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**THESIS**

**THE ROLES OF DISCIPLINE AND PATIENCE IN A CLASSROOM OF A PUBLIC  
SECONDARY SCHOOL IN CENTRAL MEXICO.**

**TO OBTAIN THE DEGREE IN**

**ENGLISH TEACHING**

**PRESENT**

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## **Chapter One: Introduction**

Teaching is a process that requires taking into account several aspects and classroom management is one of them. Classroom management can be understood as what the teacher does in order to maintain students' attention, how he/she organizes the activities and how he/she deals with misbehavior while the students' learning process is happening. (Solarte, 2018). Thus, classroom management is having control of the group, it means knowing what to do in certain situations through the learning process.

Discipline is part of classroom management. Discipline takes a main role when teaching to secondary students because it is an age where the students are usually inattentive which later causes that they interrupt the rest of the group, thus discipline can be used to keep students on task, to have a respectful environment to learn and to help teacher for students to follow instructions. The situations mentioned can be interrupted by students' misbehavior which then it interrupts learning process.

Patience is another element that is taken into account in classroom management. It is "the ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed" (Dictionary, 2018). This definition is integrated into a classroom context, when a group is difficult to manage, teacher's patience plays an important role because he/she has to be calm to know how to control the situation and solve it at the moment, so teacher regains their attention. I think that if the teacher has not patience the students' learning process may be influenced as well as if there is any discipline.

This thesis joins these important elements, discipline and patience. They are studied to see if they influence students' learning process or not at a secondary level. I have taught in a context where discipline rules are necessary to have an order and to make the lesson plan work, that is why I am interested in knowing whether they influence the learning process and if so, how they do it. Being patient has also been part of teaching, sometimes students do not understand a topic even if it has been explained many times and that is when patience helps to continue searching for solutions.

### **1.1 Statement of the Problem and Justification**

Many teachers have had similar problems to the experiences that I had. Those kind of situations happen at different levels. Teachers are concern about classroom discipline specially in secondary classrooms. To control a group of 35 to 40 teenagers becomes a challenge when the teacher wants them to be quiet all the time doing a task, it is even more difficult when at that age, students need to do activities that involve movement (Leriche, 1992). Teachers are concerned about this topic, doing research about secondary students can be helpful for understand how discipline influences their learning process.

During the last period of my career I took a subject called Teaching Experiences with adolescents in which I had to give English classes in a secondary school. In my own experience I could notice how difficult it is to control a large group of teenagers, keep them focus on the topic and how important the teacher's patience is during all the class. Teaching them required stablishing some rules at the beginning so they knew how to work during my class. It also required having a lot of patience when they did not understand a topic or did not

respect the rules; that is why I consider discipline and patience relevant in the classroom. There were some classes where students did not follow the rules and they got distracted I noticed that it was more difficult for them to understand the topic because they had more doubts than usual. Experiencing those kind of situations in the secondary school let me know that discipline and patience may influence the students' English learning process.

From my point of view, being a teacher requires preparation and a lot of energy to be front of the group. The students need teacher's attention to solve doubts, to guide them in the task as well as to make sure there is a respectful environment for all of them. Students' behavior is not always easy to manage and patience can help the teacher to keep that energy and to find solutions as many times as it is necessary.

## **1.2 Research Questions**

The following questions guide my research to analyze the role of discipline and patience in the classroom.

- How does discipline influence secondary students' English learning process?

This question helps me to identify in which way discipline influences students' English learning process, whether it influences positively or negatively.

- How does teacher's patience influence the secondary students' English learning process?

This second question leads me to find out if teacher's patience also influences students' English learning process. Answering this question will lead to know if patience

has to be present in the classroom or not. It also helps me to suggest how patience should be presented, it means in which situations it is important its presence.

- What does it happen when patience or discipline are missing in the classroom? Is the secondary students' learning process affected or not?

This third question integrates patience and discipline. This question helps me to know how a lesson is when there is any discipline and patience in the classroom, how students' behavior is without those elements. Finding out those answers will lead me know if students learning process is affected or not.

### **1.3 Purpose of the Study**

The aim of this project is to research about the roles that discipline and patience have in a classroom of a public secondary school in central Mexico in order to see how those elements influence the students' learning process. By understanding how discipline and patience interfere with students' learning process teachers can focus more about having them during the lesson and improve their teaching. Some strategies are presented to develop discipline and patience.

