

**UNIVERSIDAD DE CONCEPCIÓN
FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN INGLÉS**



**CLASSROOM MANAGEMENT: THE INSIDE VIEW OF
DISCIPLINE AND BEHAVIOUR IN A MODERN FOREIGN
LANGUAGE CLASSROOM IN AN INDEPENDENT SCHOOL
IN THE UNITED KINGDOM**

TESIS PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

Profesor guía: M. Ed. María Edith Larenas San Martín

Tesista: Sergio Esteban Díaz Cifuentes

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“There is no team in the letter I”

C.M Taylor

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Abstract

The present study has the purpose to determine and relate the experience of working as a Modern Language Assistant at Parkwood Academy in Sheffield, United Kingdom. Regarding the importance of behaviour and discipline inside the classroom, the structures used by teachers for achieving good performances in effective lessons, and the useful development of arrangement as key element for keeping and controlling situations in and out the classrooms. Taking into account, the importance of lesson planning, social and cultural background to delimit the acting of students during lessons.

Additionally, the facts related to the job at the academy were compared to the Chilean educational system in order to have a different point of view of this study, according to what is established by Chilean Ministry of Education. The comparison and contrast was based on a comparative chart considering several features related to education, behaviour, arrangement and achievement.

To develop this report in the future, there exist some possible suggestions for improving feedback and rewards by transferring the actions used by the academy to the national reality, using appropriate methods in proportion to a social and cultural context to show improvement in behaviour issues and achieve the language as well.

Key words: Behaviour, discipline, lesson planning, feedback, rewards, seating arrangement, achievement.

Resumen

El presente estudio tuvo el propósito de determinar y relatar la experiencia de trabajar como Asistente de aula en idioma extranjero en Parkwood E-ACT Academy en Sheffield, Reino Unido. Proyecto que tiene relación con la importancia del comportamiento y disciplina dentro de la sala clase. Las estructuras y estrategias utilizadas por profesores para obtener buenos desempeños en clases efectivas, y el desarrollo útil de la organización de la sala clase es clave para mantener y controlar situaciones dentro y fuera de las aulas. Tomando en cuenta, también, la importancia de las planificaciones de clases, el contexto social y cultural para delimitar el actuar de los estudiantes en clase.

Además, los hechos relacionados con el trabajo dentro de la academia fueron comparados con el sistema educacional chileno con el propósito de tener un punto de vista diferente de este estudio, según lo que el Ministerio de Educación tiene establecido. La comparación y contraste fue demostrado en una tabla comparativa considerando múltiples características relacionadas con educación, comportamiento, distribución y logros académicos.

Para desarrollar este informe en el futuro, existen posibles soluciones para mejorar la retroalimentación y el sistema de recompensas que serán transferidas desde la academia a la realidad nacional, utilizando métodos apropiados según el contexto cultural y social para mostrar una mejora en temas de comportamiento.

Palabras clave: Comportamiento, disciplina, planificaciones, retroalimentación, recompensa, distribución de asientos, logro.

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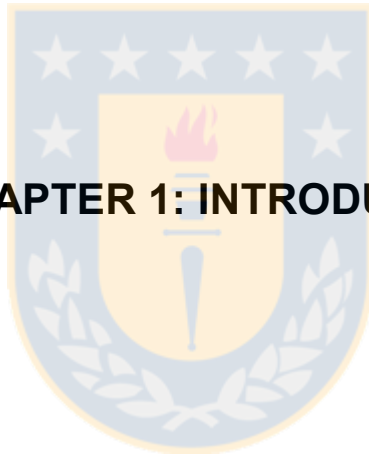
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CHAPTER 1: INTRODUCTION



1.1 Introduction

During my experience of living in the United Kingdom for a year where I worked as a Modern Foreign Language Assistant sponsored by the British Council in an independent academy, I directly experienced behaviour management procedures that were used in the classroom environment. The reality of how teachers of all levels based their lessons on suitable methods with the aim to achieve good behaviour, discipline and knowledge has been complicated regarding the performance of students during lessons. Nevertheless, as reported by Wolfgang and Glickman (1986) “strategies for teachers to solve discipline problems are accomplished by them choosing the best approaches.”

The lack of discipline that exists within the classroom environment supports the fact that different types of issues regarding students’ behaviour exist. Within lessons taught, students behave in a non-natural way towards the subject and the teacher. This conventional attitude has been determined from the moment each student comes into the classroom, to the time they complete the working day at school. Furthermore, the concept of discipline can be challenged by the students’ personal problems. From this point of view, these types of problems can directly affect the students’ behaviour which will affect the classroom dynamic and the lesson outcome itself.

The presentation of personal problems among students is related to their personalities, social backgrounds, and their capacity of concentration and comprehension of the topics that they are exposed to. Regarding these issues, the tendency of behaviour changes at times, giving place to a certain degree of disarray. According to Wolfgang and Glickman (1986) it is considered that teachers need to realise that, in addition to their effect on students during school hours, students are greatly influenced by their own families, the neighbourhoods where they live, their peers, and television. Students from tough backgrounds tend to have a bigger propensity to misbehave and to interrupt learning.

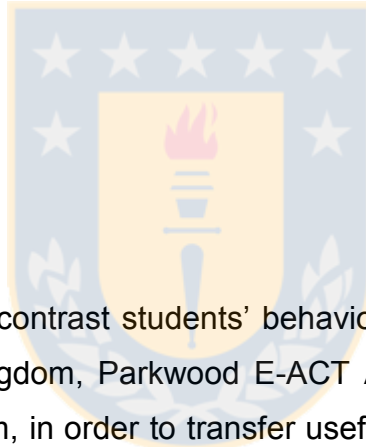
Moreover, it is certainly noticed that disruption inside the classroom to a substantial degree needs to be resolved or lowered. The level of high noise in a lesson is disruptive, whatever the reason and origin is. Teachers should know how to control the amount of noise inside the classroom providing that it is not a burden to any individual.

Another fact to consider as well, has to do with the response of students regarding a foreign language lesson. Several times a student of any level has to face a foreign language lesson (English, Spanish, German or French), in which the teacher has the purpose to deal with the difficulty of the topic as well as students' behaviour. The motivation of the student is crucial for their level of participation in the activities and work produced in class, and also the topics and the methodology used by the teacher. These activities support the rules imposed by the teacher at the beginning of the lesson, because if one student does not agree with these, the planning is disturbed, so the teacher needs to set a significant change in order to accomplish the real aim of the lesson. Teachers have experienced interruptions during lessons, making time shorter to achieve the contents. However, there are stages that students and teacher together think of ways to improve the environment in the classroom advising and asking for fair treats and rules, hence, the behaviour starts improving by making students taking part of the lesson and cooperating among them as a group.

1.2 Problem Statement

Parkwood E-ACT Academy has been considered an excellent school for its effectiveness in terms of academic results. Students receive good quality of education with outstanding programmes of study combined with effective management, and an encouraging, committed and capable staff. Although, the behaviour issue at the Academy needs to be solved somehow, thus and therefore, in a foreign language lesson. For instance, there exists a set of questions to solve the problem of discipline inside the classroom.

How can teachers deal with misbehaviour during lessons? How can they improve classroom management techniques in a Modern Foreign Language (MFL) lesson? Is it necessary to impose strict rules to misbehaved students who interrupt lessons? With regard to social backgrounds, what are the strategies needed for achieving successful teaching in case of students from difficult neighbourhoods, families and different countries? In this project, I will present facts and analysis according to my experience of living and cooperating as a teaching assistant in the United Kingdom. I will refer to how lessons were structured, what were the strategies used for classroom management, and I will answer the questions previously established, for giving solutions and possible suggestions to transfer what it is done in an independent school in the United Kingdom, to the Chilean reality.



1.3 Objectives

1.3.1 General Objective

- To compare and contrast students' behaviour in an independent school in the United Kingdom, Parkwood E-ACT Academy, Sheffield, and the Chilean classroom, in order to transfer useful suggestions for teaching a foreign language in the Chilean context.

1.3.2 Specific Objectives

- To analyse the existing theory of classroom management, regarding behaviour inside the classroom, progress and achievement.
- To describe the experience of working as a Modern Foreign Language Assistant at Parkwood E-ACT Academy, Sheffield, United Kingdom.
- To propose useful suggestions for improving classroom management in L2 lessons in a Chilean class.

The seal of the University of North Carolina is centered in the background. It features a shield with a yellow center containing a torch with a red flame. The shield is surrounded by a blue border with white stars and a laurel wreath at the bottom.

CHAPTER 2: THEORETICAL FRAMEWORK

2. 1 Classroom management and seating arrangement

This term can be defined as all the actions performed by the teacher and how these can be dealt with inside the classroom: the idea of organizing material, arranging students' seating, the way in which the lesson is planned, and the strategies used to create and improve a proper environment for learning.

According to Dunbar (2004, p.3) many experienced teachers recommend assigned seating arrangement for students to facilitate discipline and instruction. Also, students should be seated so that their attention is directed toward the teacher. The seating arrangement of all students is very important, as it serves to encourage good performance in order to facilitate the achievement of the lesson, with the focus being on the participation of each individual. Another point to consider is that teacher's mobility should be the aim of any classroom seating arrangement.

Basically, to put students in their seats is not just only a challenge, but a useful and effective method to organize the classroom. The techniques of arrangement based on Mayer (2000) consist of placing the teacher's desk in a low-traffic area or near the door if there is a need to control in-and-out student traffic. This is how the teacher's authority is seen in front a group of students, not in a despotic way, but working as a moderator and also to have the right to let free access in case of congestion. Furthermore, the organization of seating in different position helps the teacher and student to focus all their attention during the lesson, for instance, organizing students in circles if interaction by the students is sought, and, organizing students in rows or a straight-side U shaped for teacher-led instruction.

Good classroom management can also be explained as the workspace for teacher and students. Creating the perfect arrangement depends on several factors, hence, a proper behaviour. In agreement with Emmer (1993) "using a room arrangement consistent with the instructional goals and activities, being sure students are easily seen by the teacher, and keeping frequently used teaching

material and student's supplies readily", are aspects a teacher should care about from the beginning of his/her planning. The procedures come from the beginning, when students are not shown yet the goals of the subject itself. As stated by Mayer (2000), "they often react with insecurity or discomfort and exhibit problem behaviours that take time away from instructional activities". As a result, the development of the structure used by the teacher according to arrangement needs to be suitable to create the perfect environment.

2.2 Four desk arrangements:

2.2.1 Traditional Classroom

In a traditional classroom, all seats for students are set in queues, depending on the number of students, and the teacher's desk is at the front. The reason is that students cannot have distractions that surround them and the teacher is able to give the instructions properly to everyone. On the contrary, it gives the sense that students are in a structured class, there is no room for participation or exploration, collaboration or group work.

