occasions the student complains about something because s/he is upset with the problem and not with the teacher. The teacher has to deal with the problem and not confront with the students since the consequences of doing this can be catastrophic. Even if the teacher is sure that the criticism was meant for the teacher, s/he should never address the student in order to attack him but as providing the key to solve the problem. Ur (1999:150) also proposed another interesting piece of advice to take into account by the teacher; s/he should never use threats if s/he is not going to put them into effect. The reason why this should not be done is due to the fact that threats lose their effect if the teacher makes use of them and then nothing happens.

Apart from these pieces of advice given by Ur (1999) to deal with the problem at the beginning, the scholar also gives some pieces of advice in the same book¹⁴ in order to help the teacher to face the problems that have already started. The priority here is to stop and solve the problem as soon as possible.

Firstly, according to Ur (1999:150), the teacher should start to show her/his concern as soon as the problem becomes manifest. It means that the teacher must show a little that s/he is upset, but just a little. If the teacher shows her/his irritation too often the rising tone or the loud volume of her/his voice will lose their effects. The second piece of advice that the scholar gives to the novice teacher is to ‘make them an offer that they can’t refuse’. If the students are annoying in class, the teacher can offer a solution to overcome the situation such as giving extra time to do the homework if the students stop doing that, in order to avoid confrontation.

On the other hand, there is an extreme case in which the students keep having a bad behaviour in spite of the warning and offers of the teacher. In this case the teacher is being forced to use sanctions or punishment. The definition of ‘punishment’ must be provided then.

Punishment: a term which, within the behavioural model, refers specifically to imposing unpleasant events for misbehaviour. However, the use of unpleasant events with pupils in this way is very often disquieting for teachers. This is particularly the

¹⁴ Ur, Penny. A Course in Language Teaching: Practice and Theory.

case when they realise that, to be effective in decreasing behaviour, punishment must be immediate and strong and must consistently follow the misbehaviour whenever it occurs. (Bull and Solity, 2013)

In the same book, Bull and Solity (2013) propose some types of sanctions that can be useful for teachers to apply over the students. One of these measures is response cost, which consists in making the students stay in the school for a longer period of time, such as for example during the break. Another measure is reparation, which consists in making the student make up in some way for what s/he has done. For example, cleaning or paying money for something that s/he broke during the school day. Another useful measure to follow by the teachers is time out or 'separation', this time the teacher orders the students to go to another place of the classroom if the student does not stop talking and the teacher is obliged to place her/him in another area of the classroom. Finally, Bull and Solity suggest a final strong measure such as moving the students to a different room. That is an extension of the 'separation' since it consists in taking students to a room that is usually available in the schools for students with bad behaviour.

3.4. Interaction and grouping in the classroom

Interaction is a fundamental part in the teaching-learning process. Actually, the interaction in an educational experience is what defines the way in which the student learns about the contents, mates and teachers; that is, the interaction may be student-content, student-student and teacher-student (Madrid 1996: 120).

This section will deal with one of the most relevant parts of the learning process. There are diverse types of interactions that students experience day by day in the classroom. As it is an issue of such importance, the novice teacher should be aware of these different parameters to carry out the interaction with the students correctly.

3.4.1. The placing of desks and chairs

The teacher has to consider what the different possibilities of the space of the classroom are. Wolfe and Rivlin (1985) state that *'it has been proved that changes in the layout of the classroom produce considerable changes in the behaviour of the students with regard to participation and learning results'*.

According to Madrid (1996:120), one of the first aspects that the teacher has to take into account are physical factors such as: the size of the classroom, ventilation/heating, light,

availability of light sockets, the size and position of the blackboard, acoustics, placing of desks and chairs, etc. Madrid (1996:122) states that all of that is important since it can affect ‘the type of interaction we can encourage, the use of audio-visual materials, the realistic possibilities of carrying out role-plays, sketches, etc..

When the teacher moves the furniture, s/he does it for a specific purpose, since every disposition of the classroom is orientated to a different goal. Daniel Madrid (1996:123) classifies and gives some explanations for some of these seating arrangements.

- **Horseshoe arrangement:** according to Madrid, this is the perfect arrangement for brain storming with the whole group since it is very useful for eye-contact and receiving students’ feedback just by looking at their faces.
- **In rows:** of 2 or 3 desks per row that arrangement is useful for explication and pair work.
- **Forming a large table:** also suitable for pair work since the distance is reduced with the teacher and the students.
- **In groups:** beneficial for team work, the rest of the space is useful for role playing and to make it easy for the teacher to monitor de lesson.