## **1.4 Significance of the Study**

I am interested in knowing how facilitate students' learning process. This research project can help me to do so by finding out in which way discipline and patience should be performed. It also helps teachers at different levels, novice teachers or for those that work in the teaching field.

As I have mentioned before, teaching in a secondary school can be challenging. To make this easier for novice teachers, finding out how discipline and patience influence students' learning process can be helpful for them to plan their lessons with taking into account this study. My thesis helps them to improve their classroom management by showing the specific role of discipline and patience through the learning process.

Even though this project is focused in secondary students, it also can be useful for teachers who are facing students' misbehavior. Part of the literature review contains some strategies that teachers can apply to have a suitable environment in the classroom.

## **1.5 Overview of the Thesis**

This chapter introduces the topic, it contains the research questions that guide my entire project and it has the importance of my study. Chapter Two is the Literature Review in which there are different authors who have studied this topic. It is the theory of my study in order to support what I am intended to do. Chapter Three is the Methodology, how I manage this study, what kind of method I use and the procedures that I follow during the project. Chapter Four is about the Discussion of the data that I obtain from the methodology,

how the process that I follow is and the analysis of the study. Finally, Chapter Five contains the Conclusions of the study, the answer to the research questions and directions for further research.

## **Chapter Two: Literature Review**

In this chapter, the theoretical support is presented. There are several research projects related with discipline in the classroom. This chapter is divided in fourteen subthemes that are from classroom management to secondary students' foreign language process.

### **2.1 Classroom Management**

My research focuses on the development of discipline and patience inside the classroom. These elements are part of classroom management. "Classroom management, therefore, first ensures that students' social behavior is compatible with whatever academic program teachers present, and, second, motivates students to progress in academic achievement. Thus, classroom management is a necessary condition for effective student learning" (Medland & Vitale, 1984). As it says, there is a connection between how students behave and their learning process. Classroom management makes that the academic objectives and the dynamic of the class work together in order to help students with their learning process.

The teacher has to be able to control the group. For doing so, he/she has to identify which students' behavior is inappropriate and correct them. "The identification of inappropriate student behaviors is a first step in determining the changes required to make student behaviors appropriate" (Medland & Vitale, 1984). Therefore, changing students' misbehavior is part of classroom management. Doing so facilitates teachers to have an effective class. In this part patience takes place, an element that is developed later; it is related to knowing how to handle situations that classroom management requires.

### **2.1.1 Control a Large Group of Students**

There is no definition of how many students should be in the classroom to establish that is a large group. It depends on the teacher's perception (Hayes, 1997). In my experience teaching to forty students in a public secondary school was a challenge. I had to be aware of what happened during all the class and having many students did not help me.

Control a large group has a lot of importance to accomplish the objective of the lesson "some teachers also feel that teaching in large classes is physically very wearing (this is connected with the problem of 'control')" (Hayes, 1997). There are many situations that can be presented and affect the class; one of them is that the classroom size is not enough for monitoring students or making activities where students can move (which are useful to get their attention). Also, as many students are so close they start to get distracted and make noise that becomes a problem for the teacher because he/she loses their attention and the lesson is interrupted.

To manage a large group, it is necessary to have strategies that help students to focus on the lesson as well as rules; those rules maintain an appropriate students' behavior consequently the learning process will be successful.

### **2.1.2 Teaching a Large Group of Students**

When teaching a large group, some difficulties can be presented, Locastro (2001) identified different problems about class size and language learning. Then she categorized them in three: Pedagogical, Management-Related and Affective.

First, pedagogical category is about having difficulties to plan activities that improve the different skills in language; it is difficult to give a lesson that actually helps every student in their process learning. I agree with this category since I had trouble teaching to forty students. Some of them had a higher level than others and while some students were finishing the activity that I planned, another part of the group had lots of doubts and were asking for another explanation.

This category also refers to having problems with doing activities that require a lot of effort to be done. Teaching a large group of students can be challenging because it is not easy to cover every students' needs. I agree again, due to the fact that some students who found the activity too difficult started to get distracted and in that moment was where I needed discipline strategies.