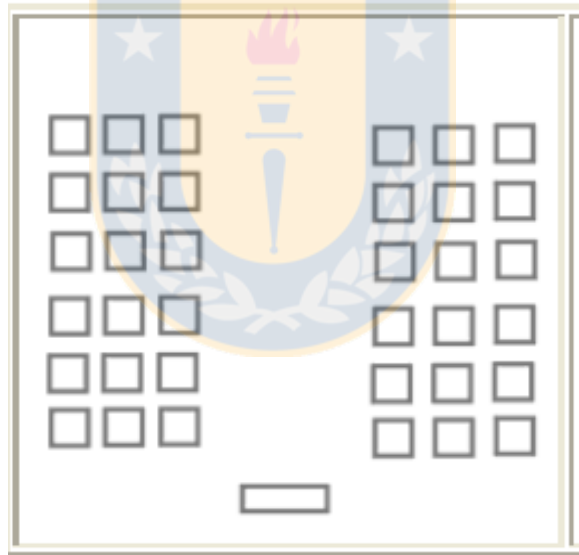
Figure 1 - Traditional Classroom Arrangement



2.2.2 Discussion Classroom

The purpose of a discussion classroom is to separate the class in two parts. Each student has the view on the opposite side of the room, and the teacher arranged their desk in front of the class. The advantage of this type of arrangement can be considered as an excellent way for discussion and debate among students, to promote interaction, to pay attention to the teacher mainly. However, the opportunity of misbehaviour can occur.

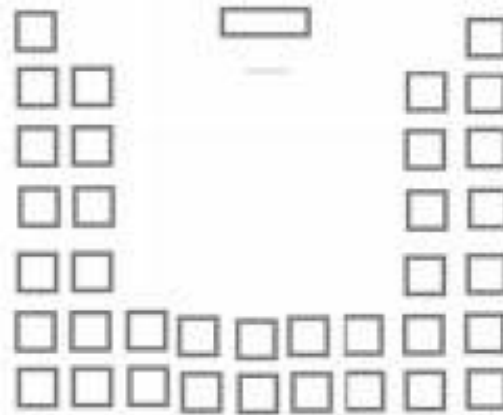
Figure 2 - Discussion Classroom Seating



2.2.3 Horseshoe Classroom

Somehow, horseshoe classroom is similar to the previous one established. The aim is to promote and improve interaction as well as discussion. The role of the teacher is more involved in the arguments and opinions made by the students. Collaboration is key, despite the comments executed. On the other hand, respect towards the teacher is lost.

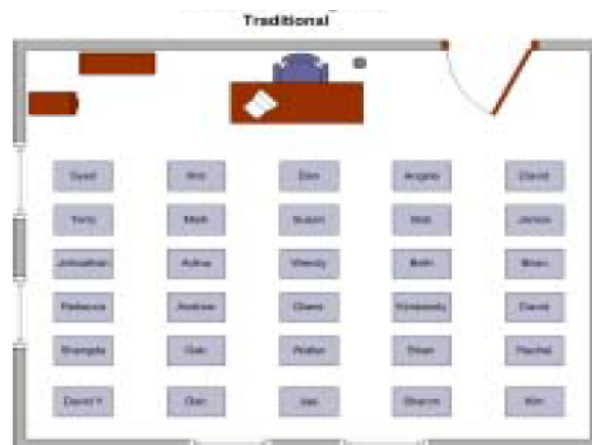
Figure 3 - Horseshoe Classroom



2.2.4 Assigned Seating Chart

Each student has got an assigned seat for the term, or, part of it. This arrangement set by the teacher helps him/her to get to know the name of their student, and it is also easier to take the register. The cooperative learning is applicable and off tasking is not a burden for the teacher. However, some students can be arranged with others that are always off task and the expected learning is not achieved.

Figure 4 - Classroom Seating Chart Traditional



Source:<http://www.readbag.com/cedu-niu-shumow-itt-docclassroomarrangement>

The development of arrangement will turn a lesson planning into an effective lesson. Setting goals to achieve will always be accomplished whether the teacher has got the strategies. Being aware of the consequences, the constant re-arrangement could cause a problem, a disruptive method in ways to effectuate lesson purposes.

2.3 Student's Behaviour

As a brief definition of behaviour, it can be said that is all the actions that an individual does and should be viewed in reference to a situation, context, or people. It is also seen as a normal action or not according to society standards, and it can be measured in order to improve it, if it is necessary. (UNESCO, 2000) These actions can be performed by observing others doing them; imitation is also a valid fact, because according to previous performances the following is to repeat it all over. In accordance with this basic human behaviour, there exists different factors to detect certain type of behaviour. According to Bandura's Social Cognitive Theory (1986) "human functioning can be explained by a triadic interaction of behaviour, personal, and environmental factors". Behaviour is immersed in a bubble within the society, and the factors involved affect the actions done by a person. The consequences carried by bad behaviour can cause bad academic achievement inside the classroom, in this case, besides unexpected outcomes as individuals.

The matter of student's behaviour can be considered as positive in terms of effectiveness. Developing and encouraging students inside a school in practical methods and classroom practices has exceptional results. There exists pupils who truly believe that whether the school is compromised due to behaviour rules and ethos, the positive behaviour can be accomplished in a hundred percent. It is important to mention that these aspects need to be set out by the educational institution.

To develop the concept of student behaviour, school has the right and freedom to define the rules and behavioural expectations every term. These set of

expectations not always are taken into account as disruptive, but effective in most senses. For instance, when schools decide the rules and these are not followed, the behavioural expectations are breached, as consequences, students could get detention, removal, exclusion, left in internal isolation, even, expelled. Schools determine behaviour as an issue that affects learning in students, and interferes with relationship among peers, safety in and out of school; teachers present challenges when the behaviour is disruptive.

In terms of disruption and non-proper behaviour inside the classroom, withdrawn behaviour could be appreciated, such as, truancy, social isolation, school phobia among others. Furthermore, calling out in class, students seen out-of-seat, swearing and refusing teacher's instructions are behaviours that need to be controlled.

2.4 Cultural Background

To have a clear idea of the effects of behaviour problems in schools, it is important to clarify the different backgrounds that children come from, because according to this, certain attitudes can be appreciated. What do we understand by cultural background? Specifically, culture is a matter of fact in the United Kingdom, where multiple cultures from all over the world merged. This term refers to different ethnic groups and their beliefs, racial, gender, language, knowledge, skills, and values (Browne, 2008). Stated by this author, "culture is passed on from one generation to the next, through the process of socialization." In accordance with this process, student perform it in the school at learning time, for this reason, student behaves in a certain way to define their personalities. However, not all these attitudes go with the idea of misbehaviour, because what children learn at home is repeated at school.

2.5 Discipline

The concept of discipline can be understood as the set of rules that are structured in specific situations. These rules are defined to be followed in order to maintain a control in someone. Its efficiency is declared in definitions of good aspects, and most of the time, negative features. Considering that the effectiveness produces an impact in each individual to improve behaviour, and be aware of what is being done properly or wrongly. There exists a regulation of these well-defined rules that do not need to be considered for future events or struggles. The purpose of having a constant evaluation, and also, regulation of discipline is the possibility of overcoming all aspect on people's behaviour, in this case, on students. It is not simple to clarify how discipline controls and develops character in a person, as well as, enforces obedience, because being taught in schools is hard work, and students cannot learn it from teachers nor books; it has to be natural acquisition by society. (The importance of discipline (s.f). Retrieved October 21st, 2015, <http://www.sssbpt.info/ssspeaks/volume29/sss29-21.pdf>)

In order to engage this definition to education, discipline is one of the main objectives to achieve. For experts, the reputation of discipline is going in decline, besides, of having weak features that principals and teachers are trying to avoid in schools.

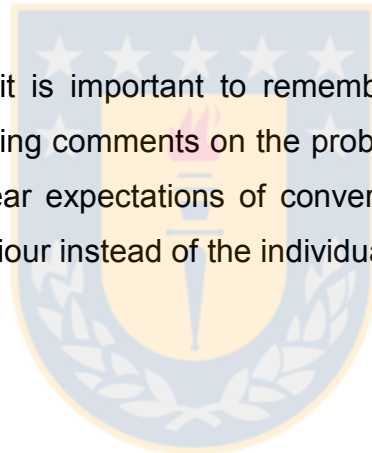
The importance of discipline demands to create perfect environments when both entities (students, as well as, teachers) can learn and contribute. Taking into account, this term needs to start from the early years. The rules set by parents must be the basic of children's behaviour, because from this point on, their actions will be done in a constant future. When talking about actions, these should not be extremely imposed, but effective for upcoming situations. Surely, the recognition of good discipline will only be achieved, whether the self-control of the individual is present.

For developing discipline, there exist aspects in terms of perception of the good discipline. According to the Centre of Children and Families in the Justice

System, Canada (2004), “Children are not born knowing the rules of life. They learn to be good men and women by first learning to be good boys and girls. Expect mistakes, tantrums, pouting, and crying.”

To understand the good discipline, it is important to mention that discipline is not punishment and backwards. The punishment is not always physically violent, otherwise a way to avoid repetition of actions in time. It teaches to improve the behaviour and accomplish real aims of discipline. Furthermore, the interference of insulting and threatening is also not considered in good discipline. For encouraging student’s behaviour the technique is by correcting all mistakes and giving them the opportunity to improve and to model that attitude, not judging and blaming in order to reinforce their character. (Centre of Children and Families in the Justice System, Canada, 2004)

To solve problems, it is important to remember that in certain situations talking to students and making comments on the problems is the main point to get to them and the use of clear expectations of conversation, fair side-effects, and being focused on the behaviour instead of the individual.



2.6 Lesson Planning

The process of planning has been presented as literally the teacher’s plan for teaching. It consists of a number of strategies, objectives, and activities. It has been considered the nucleus of a lesson, because from this point, structure of the lesson can articulate itself. The process takes into account many characteristics to help the teacher to execute the lesson, and also, it helps students to understand and to follow the instructions and the activities they need to perform. (TEAL, 2010)

On the balance, the lesson plan involves many features which come from previous knowledge, through research and investigation of topics according to the levels of students; topics considered important to the national curriculum.

The importance of lesson planning permits to teachers to assess their own knowledge and to improve in certain areas they believe weakness might be a struggle. Therefore, a teacher with a plan already done shows more confidence, gets more respect from their students and also will perform an effective lesson.

2.7 Effective Lesson Planning

For an effective lesson planning it is needed a clear learning outcome to emphasise that all focus is on the contents themselves. In general terms, the development of a plan needs an exhaustive description of what will be done.

The methods used according to Teaching Excellence in Adult Literacy, (US Department of Education, 2010) follow these steps:

2.7.1 Name of the lesson

The name of the lesson or the topic has to be determined, because from this point the teacher needs to focus all the attention on it.

2.7.2 Date of the lesson

Date is important to set in these cases. According to this, the instructor will know when the lesson will take place, therefore, could keep planning for future lessons. It is a matter of structure and organization.