David Vale and Anne Feuteun (1995), in their discussion about seating arrangements in the classroom, offer a very good illustration of the different possibilities available. They can be seen in Figure 3 below:

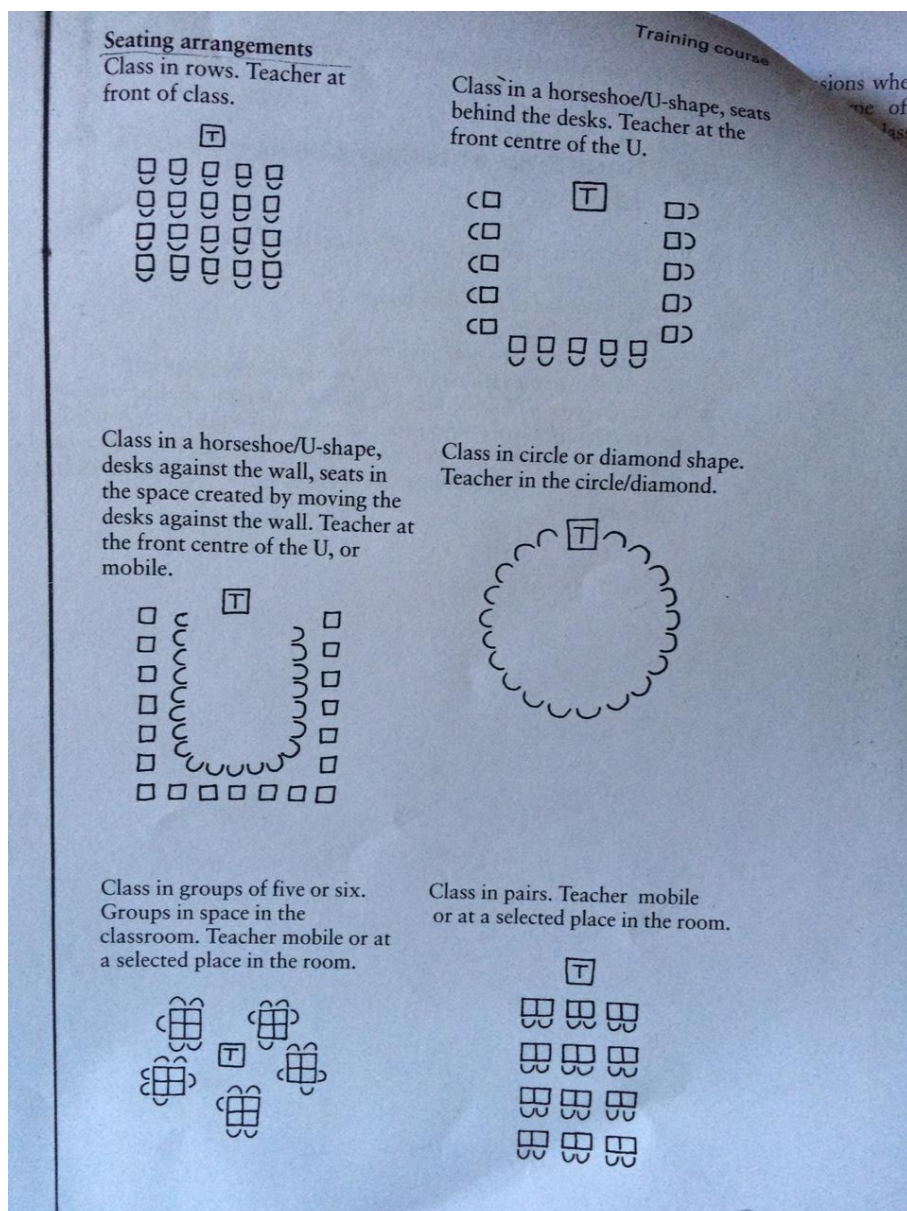


Figure 3. Possible seating arrangements in the classroom

3.4.2. Teacher-class interaction

Daniel Madrid (1996:125) states that, when the teacher is giving explanations in class ‘a uni-directional or “one-way” mode of communication is established, with little student response, or a very limited variety of two-way communication’. That provokes the students can get bored and lose their attention along the lesson.

In order to prevent students’ boredom, teacher should make the student participate along the explanation. Nevertheless, sometimes making two-way communication is not the main goal of the teacher and the overuse of that technique can consume the time of the explanation with bad consequences for teachers’ real goal.