Management-related category deals with students' behavior. If there are many students in the classroom the noise can be louder and it is possible that discipline problems are presented more often. Checking every students' work becomes harder as well as doing activities in pairs or in groups. Managing a large group needs a constant monitoring, otherwise students can get out of control and cause discipline problems. This

specific category shows that discipline problems affect students' learning process in a large group.

Finally, the affective category is about the teacher-student relationship, it is difficult to establish a good teacher-student relationship with all of them. Affective category also involves the fact that students are not listening to the teacher. At some point, I became closer to the students and I consider important that part because in my experience, they began to feel comfortable to participate once we got closer.

All the categories above show the different problems about teaching a large group. My thesis is carried in a public secondary school so, it is important to mention that those kind of schools tend to have 30 to 40 students per classroom and that all the problems already mentioned actually happen because of it.

## **2.2 Discipline**

The definition of discipline is “to teach someone to behave in a controlled way” **Fuente especificada no válida..** This element helps for guiding someone to an appropriate behavior no matter in which context discipline is presented, it contributes to have a control of people so they can pay attention of what someone is saying or explaining. Discipline should not be understood as punishment instead it should be a tool for management which leads for an atmosphere for learning.

### **2.2.1 Types of Discipline**

Discipline can be understood from different perspectives; I present two of them. The first one is self-discipline, “I realised the reasons why a number of my own students had trouble settling down and concentrating was that they lacked the discipline to do so.” (Watkins, 2012). In her experience, students did not learn as she expected because of students’ lack of self-discipline, it was due to “the ways in which they conducted themselves in class and their overall approach to learning appeared quite engrained, dispositions formed largely during the seven years of their primary education.” (Watkins, 2012). In this case students got used to work as they have done it before, according to Watkins, 2012 that was the reason her students had trouble in their learning process.

I consider important to mention self-discipline inside the classroom because it is also part of students’ learning process. Sometimes although the teacher makes his/her best effort in teaching, students do not learn or they do not improve their skills and it is not because of the teaching techniques, it is due to students do not discipline themselves in order to learn. It is important this section because I consider that secondary students usually do not have self-discipline.

The second perspective is classroom discipline. It refers to the way in which discipline is carry out during the class. Establishing the rules, saying how the class is going to work, saying what teacher expects from students, founding teacher-students relationships in order to have an environment of respect (Morris, 1978). As it is seen

classroom discipline provides a setting in which teacher and students work which it is the area that I study in this thesis.

### **2.2.2 Why is Discipline Important in the Classroom?**

The aim of any lesson is that students learn the topic and to accomplish it the teacher designs the material, the activities and how he/she presents the topic so students understand. On the other hand, the environment that surrounds the classroom should be adequate for both students and teacher. The main element for having this kind of environment is discipline that according to (Canter & Canter, 1992) it is about having a class without inappropriate behavior from the students and build a comfortable setting in which they can learn.

Discipline presence in the classroom avoids misbehavior that interrupts the lesson and it builds the appropriate setting where it is more likely that students understand the topic. This element in a large classroom can be useful, since it is more probably that misbehavior occurs, discipline can maintain students on track.

### **2.2.3 Misbehavior**

In the context of the classroom, behavior refers to “behavior includes all that a student says and does, including thinking and feeling” (Medland & Vitale, 1984). Depending on students’ behavior is how the class occurs. Misbehavior is the inappropriate way of behave like not following teacher’s instructions, make noise when

they were asking to be quiet or not doing the tasks. This concept involves the actions that are very common with adolescent students.

Misbehavior of students interferes with the learning of others, and it prevents the student who is misbehaving from doing what he or she is supposed to do in order to learn.” (Morin & Battalio, 2004) . Within this element in the classroom, the objective of the lesson cannot be completed because students focus their attention on what another student is doing and get distracted. Misbehavior plays a role in students’ learning process as it affects that process so it is important to have strategies for keeping students doing what their tasks.

### **2.3 Discipline Strategies**

This subtheme consists in giving the reader some strategies that can avoid misbehavior. It has been shown how discipline has to be during the class for having students’ attention and make them do their tasks, here there are some discipline strategies that can also be done for this purpose.