2.7.3 Time and number of students

Setting time for lesson is crucial, with this teachers are concerned about the amount of time of each activity and lesson. They provide an average of time which is relative. Nevertheless, when planning the amount of students per class is an issue. It has to be taken into account the number of students to provide the corresponding activities for each one.

2.7.4 Objectives and Desired Outcomes

The aims and results are included for expectation. Desired outcomes are set by the teacher to make students to demonstrate their knowledge, skills and the constant learning during the activities. The objectives can be general or specific related to the topic, but in accordance with the audience and level of the students.

2.7.5 Materials

Equipment required helps to the development of activities in the lesson. These materials can be of all kinds depending on the school budget, the topics and activities.

2.7.6 Activities

In the structure of the lesson, the activities have to be focused on different aspects of knowledge, socio-cultural background, and level of each student.

2.8 Lesson Structure

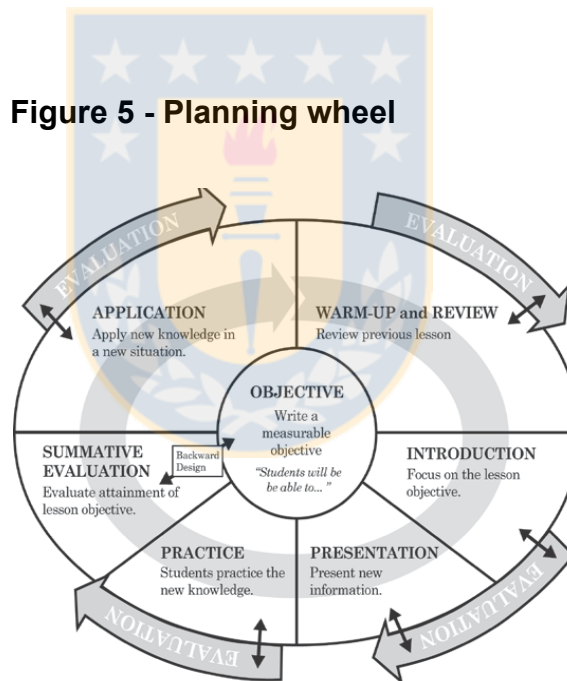
After planning, the lesson needs to be performed inside the classroom. The concept of lesson planning is left behind, but not completely lost in space or time. (TEAL, 2010) The elements for providing the effective lesson planning are giving the instructions, which have to be concise to students to understand and stimulate for what is coming next. It is also important to mention that a warm-up is necessary. The purpose of the warm-up is to get to know student's previous knowledge in order to engage the last topics seen in class to the current one. For

this activity some materials are needed, although questions or pop quizzes are enough to complete it.

On the other hand, teachers need to introduce the topic to students by giving hints or facts according to the topic itself. Vocabulary, concepts, key words are introduced in this step so it will be easier for students to follow the lesson, and so for the teacher to teach.

Furthermore, the procedure of teaching involves the activities and practice. In this part of the lesson, students and teacher work cooperatively. There exists a guided practice by the teacher with the purpose to evaluate students' work progress and the activities provided will help students to set themselves in new situations for learning.

Figure 5 - Planning wheel



Source: TEAL Center Fact Sheet No. 8: Effective Lesson Planning

Figure 5 presents the planning wheel as a tool and representation of an effective lesson plan, where all the components are in a constant movement for achieving the real aims of the lesson.

2.9 Student's performance in the classroom

The theory of participation can be defined as the exchange of opinions, comments, discussions, listening to others' ideas inside the learning environment. This is a process of making decisions between the teacher and students, and even among peers mostly. It is clear that participation is the component of an effective lesson and for consequence a good behaviour within the class. Despite the fact of the type of questions, comments, opinions made by the students, the quality of contribution is significant and determining. The main purpose of participation is to engage students to be involved in the lesson, what it is occurring and be part of the events further the knowledge acquired.

Regarding performance, students are the principal agents in these situations. To improve a significant participation it is necessary to mention that students should be attentive and they need to know the objectives of the lesson for participating. From these facts, there exist conditions to encourage to talk and give opinions when the teacher asks for. For instance, different activities give the opportunity to catch the attention and so the students are given choices to respond producing positive and negative arguments which will be supportive by the end of the lesson. The expectation considered by the teacher is to promote a proper learning environment based on the performance in class.

In agreement with the reasons of why this method is used, teachers take control over the class and everything involved with it, so they are the responsible of good actions and proper commentaries provided at the end of the lesson. As designer, they mould the lesson and give the direction they estimate.

Nonetheless, the increase of participation inside the classroom is based on providing clear aims and results. Besides, the creation of environments according to the levels, their likes, to get to know their names, their needs, and the expectations they have on the lesson and the subject. Learners are aware of all these facts, and the psychological preparation to face a lesson is already obtained.

2.10 Motivation

To start developing the concept of motivation, it is important to mention that there exist two types of motivation: Internal and External motivation. As a definition according to Merriam-Webster Dictionary (2015), motivation is a psychological process or act of giving someone a reason for doing something. This process leads and precedes an intentional action, and it gives the sense of how people can behave in certain situations. Regarding motivation, it can be considered as a feeling and interest that determines someone to perform an action. Stated by Shanks (2011, chapter 2, p 24.) “Providing a motive that causes a person to take some action. In most cases motivation comes from some need that leads to behaviour that results in some type of reward when the need is fulfilled.” So, the real objective is to produce an effect in the individual. For some researchers, “to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated.” (M. Ryan and L. Deci, 2000, University of Rochester)

Plenty of theories based on motivation contemplate interests in which the level of motivation deals with two types:

2.10.1 Intrinsic Motivation

It is declared that the concept of intrinsic motivation is what exists within the individual. According to Ryan and Deci (2000, p. 56) “Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.”

From this point, intrinsic motivation is not being affected by the environment, because the effect produced in each individual is to improve what they

already know, believe and experienced in order to increase their skills, abilities and capacities.

There exists some examples of how this motivation can be recognised to help students to develop motivation themselves, for instance, asking questions to peers and to the teacher, requesting to work in groups as well as individual, among others.

On the other hand, there are other factors that make students feel out of place when teachers provides activities in class, so students do not feel comfortable and teachers cannot assess properly if there is no motivation.

2.10.2 Extrinsic Motivation

Extrinsic motivation can be defined as declared by Ryan and Deci (2000) "as a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value"

It is referred to a motivation that comes from external factors which are considered many times as rewards. These rewards contemplate praising, good marks, even money. Although, when concerning the external issue, getting a good mark in any subject is an example of extrinsic motivation.

To complement this concept, sport is a significant example of extrinsic motivation, according to Karageorghis & Terry (Inside Sport Psychology, 1969) "Motivation can come from the outside, such as the motivation to win medals, receive financial rewards, and attract attention from the media. This is known as external, or extrinsic, motivation because it involves participation in sport for some kind of reward that is external to the process of participation."

2.11 Achievement

A remarkable feature of the definition of achievement corresponds to something which someone has succeeded in doing, especially after a lot of effort (Collins Dictionary, 2015). The accomplishment of purposes is the main point of achievement, hence, success. The importance of achievement is to take time and set the purpose of it.

In academic terms, achievement can be developed as the indicator that measures the progress and improvement of a student. In accordance with Cunningham (2012), it generally refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests.

On the other hand, the committed purposes and outcomes in order to get an academic achievement are based on the situations and events in which students are immersed. Students respond to these situations to set themselves goals as well as teachers do. According to the previous author (Cunningham, 2012) all these considerations have made it difficult for researchers to provide compelling information about how schools compare to each other and how charter schools compare to traditional public schools.

The cognitive process permits achievement to be accomplished, because it has been considered as the response given by students. All these responses can be measured by achievement tools and approaches to determine whether the objectives are being made properly and focused on specific situations.

Furthermore, it is important to mention that not only school has the obligation to set and measure student's achievement. The role of a major entity is involved, this is: The State. The role of the state in achievement is significant to create and improve approaches needed for this reason. For measuring progress, Cunningham (2012) establishes "comprehensive assessments and data systems allow...authorizers to identify both low- and high-performing schools." Based on

this, schools are responsible in a percentage of students' performance and their progress to demonstrate and to accomplish the set objectives.

2.12 Assessment and Feedback

Defining assessment in consonance with Cambridge Dictionary Online (2015) “the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made.” The understanding of assessment involves certain facts for student's benefit, this is why this process of progress is used to measure learning. Moreover, the focus of it is on learning, teaching and outcomes, because it involves interaction among the participants, although all knowledge, content and information is centred in the student. Furthermore, The National Foundation for Education Research of the United Kingdom (2007) considers assessment as part of children's learning journey, helping with the process and progress, assuming that it is more than taking a test.

In addition, according to Walvoord (2010, p.2) Assessment of student learning is the systematic gathering of information about student learning and the factors that affect learning, undertaken with the resources, time, and expertise available, for the purpose of improving the learning. Concerning progress of gathering information, the part that teachers play on this stage is crucial, because it depends on them, how this progressive learning is taken into account for achieving predicted outcomes, and from there to implement new strategies and methods to continue.

In order to keep working on accomplish learning, it is necessary to consider that assessment comprises three aspects stated by Walvoord (2010) these are as follows:

- Articulate learning goals “When students complete this [course, major] we want them to be able to....”

- Gather information about how well students are achieving the goals and why
- Use the information for improvement

In context, there exists other factors for assessment benefit work, which are the use of strategies regarding the tracing of student's improvement, and the opportunities for students are provided to identify strengths and weaknesses. Furthermore, purposes established beforehand involve the knowledge of the student and the performance in class for constant efficient reports afterwards.

2.12.1 Self-Assessment

This type of assessment deals with the purpose of decision-making of an individual. The goals achieved are informed by feedback and self-reflection. According to a definition provided by Oxford Dictionary (2015), self-assessment is an evaluation of oneself or one's actions, attitudes, or performance. The process of assessing oneself reflects what has been previously done, work performed and learnt. Students are the responsible of expressing and giving themselves a certain grade from the situation or established task.

Among the criteria reported by Spiller (2012, p.4) used in self-assessment there are as follows:

- Self-evaluation encourages reflection on one's own learning.
- Self-assessment can promote learner responsibility and independence.
- Self-assessment tasks encourage student ownership of the learning.
- Self-assessment can accommodate diversity of learners' readiness, experience and backgrounds.
- Engaging students in the formulation of criteria for self-assessment tasks helps them to deepen their understanding of what constitutes quality outcomes in a specified area.

The following situation is a real example of how self-assessment is used in a school in the United Kingdom.

Students from Year 9 are provided with material to create their own chart of 'Likes' and 'Dislikes', which has to be presented to the class by the end of the lesson. Before presenting, they are given a self-assessment rubric to complete after presenting with their reflections and comments on their presentation. According to the criteria, points are established, counted and afterwards the grade will be granted. The teacher will consider this grade for future evaluations.