3.4.3. Pair-work

Pair work is a way of organizing learning activities in the classroom, in which students work in pairs to do a certain exercise or task. This way of organizing the classroom is very useful for the development of the learning process.

Harmer (1999:19) declares that *‘students tend to participate more equally, and they are also more able to experiment and use the language than when they are in whole class teaching’*. He also states that:

Because they are working together without the teacher controlling every move, they take some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing. Decisions are cooperatively arrived at, responsibilities are shared. (Harmer, 1999:20)

Madrid (1996:127) thinks that pair-work has another advantage because *‘the teacher can monitor what each pair is doing and help to solve the difficulties’*. Besides, while the teacher is checking the activity of one group s/he doesn’t interrupt what other group is doing as when the teacher is giving the explanation to the whole class and has to focus on one particular student.

Nevertheless, everything about working in pairs is not just advantages. Some of the disadvantages are the following: not all students are ready to work in groups and some prefer traditional activities and methodologies; maybe the conditions are not provided to ensure the learning of the language; some students feel that making mistakes in front of their mates is more humiliating than in front of a teacher; there are also physical limitations on the arrangement of furniture in the class; in addition, the class can be noisy and disorganized. Students can develop a very unequal participation. It may be that too much use the mother tongue.

Despite all these disadvantages, pair-work is getting more and more used nowadays by teachers. But they don’t always use the same pattern; the teacher can also organize the class in another pattern called ‘team or group work’.

3.4.4. Team or group work

Team-work is an extension of pair-work. This pattern consists in grouping more than 2 students (the groups can be composed by 5 people for example) in order to carry out an activity.

The advantages of this pattern are the likely the same as in pair-work since the students feel more comfortable speaking in a group in which there are friends of the student and the teacher is not included. On the other hand, the disadvantages are also the same as in pair-work since the students can ignore the task that they are doing and disconnect from the group.

However, according to Madrid (1996:128), when the teacher needs to use this pattern, s/he has to take some aspects into account:

- The teacher can allow the students to make the group freely but s/he has to ensure that there are at least the same numbers of strong and weak students in each group in order to guarantee that weak students can learn from the others.
- It is suitable to keep the same groups of students in order to save time for the following activities.
- Group activities require much time to be carried out. The teacher has to think about the time available for the activity.
- Careful monitoring of the teacher is necessary since s/he has to check the improvement and the progress of the students.

3.4.5. Individual work and learner autonomy

Team groups are not the only seating arrangement; there is another way to organize students: individual work. With this pattern, students work on their own so that they develop their autonomy. This is a very common pattern of organization used in classrooms. In this case, the student does not work with anyone else and the student him/herself has to worry about overcoming the various exercises of the lesson.

Many of the advantages of this pattern dealing with seating arrangements are explained by Jeremy Harmer (1999). He states that:

It allows the students to work at their own speed, allows them thinking time, allows them, in short, to be individuals [...] For the time that solo work takes place, students

can relax their public faces and go back to considering their own individual needs and progress. (Harmer, 1999:22)

In contrast, this seating arrangement also has disadvantages. For example: the student has less amount of information, s/he doesn't enjoy at the same level as working with her/his mates. Besides, when the students have no pressure from the mates, they tend to relax and let things pass. The student does not have the approval or criticism of others, whether the job is well done or not. The student cannot also compare the different view or ideas of her/his mates and the responsibility of doing the tasks is individual so that the students can choose to avoid them.

Nevertheless, in accordance with Harmer (1999), the good teacher is the one who mixes all these seating arrangements in the classroom in order to carry out the goal s/he wants to achieve with her/his students at each moment. That's why not only a pattern should be used during the academic year.

3.5. Exploiting visual aids.

The current society processes the information through the image and the sound, we learn through the image. Audi-visual resources make students learn in a different way. They feel that they are learning through a new method and they pay much more attention in order to achieve the goal of any task carried out through any audio-visual aid.

Salaberri (1996) thinks that audio-visual aids have many advantages. She mentions some like the following:

They focus the students' attention on meaning rather than on form, making the language alive and real. They allow students to infer the meaning of new words and sentences through the context provided. They develop students' interest towards the language. They can apply to varied learning situations. (Salaberri. 1996:423)

Salaberri also refers to various audio-visual elements. However, in this project, there will be only a few of them explained. Among the elements mentioned are the blackboard and projector.

The written text is the oldest teaching resource that exists. It is the means of communication that has had a greatest impact over time. It was the first means of communication of ideas and thought scientific knowledge, allowing for the first time, storage of information. For that reason the blackboard is so important for the process of learning. The

huge area that the blackboard provides us transforms it into a means of support for the presentation of any subject.