(McDaniel, 1986) suggests ten principals that are applicable for any class:

- 1) The focusing principle. This principle suggests that teacher has to ask for students’ attention before starting the lesson, he/she does not have to start the lesson by explaining, teacher has to have students’ attention and then start to explain so students can focus on what he/she is saying.

- 2) The principle of direct instruction. The direct instructions refer to keep students doing the tasks, challenge them to do it better than they did before and give instructions clearly so they cannot be confused.
- 3) The monitoring principle. Teacher has to be around the classroom when students are doing the tasks so he/she can check how they are doing or if they need help.
- 4) The modeling principle. This principle focusses on the teacher, how he/she is a model for students, it means that if teacher has qualities, students may imitated those qualities at some level.
- 5) The cuing principle. Cues are kind of signs that have a meaning for students, e.g. if teacher raises the hand means that students have to be quiet, so this strategy gives the classroom a useful way to communicate.
- 6) The principle of environmental control. Make students an environment in which they feel motivated even if they are bored, creating an environment may be changing what they are used to do and doing activities that keep them interested in the lesson.
- 7) The principle of low-profile intervention. Low-profile intervention refers to talk to students who are starting misbehaving in a non-rude way, that they do not feel that are being exposed instead just saying their names to catch their attention again.
- 8) The principle of assertive discipline. Assertive discipline is about the teacher stablishing which are the rules and let students know that it will be consequence if they break them. In case misbehavior is happening, teacher does the consequence that is already stablished.
- 9) The 1-message principle. Tell students what you expect from them will help for a discipline in the classroom. I-message refers to way teacher can call students, e.g. "I want you to do..." so students know clearly the teacher's expectation.

10) The principle of positive reinforcement. As the principal's name, teacher should give positive reinforcement in what students do, tell them that they did good job in their tasks, or thank them for following the rules.

These ten principles can facilitate the beginning of novice teachers in the field and can be suitable for any person that is in the field no matter in what subject.

## **2.3 Patience**

Patience is “in the most basic sense, patience is the propensity of a person to wait calmly in the face of frustration, adversity, or suffering” (Schnitker, 2012). According to this definition, patience is a virtue that helps a person to handle hard situations. Without patience, it would be possible that a person feels desperate if he/she is doing something that does not work and leave it instead of solve it or searching for possible solutions. In this research project I take patience into the classroom as part of teacher's behavior. Through this chapter I explain that problematic situations happen and teacher's patience is studied in order to find out how it aids to manage those difficulties.

### **2.3.1 Teacher's Patience**

It has been demonstrated how important is to manage students' behavior to have a successful learning process, now I focus on teacher's behavior. Teacher is who guides students through learning process and to manage them, he/she has to be ready for solve difficulties that can happen in the classroom such as misbehavior or students not understanding the topic. In this case, teacher's patience is about not feeling frustrated when

students do not understand and leave them or losing his/her control when students misbehave that could lead in not accomplish the goal of the lesson.

Teacher's patience also can influence in students' behavior, "Teachers who are courteous, prompt, well-organized, enthusiastic, self-controlled, and patient tend to produce students who exhibit similar characteristics, at least to some degree." (McDaniel, 1986). This text is part of the "The modeling principle" that it was presented before. It is a technique that helps classroom management as well as influence students' behavior to improve it. Therefore, it is significant that teacher's patience is presented during the class, it helps for students' learning process.

#### **2.4 Teaching English as a Foreign Language**

EFL refers to "so far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life" (Broughton, Brumfit, Flavell, Hill , & Pincas, 1980). It means that the language is not necessary for communicate in daily life, so teaching English as a foreign language implies that students only practice in the classroom because is not necessary for them in their lives.

My thesis takes place in a public secondary school in Mexico, where English is not used for communication at all, then it is important to reinforce the practice inside the classroom in order to help students to learn the language because it is the only part of the day in which they have contact with the language academically. Students may waste time when they get distracted or being off-task.

Teaching English as a foreign language also implies that students are more likely to use their mother tongue in the classroom due to it is their only way that they know to communicate, that does not help in students' English improvement. Teacher has to be careful in planning his/her lessons by taking into account students' English level, age, learning styles, students' interests, design the material, choose activities that make them practice and apply them in each class.