2.12.2 Peer-Assessment

The importance of peer-assessment is to engage students to be involved and to be responsible in their work. The purpose of this is to assess other's work done, contributing in their learning giving feedback according to a criteria given by the teacher or the instructor in charge. Besides, the process of grading is linked to one's perception towards their classmates, but following simple rules. On one hand, based on there exists advantages to perform peer-assessment in the classroom, for instance, classmates can encourage others to feel sense of responsibility, provides more comments on their peers performance, also, the sense of judgment is used to help students to improve. On the other hand, the disadvantages of this type of assessment are that grades given will not reflect peers performance, discriminating one or the entire work group, or students will not feel comfortable to make a comment on their peers.

For Spiller (2012, p. 10) peer-assessment provides:

- Peer feedback can encourage collaborative learning through interchange about what constitutes good work.

- Students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process
- Students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement.
- Peer evaluation helps to lessen the power imbalance between teachers and students and can enhance the students' status in the learning process.

This example was taken from a real situation in a school in the United Kingdom:

The group of Year 10 need to prepare a writing task about “The House of their Dreams”, make a presentation in a power point document including pieces of writing and present it individually. During the first presentation the teacher hands in a peer-assessment to each student, which have to write comments that will be covered later. The sheets are only to keep a record of the student, and the teacher will advise students for improvement.

2.12.3 Diagnostic Assessment

As a definition of diagnostic assessment it can be mentioned that is intended to evaluate, measure and improve the previous knowledge a student has. Considering the level, this assessment involves criteria of background information, and sometimes, it does not go beyond for improving development. Due to this, diagnostic often deals with the difficulty of learners on pre-teaching. (University of Exeter, 2006)

2.12.4 Formative Assessment

Formative assessment contemplates feedback provided by the teacher and is focused on learning. The process of assessment considers whether the work done is relevant and significant, and reasons are given to improve it not for grading

at the end of the lesson or course (University of Exeter, 2006). In consonance with William (2013) the assessment, as a purpose, contributes to learning, although it develops a body of evidence that it considers as formative assessment or assessment for learning.

2.12.5 Summative Assessment

To evaluate student learning at the end of the lesson or unit is the main purpose of summative assessment according to Eberly Center for Teaching Excellence (Summative Assessment (s.f). Retrieved October 28th, 2015, <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>), the value given to this type of assessment is high, which means that the effort in the students also has to be over the standard. In a research of the University of Exeter (2006) stated that summative assessment can demonstrate learner's success and measure the previous outcomes established, for this reason summative assessment can also be considered, and so has features of, formative and diagnostic assessment. Moreover, "summative assessment also employs a variety of tools and methods for obtaining information about what has been learned. In this way, summative assessment provides information about the student, classroom, and school levels" according to Johnson and Jenkins (2009).

2.13 Feedback

For teachers, feedback is considered information provided for correcting and improving achievement, in this way, the agent can apply more strategies to students in terms of contents and in order to accomplish goals (Hattie and Timperley, 2007). For understanding the purpose of feedback, it is important to take account in what it does consist. Feedback needs to act in order to reinforce the skills and knowledge in students, not avoiding the errors or mistakes made, but giving reasonable and simple solutions as well as suggestions for its improvement (Mory 2003).

On one hand, to consider the benefits of feedback, it is completely necessary to take into account what the goals are and to take from it a substantial judgment for a formative feedback. The mechanism used to provide feedback is to centre the attention on the learner's performance. (Shute, 2007)

Taken from Coe, Aloisi, Higgins, and Major (2014) a research contemplates principles for teachers, the following aspects need to be considered:

- The focus is kept on improving student outcomes
- Feedback is related to clear, specific and challenging goals for the recipient
- Attention is on the learning rather than on the person or on comparison with others
- Teachers are encouraged to be continual independent learners
- Feedback is mediated by a mentor in an environment of trust and support
- An environment of professional learning and support is promoted by the school's leadership.

The perception of feedback is understood by just providing comments from the teacher to students putting them in a different learning scenario advocating new approaches to implement feedback in the classroom environment.

To develop the factors considered for feedback application in lessons, it is necessary to determine if they are given in a positive or negative way. The judgment provided by the teacher can apply in different ways, for instance, can be written or spoken. It can depend on the task in class, and its focus is always on the learner's progress. (Biber, Nekrasova, Horn, 2011)

For an effective feedback the purpose of this is to see whether the feedback provided gives or not a significant meaning to the learner, because it can produce an effect in students, who can improve their work, or they can stop trying to improve and leave it. According to William (2013) the recipe for an effective feedback is inexistent because it happens when "...knowing the students allows the

teacher to make better judgments about when to push each student and when to back off. Second, when students trust the teacher, they are more likely to accept the feedback and act on it. Ultimately, the only effective feedback is that which is acted upon, so that feedback should be more work for the recipient than the donor.” This example reflects the reactions to feedback and the way to perform it in an effective way.

2.14 Teacher’s role

To develop the role of teacher inside the classroom it is necessary to clarify its definition. The British Council (2015) establishes that the role that takes a teacher in participation with students involves functions that are significant in the classroom. It implies a relationship between the student and the teacher for academic purposes. Through learning, this relationship sets the importance of the teacher’s role. For instance, the functions a teacher needs to deal with is as a facilitator, manager, assessor and evaluator.

The responsibilities taken by the teacher towards a class are the mechanism of how to manage the group, as well as, the activities in class, hence, learning. For the Multi Professional Faculty Development of the National Health System (NHS) of Great Britain (2012) the role of the teacher, specifically in terms of small groups is to facilitate learning, leading discussions to students, encouraging them to participate in class and to be engaged with ideas. Nonetheless, in these type of situations the fact a teacher needs to deal with is regarding other aspects of teaching, for instance, centring his/her attention on children’s need apart from learning, such as personal struggles and lack of motivation.

Stated by NHS of Great Britain (2012) according to other roles that teachers can be involved, there exists as follows:

- The instructor
- The neutral chair
- The consultant

- The devil's advocate
- The commentator
- The wanderer

The function of the teacher inside the classroom implies the possession of knowledge and its role involves aspects in time, place, and circumstances. (Goble and Porte, UNESCO, 1977). On the other hand, there exists the unique role for a teacher in terms of guidance is strategic. The goals to solve problems and to make right decisions is an important feature in order to students to develop their potential as individuals, because he/she creates and develops a cooperative relationship, according to Johnston, Peters and Evraiff (1959) "...he will both receive help from them in understanding and carrying out his own responsibilities and provide them with the information and assistance to make their specialised contribution more effective", this is how the aim established will be accomplished.

The author had the opportunity to help in Modern Foreign Language lessons as a Teaching Assistant, which role was the following.

2.15 Teaching assistant

As a concept, teaching assistants are described as a job in accordance with Times Educational Supplement (TES United Kingdom, 2012) in which support is the main objective of their duty. They are involved in all learning support and help students with their needs inside and outside the classroom.

The role of a teaching assistant consists of identifying the struggle of students in order to give a significant support for them and the school as well. TES (2012) states that teaching assistants are assigned to help with language, in this case, English if it is not first language to make students to be more involved in the school environment. Besides, this additional support contemplates activities in class and working with small groups, and always working together with the teacher, so the job for teacher is not a burden when the teaching assistant is around.

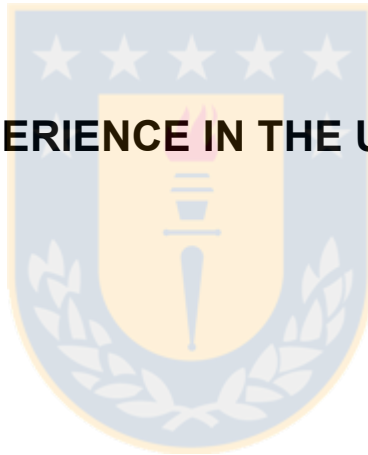
There are other aspects regarding the role of the teaching assistant according to TES, as well, the support to students with disabilities, English, planning, helping with arrangement, and dealing with behaviour if it is necessary.

2.16 Vulnerability

Cambridge Dictionary (2015) defines vulnerable as to be easily physically, emotionally, or mentally hurt, influenced, or attacked. Although, in terms of school issues and vulnerability, it goes beyond this definition. Junta Nacional de Auxilio Escolar y Becas - JUNAEB (Atlas de Vulnerabilidad (s.f). Retrieved November 26th

2015, <http://www.datatecno.com/atlas/?s=Vulnerabilidad%20Estudiantil&aslm=256&sec=3>), states vulnerability as a condition of multiple factors of risk to an individual and context level that are present during the educational development. A higher and lower risk scale is determined related to the presence of cultural, economic, psychological, environmental and biological variables which intervene with the ending of a student's educational cycle.

CHAPTER 3: EXPERIENCE IN THE UNITED KINGDOM



3.1 Parkwood E-ACT Academy

Parkwood E-ACT Academy (Educational Academies Charitable Trust) is an independent school sponsored by the E-ACT group which contemplates several schools in the United Kingdom, specifically in the county of Yorkshire. The school comprises around 800 students in a state-of-the-art building groups from Year 7 to Year 11, Sixth Form included in 2013.

The academy has as a mission to encourage students to develop their confidence and aspirations for today's world. The expectations for their students are high in order to create a proper environment for their academic learning process and their potential inside and outside the classroom.

Among the values and ethos of the academy, it is important to mention that leadership, growth, diversity and knowledge are the pillars of its education, thanked to a dedicated staff, which is committed to every student in the academy, for instance:

To deliver the following objectives:

- Excellence for all through a personalised student experience
- Maximising potential in all students as a centre of leadership and innovation
- Creating leaders and global citizens of the future
- Becoming a community hub by meeting the needs of the local community

The strategies that the academy use for learning are on a stage quite different to the ones used in the Chilean system. Despite the fact it is an independent school, this is regulated by the Department of Education of England, considering among their evaluations GCSE (General Certificate of Secondary Education) exams for Years 10 and 11, and A-Level for Sixth Form.




3.2 Courses: Year 7 to Year 11

Parkwood Academy contemplates several types of course arrangement which go from Year 7 to Year 11, separated them from each other in two distinct segments according to student's academic level (P and W), which will be explained later. Each student is sent to a class where the level obtained in a diagnostic assessment is suitable for continuity in learning. At the beginning of Year 7, students are exposed to three different modern foreign language classes, in which they attend for seven weeks working on language basics to encourage them to choose the right language to follow by the end of Year 9.

In addition, students from Year 7 have the option to choose among three languages which are: French, Spanish and German, respectively. For students, this is the opportunity to express themselves a preference and the opportunity to exercise their voices and to become more involved in the language. During the seven weeks of hard working, students are given an internal form where they have to write down the option of the language chosen in order of preference, so when the Language Coordinator receives the form, and according to the vacancies of the class, they are put in the first choice they made, if not, the following language on the list is given. After Year 9, the academy has the expectation that every single student takes a CGSE Exam in a Modern Foreign Language, so the continuity of studying another language will end by Year 11.