However, Salaberri (1996:424) states that using the blackboard is not everything. She declares that 'the blackboard should be large enough for the groups of students', that the teacher should 'avoid writing everything as it is very time-consuming' and the teacher has to outline the most important parts, the teacher also has to bear in '*mind her/his handwriting since it should be large enough to be read from the back of the classroom*' and, finally, she declares that the teacher should '*avoid obstructing the students' view*'.

On the other hand, Salaberri (1996:424) also speaks about the use of the projector in the classroom. In most of the classrooms of the developed countries, the projector is used. That is a technological device that allows the teacher to project the information of our computer over a white screen on the wall in order to make the students receive the information immediately.

For the teacher, the projector is a very comfortable way of expressing her/his ideas about what is being taught. The novice teacher has to take into account some aspects for the projector to be used properly. S/he mustn't turn her/his back to the students since they will lose their attention. S/he also needs to show in her/his slides the clearest ideas of the subject her/his is going to teach, that is to say, the slides cannot be overweighted with the screen full of text. The teacher can also make use of a pointer in order to indicate the most relevant parts of the explanation.

Furthermore, it should be taken into account that the use of audio-visual aids should be perfectly integrated with the teacher's explanations. More often than not visual aids are not entirely effective if they are simply shown in class. On the contrary, the teacher needs to call students' attention to their presence and they need to be effectively exploited by the teacher by making reference to them or different parts of them through different linguistic resources. That's why Jane Willis (1996) includes some formulae that the teacher can use to refer to the visual aids. See the chart below:

Take Have	a good look at the	blackboard. projector.	What Why Where How	do you think....?
Look at Tell me about	the	people buildings	on the left on the right	

What about		scenery syntax	at the botton of that sentence
Now let's I'm going to		rub the picture off switch off the projector	
Can you remember	What	Was happening? Happened?	
I want you to tell me		Had happen earlier?	

The use of visual aids in the classroom is normally welcome by students. For them it is a more attractive way of learning since it is not the typical process in which they have to pay attention to a fixed book. With the slides on the screen, they feel more comfortable because it is an electronic device and they are looking at the same time as listening to the explanations, which helps them not to get lost in the teacher's explanations.

4. Conclusion.

The objectives of this project were to make the novice teacher become comfortable when facing classroom management and provide some possible solutions for different moments and aspects of classroom management in class. When the prospective teacher has left the university, s/he has to face all these situations that s/he has never dealt with before. My purpose was to show all these aspects to the novice teacher so that s/he can take advantage of all this knowledge without having to suffer much in the classroom.

This project is expected to improve the situation of the novice teacher who is under the pressure of having to deal with the students and the classroom for the first time. It is very common for the teachers to be scared when they have to face with their class. I hope the novice teacher can find in the pages of this dissertation plenty of practical tips to deal with these scary situations with more confidence both in primary and secondary school.

I believe that being aware of all the classroom management problems and knowing the techniques for overcoming them can also make the teacher feel more confident and motivated. There is nothing more gratifying for the teacher than to know that s/he is doing her/his job correctly and in some way s/he can consider motivating the fact of knowing all of this in itself. To my understanding, it is also gratifying for students to know that her/his teacher is very good at dealing with any classroom management problems which can also help students to feel more confident and get more involved within the lesson.

For me, it has been a pleasure to have had an opportunity to explore so many different situations and aspects of classroom management. They have made me realize that the teacher's job is not only to know the subject; s/he needs to be aware of knowing how to deal with every stage of the lesson in addition to all the problems that s/he can find in the course of the lesson. Developing this awareness is useful for the prospective teacher because many of the classroom management problems emerge spontaneously and are difficult to predict or plan, but they need to be handled effectively on the spur of the moment. So I think that the topic of this dissertation has provided me with a very useful survival kit to face my first English lessons confidently. I hope that in the near future I will have the chance to investigate more about the dynamics of the lesson not only in theory but also in practice, trying to put into effect all the different practical tips that I have learned while writing this dissertation.

I also want to claim that it is important to let the society know how difficult it is to perform the role of the teacher in the classroom and the immense amount aspects that the teacher needs to have in mind in order to control the dynamics of the lesson. Sometimes the role of the teacher is not well-considered when, in fact, it is one of the main bases of our society and the evolution of the world since teachers have in their hands the great responsibility of forming the new generations that in future will become the active and leading agents of our society.

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