#### **2.4.1 Teaching EFL to Adolescents**

Teaching English to adolescents can be a challenge, “teenagers are often much less motivated to learn. After all, the goals and ends seem much more distant. Additionally, teenagers typically have a low awareness of the social skills basic to cooperative interaction.” (Puchta & Schratz, 1993). It is frequent to find this context in a public secondary school, teaching adolescents takes more effort because they are not so much willing to work plus teaching a foreign language, it means that they do not use the language outside the classroom.

Foreign students need to be taught in a context where they really use English. “Students are often required to memorize vocabulary, phrases, and grammar rules, which they understand very little about, in order to pass quizzes, midterms, and final examinations. In such a situation students are not active language learners and are never given opportunities to use the language in any practical context.” (Shih & Lee Reynolds, 2015). I consider important to mention this kind of teaching because it is frequent and it is similar to the context of my thesis.

#### **2.4.2 Secondary School Students' Learning Foreign Language Process**

“In our view, process in teaching and learning is principally a matter of *the quality of communication* between teacher and students and, especially, between students” (Puchta & Schratz, 1993). Learning process involves how well communicate all the participants in the classroom, as long as they feel that they can develop themselves in the classroom they will feel comfortable and participate which it helps in their learning process.

Learning styles is defined by (Castro & Peck, 2008) as “a preference for one particular learning modality”. Everyone has their own way for learning and teacher should be aware of this and design activities that match with the different learning styles. Each student can improve the language because they are being taught in a way that they can understand it. It is important to have in mind those two factors that influence students' learning process for helping them to learn a foreign language.

#### **2.5 Summary**

Discipline and patience take a significant role in students' learning process and they are part of students' and teacher's behavior. Firstly, in 2.1 Classroom management was presented how it plays an important role to make the lesson work. I focused in control a large group as well as teaching this kind of group.

Secondly, discipline and patience were defined. In this part, different types of discipline were presented for a better understanding. After, discipline was introduced in the classroom with a term called misbehavior which is the reason for having discipline in the

classroom. Patience was also contextualized in teacher's patience, how this element takes place during the class when there are difficult situations.

Thirdly, as this research project is in a public secondary school the term EFL (English as a Foreign Language) was introduced as well as teaching adolescents. Those two features explained the importance of teaching English to adolescents in a context where they only use it during the class and the fact that they are adolescents implies that the lesson has to be design specifically for keeping them interested in the lesson.

Finally, in this research project discipline is not presented as punishment but as discipline rules that help to build an environment for students to learn. Patience is seen as a tool for solving problems, it is studied in terms of teacher's patience. Those two elements are studied in a public secondary school, that is why I considered important to show the context in which commonly secondary students are taught and in which teachers commonly are emerged.

## **Chapter Three: Methodology**

Since this research is about discipline and patience in the classroom and those are aspects about teacher's and students' behavior, the methodology that I use is qualitative. I use descriptive methodology by means of observations and surveys which allow me to design a table to include behavioral aspects, as well as to write surveys. The participant-observation method helps me to be part of the context by observing students' and teacher's behavior. The surveys to obtain data from the students and form the teacher perceptions about discipline and patience in the classroom. The purpose of this chapter is to describe the methodology used in this research, more details about the context, participants, instruments, procedures and limitations are in the following sections.

### **3.1 Context and Participants**

This research takes place in a public secondary school. In the group that I observed, most of the students are going to present an admission exam for high school, and one of the main parts of this exam is the English section. Due to that fact, during the English classes the teacher is making a review of all the topics that they saw through previous periods. I did my research in a group of 39 students that are between 14 and 15 years old and they are in third grade. Students have 50 minutes English lessons three times per week.

### 3.2 Analytical Framework

In order to assess students' discipline problems, I used Tulley & Hwang Chiu study (1995). Their research was made with 135 student teachers at elementary and secondary level. The objective of their research was to find out student teachers perceptions about discipline problems, then study the strategies that they used to manage those discipline problems and finally to investigate which strategies were effective and which were ineffective. To accomplish their objective, Tulley & Hwang Chiu (1995) asked student teachers to do written narrative responses. One of my main interests in Tulley & Hwang Chiu (1995) study is because their objective was to identify discipline problems which it is exactly what I need in order to stablish a discipline problem accurately. And secondly because their context is similar to mine, both are in a secondary level.