The following figure represents the form students must fill in:

Figure 6 - Modern Foreign Languages Form

Student Name:		Year: Y7p		House: FIRE	
Modern Foreign Languages					
	<i>German</i>		<i>French</i>		<i>Spanish</i>
	3		2		1

3.3 P Courses

'P' Courses are considered by Parkwood classes of higher abilities. The letter 'P' was chosen by the Academy to distinguish itself from other schools that use 'H' for Higher Level and 'L' for Lower.

3.4 W Courses

'W' Courses are the classes where the level of demand is lower than 'P' courses. The type of activities and assessment for these classes are under the average for specific purposes, which are considered by having high possibilities of improvement in communication as in writing or reading comprehension. For instance, the topics are the same ones that a 'P' course does, but there are more simple activities for 'W' classes to encourage them to enhance learning.

For each level, there exists 'P' and 'W' courses: Year 7P, Year 7W, Year 8P, Year 8W, Year 9P, and Year 9W.

Year 7P: 20 Students / 22 Students

Year 7W: 30 Students

Year 8P: 22 Students

Year 8W: 16 Students / 24 Students

Year 9P: 33 Students

Year 9W: 10 Students

Year 10: 10 Students / 18 Students

Year 11: 20 Students



3.5 Year 10 – Year 11 GCSE

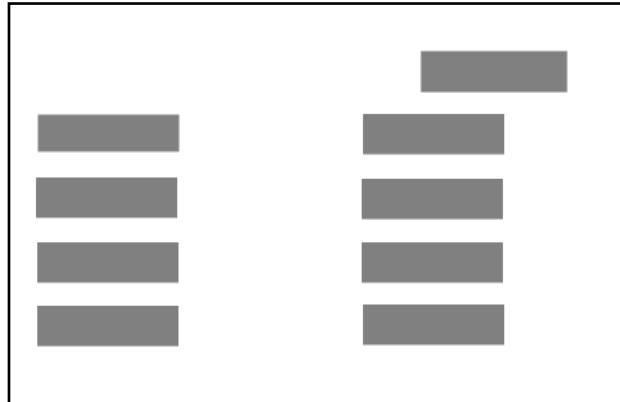
Years 10-11 comprises five classes in the different languages (two French, two Spanish and one German class in each level). The purpose for Year 10 - Year 11 is to build knowledge, vocabulary and grammar that have been already studied from Year 7 to Year 9. Besides, when students prepare GCSE in MFL (General Certificate in Secondary Education in Modern Foreign Language), they are aware of the choices for future careers at University, for example, literature, journalism, languages, law, business and economics, tourism and leisure, even the army. Therefore, students could opt to have an wide range of options at the moment of choosing and applying to a University.

3.6 Classroom Arrangement

For the Academy, classroom arrangement is really important for accomplishing learning. They arrange students in doubled seating in most of their classrooms, where students are faced to the front of the classroom, taking into account the traditional classroom seating arrangement. In the four classrooms I worked, there existed an especially arrangement implanted by the teacher, which involved more communication among students, and, according to their personalities and abilities, they could help each other in terms of communication skills.

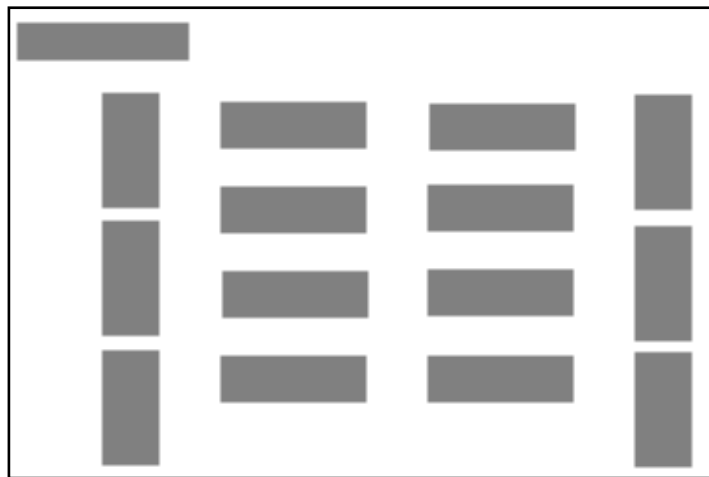
Seating arrangement for Years 7p, 8p, 8w, 9p, 9w, Y10, and Y11 was the traditional classroom arrangement for one of the teachers, Spanish, seen in the following figure:

Figure 7 - Seating Arrangement for Years 7p, 8w, 9p, 9w, Y10, and Y11



For other classes, Year 7w and Y10, for the teacher of Spanish, French and German there was a combination of traditional seating and horseshoe arrangement. Teacher considered lessons of this type of arrangement an excellent challenge for improving skills in communication, due to this, the focus and interaction were mainly on students, so the teacher played the role as a moderator, shown in the following figure:

Figure 8 - Seating Arrangement for Year 7w and Y10



On the other hand, in two classes of Year 8 there existed another type of seating arrangement, one of them followed by the structure of classroom seating chart and set in an ICT (Information and Communications Technology) room. In the next figure as follows:

Figure 9 - Seating Arrangement for Year 8w



3.7 Multicultural School

Multiculturalism in the United Kingdom is an issue regarding the education system itself. Many cultures merge in this country, so in Sheffield, where the standard of immigrant from Eastern Europe is considerably high apart from other new coming cultures in the United Kingdom. Parkwood Academy is not an exception of this fact, the academy considers itself as a multicultural school where children from all over the world come to study on the premises of this state-of-the-art building in the area of Shirecliffe.

Considering the population of students at the school, it counts with 20% of them coming from Slovakia, also well-known as Roma students. The rest is split into British, Palestinian, Pakistani, Polish, Somali, Africans, Portuguese, Czech, Russians, Indians, and Japanese.

3.8 Slovak Pupils – Roma

From the information above it is necessary to understand and mention the background these students come from. Students who attend the academy come from numerous families, most of them Roma or Gypsy, who did not have a formal education in their early years in Slovakia. The searching of new opportunities for their families is a difficult issue in Sheffield, the lack of primary education for Slovakian travellers has been a problem for settling down in the United Kingdom. Despite the fact parents have not finished primary school, most of them consider that their children could opt to a same future, taking into consideration that the government will safeguard their integrity and welfare for a long period of time. This is why most of Gypsy and Roma travellers have a significant high level of absence and misbehaviour inside the classroom than other groups at school.

On the other hand, analysing Roma students families, the poor level of motivation and discipline come from their parents, who are not aware of the development of their children who miss school, because they have the duty to enrol them to a school once they arrive in the country. For them, this is a way to avoid upbringing and problems with the police, because by law, any student must get education after their 5th birthday and finish when they turn 16.

There exists prosecution if the child is not sent to school, so the absences are only allowed if the kid is extremely ill or the school gives the permission for not attending. This law is not just for Roma students' parents, but for all parents immersed in the British Educational System. Furthermore, consequences are taken into account when students miss school for certain reasons. Childcare and Parenting (School attendance and absence (s.f). Retrieved October 8th 2015, <https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance>) states that local councils or schools have the right to do something about it, for instance, parenting order, education supervision order, school attendance order, and penalty notice. This last one, has to do with a penalty fine around £60 and if it is not paid, parents can get a fine up to £2,500 or a jail sentence up to 3 months.

Generally, in spite of the attendance of students at school and behaviour, there exists integration which is effective and, at the same time, it is disruptive for not being British, because the key is in the balanced improvement of learning progress mainly in a MFL classroom. The complexity factor is to try to teach them a third language apart from English influencing them a new culture and creating new expectations regardless of their background.

3.9 British Students

Parkwood Academy contemplates several ethnic groups, and mostly of the whole school population are British from different backgrounds. As the academy is located in a vulnerable area in Sheffield, pupils attend this school because of the proximity to their homes, as well as the characteristics of the basics of its curriculum and opportunities to apply for a college. Although, as previously mentioned, students do not consider these opportunities as important for their future in a social or work context afterwards, because after graduating they do not precisely go to a college, if they do, they rather stay with that level of education and not going further. So a minimum percentage of students apply to University when they finish college, such as, Hillsborough College, which is the most common choice for them. The universities in the city, University of Sheffield and Sheffield Hallam University are in constant communication with Parkwood for increasing students' motivation.

3.10 Middle Eastern and African Students

For students coming from Middle Eastern families, whose nationalities are Pakistani, Palestinian, Syrian, Saudi Arabian, among others, the compromise with the academy is outstanding, most of them practice the Muslim Religion which is respected by teachers and academics, giving them the opportunity to be immersed in a different but inclusive environment for learning. On the other hand, students

coming from the African continent are more aware of the responsibilities and opportunities the academy gives. Moreover, the academy also encourages them to take part of CGSE exams in Arabic as a complement of exam in Foreign Language.

3.11 Other ethnic groups – Polish, Portuguese, Czech, Japanese, and Russian

Regarding students' culture, there exists other groups at the academy. These groups are a minority, but not less important. As the rest of students in the school, they are encouraged and stimulated to perform the same actions and improve progress in their learning. For Polish students, who come from hard-working families, this is an important stimulus of self-improvement. Besides, Portuguese students, girls mostly, get good results in Foreign Languages exams (Spanish GCSE), because Spanish is easier for them, so the outcomes are significant. However, the Japanese community which is reduced to two students in the entire school take part only in German, because it is a self-committed challenge. Nonetheless, there existed just one single student with a Russian background and English as a second language who attended school from the other side of Sheffield, succeeded only in French CGSE exams, in an overall 4 A*s, 5 Bs, and 2 C grades.

3.12 Discipline and Behaviour

The importance given to discipline and behaviour inside the academy corresponds to a social statement based on the mission of the school. For achieving appropriate behaviour Parkwood academy creates a stimulating and safe environment where students are exposed and supported to be the best individuals. In this environment, Parkwood academy makes sure of the expectations are fulfilled completely.

For teachers, of any level, the expectations of good behaviour ignite from the issue that students must be taught and reinforced regularly in all senses, regarding punctuality, uniform, politeness, and mobile phones, which are the main distractions for students inside the classroom. These expectations should be shown positively by students, which are not the cases, because the attitude taken is not the one based on willingness for learning and behaving. It is important to mention that teaching is not easy for teachers at Parkwood, but challenging, and it involves many features they determine for success, using proper language and approaches to get to students. Moreover, difficult situations occur and the teachers need to get involved in the solution of them.

In addition, most of students from Year 7 to Year 9 are the ones who perform misbehaviour inside and outside the classroom. Harmful behaviour considers entering rooms with bad manners, shouting and making fun of classmates. This attitude is more commonly seen in Years 8W, where most of the students are from Slovakia and Middle East whose misbehaviour is already part of their lives, and they carry other groups inside the classroom to do the same. Although, misusing equipment is not a big issue at the academy, students are aware whether they try or damage it. Besides, expressing rude views and racist comments as well as aggression are also inappropriate for the school's ethos, these are penalised with calls to parents and internal isolation for the next school day.