The authors analyzed the data by *naturally occurring*. The responses were coded and placed into a category in order to determine what a discipline problem is. After, the strategies were coded and also placed in a category to identify which ones were effective and ineffective. I only used the categories of disciplines problems, how the teacher manages a discipline problem, prove if that influence students learning process or not. About the strategies that the teacher may apply to control those discipline problems, they can be different for each difficult situation.

### **3.3 Instruments**

I designed a format for observing teacher's and students' behavior which includes the categories that come from the Tulley & Hwang Chiu study (1995), (a) disruption (e.g., talking, or some type of behavior that deliberately interrupts instruction), (2) defiance (disrespectful behavior, or disobedience), (c) inattention (off-task, inattentive, not doing work, out of seat), (d) aggression (fighting, pushing, name calling), and (e) miscellaneous (crying, lying, tardiness, cheating, stealing, gum chewing). There were 54 out of 135 written narratives of teachers at secondary level.

#### **3.3.1 Observation Format (first week)**

This first instrument is a discipline format with the categories above, it also includes a part to describe how the discipline problem happens, then what the discipline strategy is applied and if that way of management is effective or ineffective. The purpose of this table is to identify which discipline problems are presented during the lesson, to observe how they occur in order to say if they influence learning process or not, and to say if that strategy applied was useful or not. It is in Appendix A.

#### **3.3.2 Surveys (first week)**

Then, there are two interviews. The first interview is for the students and the second one for the teacher. The students interview includes three questions in which they are going to describe what they think about discipline strategies, teacher's patience and their learning process. It is written in Spanish for a better understanding of the students.

About the teacher interview, it also includes three questions about the same issues than the students' interview but from his point of view as a teacher. These two interviews are in Appendix B.

### **3.3.3 Observation Format (second week)**

The next instrument is also a discipline format. It has the categories about the discipline problems but without discipline strategies instead it has a part to describe the situation. It is designed with the purpose to see what happens with the students' learning process without discipline strategies. This instrument was applied the second week of observation. This second table is in Appendix C.

### **3.3.4 Surveys (second week)**

The last instrument also consists in two interviews. The first interview is for the students, what they think about not having discipline strategies, and their learning process. The second one is for the teacher what he thinks about not having discipline strategies in the classroom. I design this last interviews with the purpose to know about teacher's and students' perceptions about lessons without discipline rules, how this influences the learning process. This last instrument is in Appendix D.

### **3.4 Procedure**

I started the development of this research by designing the instruments. I did the discipline format and the interviews for the first week so I could pilot them to see if they need corrections (pilot is in 3.5 section). Since the instruments of first and second week are similar I decided to pilot only the instruments of first week.

Then, I asked for permission in a public secondary school. I talked with the supervisor of the school and he assigned me with third grade. The supervisor asked me to talk with the English teacher of third grade, I did it and we agreed that I can observe his classes the second and third week of June 2019. That period is from January 10<sup>th</sup> to January 21<sup>st</sup>.

Both discipline formats were applied the three lessons that students have per week in order to obtain more data about their behavior, since the lessons only last 50 minutes and takes time to students arrive to the classroom, plus they take some time to sit down I think it is time lost so I decided that I could obtain more data if I observe the three classes per week.

I decided to leave the interviews at the end of the week because there is an objective for the week that students have to accomplish it so through this interviews I can analyze if they accomplish that objective and if the discipline actually influences or not students learning process.

### **3.5 Piloting**

To pilot my instrument, I asked the school's principal if I could observe a different group and grade. The supervisor told me that I could do it in second grade in the same school.

I started the piloting by using the discipline format of first week. There were some discipline problems, the most common was disruption. Students were talking while the teacher was giving instructions and to solve that situation, teacher's strategies were in some cases effective and ineffective. The format was useful because the categories were accurate with students' behavior so I could identify them. However, I noticed I needed some space to write comments about the lesson. Table 1 presents the pilot discipline format, I applied it in second grade.

Table 1. Discipline observation format Categories are based on (Tulley & Hwang Chiu, 1995) study.