In the following tables, the common misbehaviour made by students in the MFL classroom, are shown:

Table 1 - Misbehaviour in Year 7

YEAR 7W
<ul style="list-style-type: none">-Chatting with classmates by notes-Disrespecting towards the teacher-Throwing papers through windows-Playing with mobile phones

In Years 8, the difficult situations were as follows:

Table 2 - Misbehaviour in Year 8 and Year 9

YEAR 8 – Year 9
<ul style="list-style-type: none">-Shouting and swearing-Disrespecting towards the teacher- Off Tasking or Paying attention to other subjects-Drawing on desks-Taking pictures with mobile phones

Nevertheless, the following chart shows how Year 10 and Year 11 behaved in MFL class in contrast to the previous classes mentioned. Although, there existed lessons where students from Year 11 showed off tasking and disinterest about the topics.

Table 3 - Lesson situations in Year 10 and Year 11

YEAR 10 – YEAR 11 GCSE
<ul style="list-style-type: none">-Chatting with classmates about the topic and activities.-Disrespecting towards the teacher, only one student.-Throwing papers in just one occasion, performed by the same student.-Discussing the topic with the teacher and assistants, and giving ideas and opinions.

Considering misbehaviour actions unacceptable according to the academy, there exists sanctions for everyone who disrupts lessons. Staff takes into consideration several aspects for sanctioning:

Calling student's attention by trying to stop what he/she is doing in a polite way. Off tasking is the most common performance, so teacher intervenes and he/she can continue teaching. However, when the student keeps disrupting, the teacher must give him/her a verbal warning, nothing formal, but the first warning for stopping struggles. This verbal warning will keep the same level until the student gets back to task.

In addition, if misbehaviour continues and the lesson cannot be accomplished at all, the teacher must give the student a recorded warning. The recorded warning goes to a computing and internal system used by the school to keep a record for detentions after school. In Years 8, more than 20 recorded warning can occur during the five periods of school hours. For example, taken from Year 8W Spanish Lesson, students are off tasking and making fun and giving racist comments on a Muslim student who has learning difficulties, teacher acts recording this warning on the system, if the performing students do not reject or modify their action, they will keep the warning until the Behaviour Assistants, staff members, decide to keep them in detention. If the behaviour continues there will be an appropriate sanction. This may include: Moving seats to sit the student on their

own, seeing the student at the end of the lesson, arranging a phone call with the parents or any other similar sanction.

These type of situations in Years 8 happen every day at any time. Although, not only students from those levels are sent to detention or misbehave that way in the classroom, but in other levels, the situations are in a lower range than the others.

The last but not least operation for controlling behaviour is the removal. The removal is the last stage of requirement for unacceptable behaviour and the purpose of it is to remove the student to another room for internal isolation. The student's exclusion is sent by a message to his/her tutor, head of house, liaison officer, and behaviour assistant, this last one goes to the classroom to pick the student up and for the rest of the day has to be in other class doing some task, and the following day he/she will be in detention of one hour after school. Notwithstanding, teachers are aware of these removals and parents are called afterwards by the teacher explaining the reason and the consequences the sanction carries. Finally, there existed students who were removed from language classes all the time, every day, and for that, teachers needed to take further actions, such as calling parents and keeping away students from that class forever.

For the staff as well as teachers misbehaviour needs to carry a consequence that the student needs to be aware of for future struggling situations. During the MFL lessons, teacher struggled, again, with Year 8 and Year 9, who showed disrespect at an unbelievable level reaching harassment in just one occasion. Incidents are reported for the corresponding sanctions.

As previously mentioned, detention and internal exclusion or isolation are the stages students are on for reasons such as lateness, corridor wandering, fighting, swearing at members of the staff and harassment.

3.13 Lesson Planning and Interaction

Referring to lesson planning at Parkwood Academy, it can be said that planning was based on fixed structured form that could not be taken from the school computational system for copyright. Although, teachers planned their lesson using different techniques and approaches, very similar to the structures for planning used by teachers of English in Chile. Nonetheless, as being an independent school, they follow a lesson planning based on power point presentations with all the content, vocabulary, activities and assessment included.

Teachers used time before and after school hours for planning, and not more than one hour per class, because they used the same presentations, translating them into the three different languages. Changes only applied according to the level of the Year, because the purpose was to have a standard lesson planning for each level and an effective lesson afterwards.

All lesson planning had a lead in, while, and post activity. But, before explaining the structure, it is important to mention that each planning is made for a 60 minutes lesson, in which the first five minutes are considering for placing the students in their seats and taking the register. When all students were located in their spots and with their books on the desk, the teacher dedicated between five or ten minutes explaining the topic and aim of the lesson, presenting the vocabulary and pointing out key words that will be used during the lesson. On the other hand, teachers did not spend more than fifteen minutes working and developing the topic in the classroom, because the concentration in students could get lost after a considerably amount of time. Spending more time explaining and presenting than the one required could carry consequences in terms of behaviour, so the necessity of keeping students in task was a hard work for the teacher. Therefore, the rest of the time was considered for activities, group work with the teaching assistant, games and pop quizzes until the end of the lesson, using a web page domain www.linguascope.com, which is paid by the school, and every single student and member of staff has the password to log in.



Source:

http://m.img.brothersoft.com/android/f8/f85960ec8a0c6d14b51ad221cd48b7fc_screenshots_0.png

In addition, what it is considered for activities, these ones are related to the assessments that will be taken during the term. The evaluations are crucial but not exclusive for all years, from Y7 to Y10-11. In the last ones, the assessments are focused on GSCE mocks to keep a record of what level they are for the real exam after graduation.

3.14 Assessment and Evaluation

In all classes, the interaction between the students and the teacher was extremely linked to the assessments and evaluations that were given by the school and prepared by every teacher of the Language Department.

In accordance with the curriculum of MFL and the school policy, the assessments taken at the academy are not graded in order to pass or to fail a student, because in this school every single student passes the course despite his/her academic performance.

The assessments experienced in Year 7 were three in the whole term. Year 7P and 7W had the same assessment with difficulty level in each one. The

preparation for each test was nothing but previous lessons, because the intention of the teacher was to make students learn vocabulary and grammar patterns they could produce and reflect on a test. On the contrary, year 8W had only two assessments of the same kind, in this case, the evaluation asked them to write paragraphs according to the topic, using vocabulary and grammar pattern learnt in previous lessons as well. Furthermore, Year 9 experienced written assignments and speaking lessons.

Years 10 and 11 focused all their evaluation on Speaking, Writing and Grammar. The mock exams provided by the school are considered the most important part of the MFL curriculum, helping themselves with the website "*Linguascope*" for vocabulary accuracy, and also with fixed sentences for their writings.

The examinations contemplate also listening and reading. For both years there exists two speaking tests, writing assessments, and two essays (at least 200 words each).

The purpose of the assessment for the Academy is not to push students for passing exams, but have them in constant work for positive learning and control behaviour, because that is the key for helping themselves to develop their skills in the future.

3.15 Feedback and Rewards

Nonetheless, feedback is also important for the school, because according to that process, students could get more enthusiasm in their work. Feedback was given by the teacher, writing in green pen in their books. This feedback had to be answered by the student using a red pen below teacher's comment.

On the other hand, another way to provide feedback to students was by tutoring, which was every day in fifteen minutes. Tutoring consisted in merging students from different levels in a classroom tutored by their teacher. The purpose of tutoring was to revise what students have been doing during the term, assessing

them with pop quizzes or reading tasks depending on the day. For example, tutoring could include literacy, maths, sciences and history. In all of them the teacher gave a notebook to every student with their names, where they had to record answers asked in a quiz. Quizzes had ten questions and the teacher gave students only ten seconds to answer each question, by the end of the last question he gave the answer, so students had to check them whether right or wrong. There was no time for cheating or disturbing the assessment with misbehaviour, because it was not graded and the answers were the reward and feedback.

Encouraging students to have a positive learning and behaviour is the purpose of the Academy, for that reason, a platform has been designed, where students and parents can get information relating to students' rewards. The Vivo Parental Engagement Platform gives students the opportunity to get rewards from teachers, as well as, assistants regarding behaviour, performance and work in class, and homework. Each "vivo" has a value in Pence of British Pound, so every time the teacher says to a student: "I will give 20 vivos to the ones who finish their assignment of today" or "50 vivos for each group presenting at the end of the lesson" and "If you keep reading for five minutes, not disturbing your classmates, you will get 15 vivos each". For instance, 20 vivos means 20 pence of a pound, and by the time they accumulate vivos, they are recorded on the platform and students can trade accessories, such as stickers, calculators, USB drives, key rings, etc. All the information on the platform is clear and easy to understand, and both, parents and students, can have access to the account wherever they have access to internet.



Source: <https://plus.google.com/106914091857713569247/posts>

3.16 Chilean Education System

According to the web site: “This is Chile” (A Brief description of the Chilean education system (s.f). Retrieved December 2nd, 2015, <http://www.thisischile.cl/a-brief-description-of-the-chilean-education-system/?lang=en>), it states that “The system is made up of subsidised establishments, municipal and private establishments with four levels of education: pre-school or early education, elementary or primary, high school and higher education”.

3.16.1 Learning a Foreign Language

English is the foreign language taught in the Chilean educational system, which goes from year fifth to year twelve (4th High School Year) as a compulsory subject, and some schools start earlier. The language has become a worldwide tool which opens opportunities for cultural exchange, and for Chile has not been the exception. In accordance with Estrategia Nacional de Inglés (2014) Chile needs to achieve learning and development of the abilities of English, for cultural and commercial integration.

For Chilean students, from different schools, “public” (schools under the town hall administration) and private, English is considered a subject of real importance for their academic and future situations in life. According to the Ministry of Education and their study programmes (Mineduc, 2015), the objectives for education purposes are to develop students’ skills for achieving communication in the English language. Through activities and useful tools, students have access to information and participate in communicative situations, in oral and written activities. Acquiring vocabulary is the main goal to understand messages and to express themselves, so as consequence, the vocabulary will improve gradually.

However, some students have the misconception of English as a subject that is not important for some of them. Lack of motivation can be one of the reasons to explain this situation. You can even listen to phrases like: “I am not

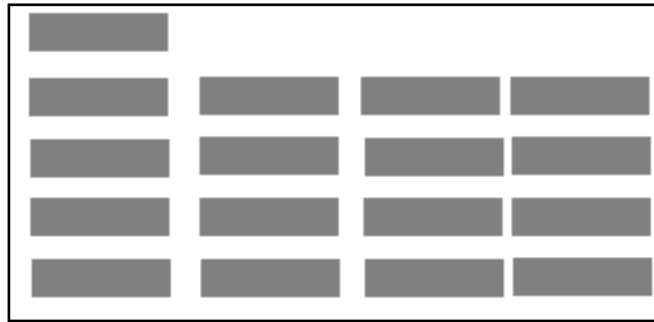
learning English, because I live in Chile” or “What is the purpose of learning English if I am never going to travel abroad”. Most students do not pay attention to lessons in English, do not work on their assignments, and do not behave in a proper way in a lesson. The justification towards English is because students feel the language as an obstacle which cannot be handled and there is no reason to study it.

It is important to take into account that these thoughts are linked to students’ motivation for learning a second language, and the amount of students per classroom in the Chilean system that is considerably high. (40 – 45 students per classroom in public institutions). This issue contextualises English learning in a lower level for students in the globalised world. It is a matter of cultural background, families tend to stimulate students to study, whether it happens, the results are significant.

3.17 Chilean Classroom Seating Arrangement

For the Chilean classroom, seating arrangement is very similar to the British one. In both, public and private schools, seating takes into consideration the traditional classroom seating arrangement which focuses on the teacher. According to this system, students are arranged in three or four rows depending on the number of students per classroom, and two students per desk are placed (this arrangement promotes pair work). In municipal classrooms, this system is difficult to manage, because of the amount of students is considerably high in contrast to private schools, where the space provided, sometimes, is bigger for students. As seen in the following figure

Figure 10 - Traditional Chilean Classroom Arrangement



3.18 Teacher's role in L2

The teacher's role consists of standing in front of the class presenting and reporting the topics and activities given in the study programmes and text books provided by the Ministry of Education. In addition, lesson planning are also provided by teachers to perform effective lessons. Another role that teachers take is to motivate students with the foreign language using suitable approaches for a more appealing lesson. Nevertheless, teachers need to act also when disrupting attitudes are performed in class, catching students' attention when they are off task, keeping them after school to talk to them, and recording in the book what they have done in order to evaluate the different type of sanctions given by the school authorities.

3.19 Multiculturalism in the classroom

In terms of multiculturalism inside the Chilean classroom, the rates are relatively low in contrast to other countries. As stated by Educar Chile (Inmigración e Interculturalidad: desafío de la escuela (s.f). Retrieved December 2nd, 2015, <http://www.educarchile.cl/ech/pro/app/detalle?ID=185824>), schools have a fundamental role in preventing prejudices in terms of adaptation and foreign children's interaction, especially for Latin-American ones. According to the Department of Immigration, the range of immigrant children was estimated about

20 thousand. The number of immigrants in primary and high school education will increase in the near future. Nevertheless, it is expected that children can adapt to a new culture easily. Thus, newcomers from Latin American countries placed in several cities in the country, most of them in the Metropolitan Region and in the north of Chile, will be part of the Chilean Education System.

3.19 Discipline and Behaviour

Discipline in the Chilean classroom does not involve turning students to become robots nor penalise them. The main objective in consonance with Educar Chile (La disciplina, ¿cómo mejorarla? (s.f). Retrieved December 3rd, 2015, <http://www.educarchile.cl/ech/pro/app/detalle?ID=185824>), is to encourage them to participate in activities that correspond to their age. Positive approaches to teach discipline help children to keep control of their actions, moreover, proposing expectations for a good performance in class. Although, there exists other features to keep discipline like verbal abuse and psychical assaults.

Misbehaviour in the classroom can be caused by low self-esteem, lack of affection, anger, anxiety or curiosity, even when students feel themselves ignored. These attitudes are shown, intentionally most of the time, to obtain a punishment given by teachers, because it is not always possible to avoid misbehaviour, and it happens when a child is in danger or can hurt his/her classmates. As consequence, bullying appears. For teachers, not all aggressive features constitute bullying. In consonance with Mineduc (Convivencia escolar (s.f). Retrieved December 3rd, 2015, http://portales.mineduc.cl/index2.php?id_portal=50&id_seccion=3699&id_contenido=15395), its definition refers to scholar abuse, beating or harassment. Repeated violent actions in time are considered bullying, as well as, violence used by any agent, for example: classmates or school peers. Furthermore, abuse towards defenceless individuals.

These attitudes among peers can be reported to school authorities, parents, tutors, and members of school staff, who are responsible to make decisions according to the rules established by the school. Parents also can inform about these situations when institutions do not support them.

3.20 Planning

Foreign language lessons are followed by elaborated units given by MINEDUC (Ministerio de Educación), in which there exists lesson planning for supporting teachers in the development of a lesson. The purpose of having English Lesson plans is to encourage students to learn the language and use it to develop different communicative situations. Each level has a different type of lesson planning and activities according to school's curriculum, written in templates depending on the school. Some use daily, weekly, monthly, and annually planning.

Figure 11 shows a typical lesson planning used in a semi-public institution.

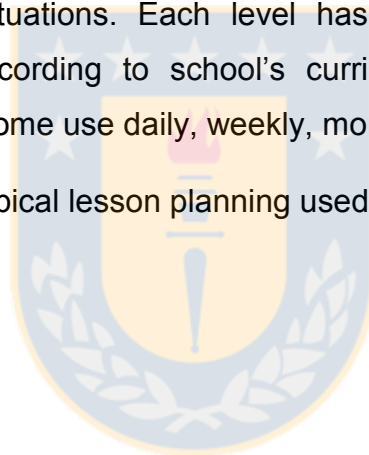


Figure 11 - Daily Lesson Planning

Unidad	Unit 3: Different Lives	Sector de Aprendizaje	Inglés
Profesor	Paola Maldonado A. / Sergio Díaz C.	Departamento	Inglés
Nivel	NB6	Curso	8vo B

Fecha Nº de horas	Objetivo de la clase	Contenidos	Inicio	Desarrollo	Cierre
30/10/2012 2	By the end of the lesson, students will be able to understand and produce idioms.	Food Idioms and vocabulary related to food	At the beginning of the lesson, students answer some questions referred to pictures shown about food and idioms.	During the lesson, students get in pairs and match some images given with the correct food idiom. According to the charts given, students complete a dialogue framework based on the food idioms seen during the lesson and practice pronunciation.	Students will produce the dialogue in front of the class. The importance of this activity is giving the students the opportunity to learn and practice social and communicative skills.

3.21 Assessment and Evaluation

In the Chilean educational system there exists a range of grading that goes from 1.0 to 7.0 in the scale. If a student gets a 4.0, he/she passes the course. Previously mentioned, this situation is different in the United Kingdom, where no matter what average students get at school, they pass the courses, anyway. Furthermore, assessment in the English subject in Chilean classroom contemplates Speaking, Writing Tasks, Reading and Listening Comprehension, and Grammar, based on

units given by Mineduc. These evaluations can take place at any time during the academic year, and it is the teacher who determines the level, according to activities from the book and work done in class. Nonetheless, grading tests (tests prepared by teachers) in schools are “stimulus” for students, they feel more encouraged to get better marks, although, some feel that tests are a waste of time and their answers do not accomplish the main purpose of the test and teacher’s expectations. This same issue happens with SIMCE (Sistema de Medición de la Calidad de la Educación) test, teachers are aware of developing the topics for this evaluation, but students do not take it seriously, again, because there is no motivation to study English as a second language.

3.21.1 SIMCE Test

SIMCE test is a standardised test for public and private schools to evaluate the English language in 3rd Year High School students in relation to international standards. It is expected that this evaluation works as stimulus to institutions and students for improving the learning English quality.

The test applied for this purpose is a TOEIC Bridge (Test of English for International Communication) that evaluates Listening and Reading comprehension and classifies the results in three levels: A1, A2, and B1. This last level is expected to be acquired by the last year in High school. In the last years, 2010 and 2012, only the 18% of students obtained an A2 level and 8% a B1 level according to Estrategia Nacional de Inglés (2014). Moreover, the evaluation applied in 2014 increased the percentage in 14 points, from 11% to 25%.

3.22 Feedback

The importance of feedback in the Chilean classroom is referred to a communication process as a way to control misbehaviour (Feedback Efectivo (s.f).

Retrieved December 4th, 2015,



<http://www.educarchile.cl/ech/pro/app/detalle?ID=217565>). It is not accepted that teachers in Chilean classrooms provide wrong feedback to their students, but erroneous procedures may be taken. For example: evaluating students in negative ways, not taking the student into consideration, providing feedback considering and focusing on personal features, etc. From this point of view, feedback only recognises a communicative process, and the purpose of going beyond, for instance, good praising, comments on student's work and academic improvement is almost non-existent, in comparison to the one provided in the United Kingdom.

In the following comparative table, similarities and differences between British and Chilean educational systems regarding arrangement, lesson planning, culture, behaviour, and assessment will be shown:





Table 4 - Similarities and differences between the educational system in the United Kingdom and Chile

SIMILARITIES

<p style="text-align: center;">UNITED KINGDOM</p> 	<p style="text-align: center;">CHILE</p> 
Lesson Planning Structure	Lesson Planning Structure
Traditional and Horseshoe seating arrangement	Traditional Classroom seating Arrangement
Respect and disrespect towards teachers, depending on situations	Respect and disrespect towards teachers, depending on situations

DIFFERENCES

<p style="text-align: center;">UNITED KINGDOM</p> 	<p style="text-align: center;">CHILE</p> 
Number of students: 30 per room (average)	Number of students: 40 – 45 per room (average)
Courses: “P” and “W” Courses	Courses: A, B, C, D...etc. courses
Foreign Languages: Spanish, German and French	Foreign Language: English
Time per lesson: 60 Minutes	Time per lesson: 90 Minutes
Exposition to instruction: 15 minutes	Exposition to instruction: Uncountable
Sanctions: Internal sanction for misbehaviour	Sanctions: Depend on the school policies
Assessment: Not graded evaluations	Assessment: graded evaluations
Passing courses with no evaluation	Passing courses with evaluation
Feedback and Rewards	Lack of feedback, no reward
National evaluation: GCSE Exams	National evaluation: SIMCE Test

The logo of the University of the Philippines is a shield-shaped emblem. It features a central yellow shield with a red torch. The shield is surrounded by a blue border containing seven white stars. The entire emblem is set against a light blue background with a laurel wreath at the bottom.

CHAPTER 4: CONCLUSIONS

This project was based on the idea to understand the mechanism of students' performance, regarding behaviour and discipline inside a modern foreign language classroom in the United Kingdom. Considering those previous aspects, other features were developed along the report: Facts related to lesson structure, techniques for classroom management, assessment among others. Furthermore, comparing to the Chilean classroom performance.

For Parkwood E-ACT Academy, the importance of teacher's role towards behaviour in the classroom was linked precisely to the lesson planning structure, and how they could deal with that during lessons. As a matter of fact, it is important to mention the previous questions established for the development of this thesis. Firstly, how can teachers deal with misbehaviour during lessons? Teacher made different actions to improve discipline inside the MFL classroom, from catching student's attention when they did not listen or respect the lesson itself, giving students new opportunities to stay in class, which they did not take into consideration, and thus accomplish sanctions decided by the authorities.

Secondly, regarding social and cultural backgrounds, the strategies used by the academy were the inclusion to everybody in spite of their social context. Giving all students the same sanctions according to the rules set by the school.

On the other hand, the view of classroom management for effective lessons was accomplished by arranging seats in different ways to keep students learning and behaving; the purpose was controlling their behaviour and keeping them on task by the end of the lesson and school hours.

As previously mentioned in the problem statement, and, in accordance with the objectives, they were accomplished as a whole. Taking into consideration the report of the experience, behaviour and discipline were understood by providing the information based on literature, and facts that helped to understand how the British educational system could work in this independent school in Sheffield. As well as, comparing and contrasting this study to the Chilean reality in terms of the same factor of education. The national educational system was seen similar to the British one based on lesson planning, arrangement, and types of assessment,

although it lacks of features for controlling behaviour in the classroom, providing effective feedback and rewards to their students at all time and stages.

Furthermore, one of the specific objectives established, suggestions for improving the Chilean classroom management and, transferring some characteristics and actions that were used in Parkwood E-ACT Academy.

4.1 Suggestions for Effective Feedback and Rewards

The use of effective feedback needs to be student centred according to the work and progress done in class. The ideas for providing feedback must be clear in order to help students to recognise their strengths and weaknesses at the moment they are facing evaluations.

Providing useful information and comments on their performance by writing in their books or tests what was missing, and what they need to add or improve depending on the case, so students should write answers to those comments and commit themselves to enhance learning. Moreover, communicating their success with teachers, classmates and parents for future considerations in any subject.

In order to enrich behaviour inside the classroom, the suggestion that can be implemented in Chilean schools is to contribute with a set of rewards per class, suitable for the national reality, in consonance with the students' level of achievement. These rewards can be objects, accessories, books, and certificates for students who accomplish the aims of the lessons (a set of rewards is given in the appendix). Furthermore, schools can design and use platform or system, it does not have to be computing, similar to the one used by Parkwood (Vivo Platform), for encouraging students to be on task, learning progress and working on projects, as well as, good behaviour performance during lessons.

On the balance, the general and specific objectives were accomplished as a whole according to the points of view of discipline and behaviour.



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Appendix 1: Certificates for student's achievement



Source: <http://www.creativecertificates.com/wp-content/uploads/2011/06/perfect-attendance-award-6.jpg>



Source: <https://www.edrawsoft.com/templates/images/student-certificate.png>



Source: <http://images.sampletemplates.com/wp-content/uploads/2015/03/Free-Printable-Certificates-of-Presentation.jpg>



Source: <http://conservativetvonline.com/wp-content/uploads/2015/05/award-certificate-template-w9solgw0.png>



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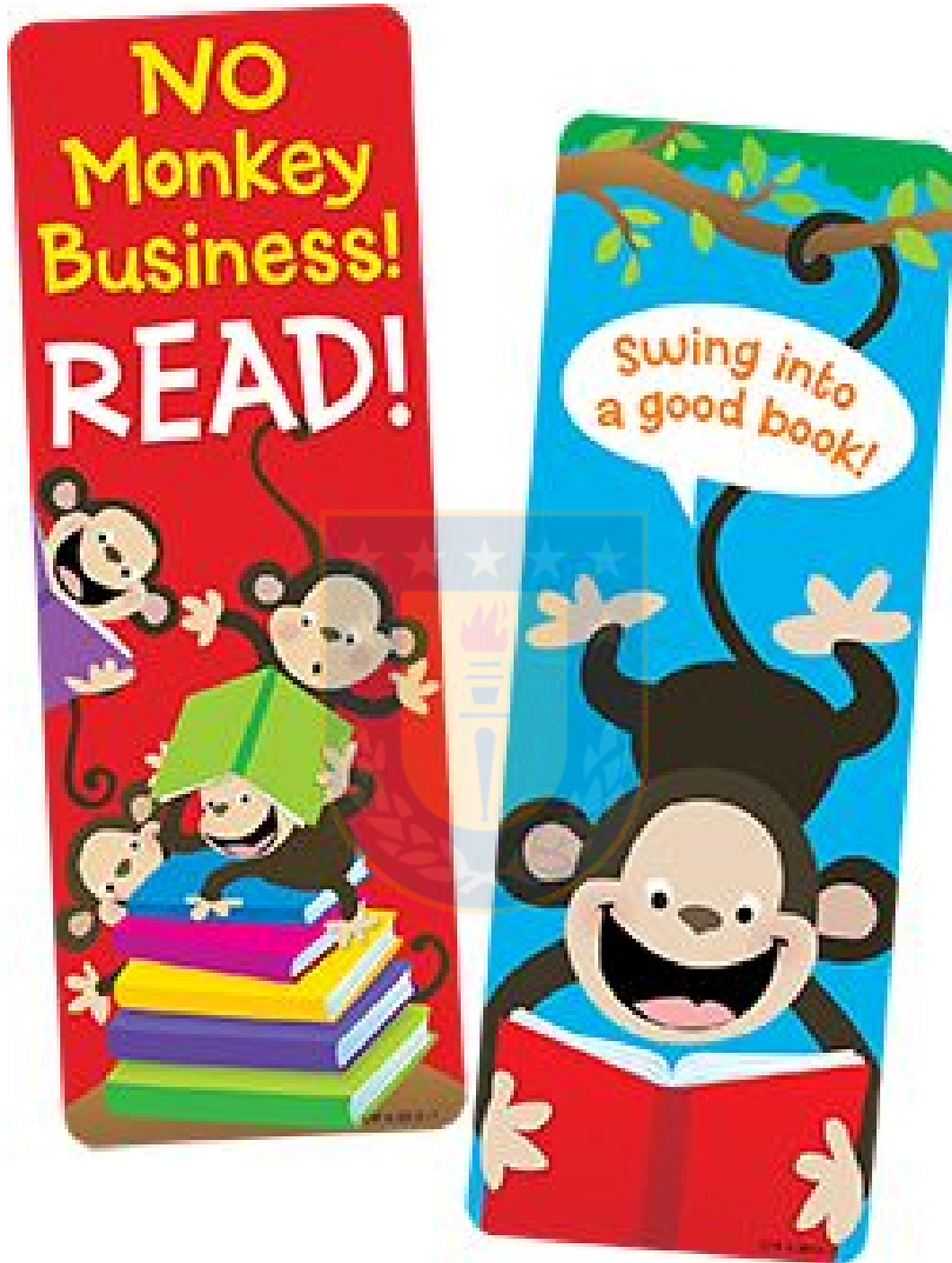
Appendix 2: Bookmarks for encouraging reading



pinkpolkadotcreations.com

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Source:

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Appendix 3: stimulant accessories

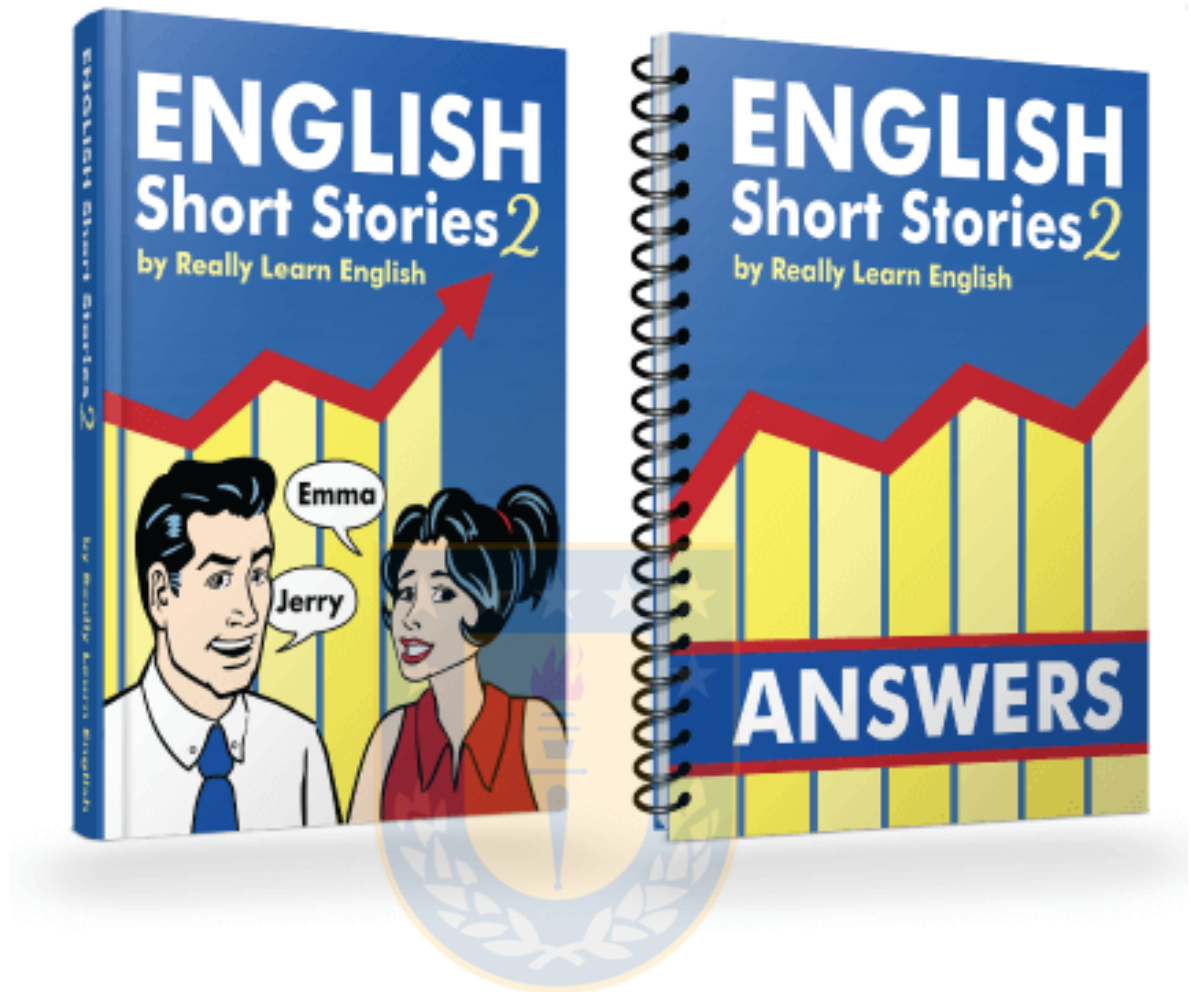


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Source: <http://www.stuffselect.com/wp-content/uploads/2013/05/fun-plastic-stamps.jpg>

Appendix 4: Short Stories Books



Source: http://cdn.shopify.com/s/files/1/0252/4723/products/english-short-stories-emma-and-jerry-2-learn-english-grammar-reading-comprehension-exercises_large.png?v=1434729745

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