<b>Discipline problem</b>	<b>How it happened</b>	<b>Discipline strategy</b>	<b>Effective</b>	<b>Ineffective</b>
Disruption (e.g., talking or some type of behavior that deliberately interrupts instruction)				
Defiance (disrespectful behavior, or disobedience)				
Inattention (off-task, inattentive, not doing work, out of seat)				
Aggression (fighting, pushing, name calling)				
Miscellaneous (crying, lying, tardiness, cheating, stealing, gum chewing)				

I considered to add a comment section to describe situations that influence the learning process and be linked with discipline problems. Table 2 shows the discipline format that was actually applied with third grade.

Table 2. Discipline observation format Categories are based on (Tulley & Hwang

Chiu, 1995) study.

<b>Discipline problem</b>	<b>How it happened</b>	<b>Discipline strategy</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Commentaries</b>
Disruption (e.g., talking or some type of behavior that deliberately interrupts instruction)					
Defiance (disrespectful behavior, or disobedience)					
Inattention (off-task, inattentive, not doing work, out of seat)					
Aggression (fighting, pushing, name calling)					
Miscellaneous (crying, lying, tardiness, cheating, stealing, gum chewing)					

Then, five minutes before the lesson finished, I piloted the next questionnaire.

### **Students' Interviews**

1 ¿Crees que la disciplina en tu salón de clases te ayuda a aprender? ¿Por qué?

2 ¿Crees que es importante para tu proceso de aprendizaje que tu maestro sea paciente? ¿Por qué?

3 ¿Consideras que aprendiste el tema de esta semana? ¿Por qué?

They answered and that helped me to modify the format of the questionnaire, they needed more space to answer and question one was not clear for them. Students did not understand the term discipline and in order to be clear, I substitute discipline for discipline rules which they were already familiarized with them. After I modified the questionnaire I piloted them in another public secondary school in first grade. I noticed all the questions were clear and the next questionnaire was the result.

### **Students Interview**

¿Crees que las reglas de disciplina en tu salón de clases te ayudan a aprender el tema?

¿Por qué?

¿Crees que es importante para tu proceso de aprendizaje que tu maestro sea paciente?

¿Por qué?

¿Consideras que aprendiste el tema de esta semana?

¿Por qué?

To finish piloting I applied teacher's interview with teacher of the second school, the questionnaire is the following.

### **Teacher Interview**

1. Do you think your discipline strategies help students to learn? Why?

¿Considera que sus estrategias de disciplina ayudan a los estudiantes a aprender? ¿Por qué?

2. Do you think being patience is important for teaching English to your group? Why?

¿Considera que ser paciente es importante para enseñarle inglés a su grupo? ¿Por qué?

3. Have you had a situation in the classroom where your lost your patience? How did you solve it?

¿Ha pasado por una situación donde perdió la paciencia en clase? ¿Cómo lo solucionó?

I wrote this questionnaire in both languages, Spanish and English so when I interview the teacher, she/he would feel comfortable answering it. The three questions were understandable. The teacher in the pilot only gave me some suggestions about question 3, she told me it was an obvious question since every teacher surely has had lost his/her patience at some point. However, I decided to leave the question as it was established since it is important to know in which situations a teacher lost his/her patience.

### **3.6 Conclusion**

Along this chapter, I presented the methodology that I used, the modifications of the instruments, the procedure I followed for obtaining the data and piloting so I could check the validity and reliability of the instruments. In Chapter Four the data collected from the discipline format observations and the interviews are discussed.

## **Chapter Four: Discussion**

In this chapter, I present and discuss the results obtained from the data. For a better understanding of this chapter, it is organized in two parts. The first one (4.1) describes the context of the three first lessons, the objective of the week, which activities the students did and some other features that happened during the lesson that are relevant to discuss the results. It also involves students' and teacher's perceptions about having discipline rules during the lesson, if those influence students' learning process or not and their perceptions about the teacher's patience in the classroom.

The next part (4.2) contains the context of the second observation week, where there were not discipline rules in the classroom. It describes relevant discipline situations that happened. In this section there are also the students' and teacher's perceptions about not having rules during the lesson, if not having them influence students' learning process or not and students' perceptions about teacher's patience.

#### **4.1 Students' and Teacher's Perceptions about Discipline Strategies in the Classroom and Teacher's Patience**

During the first observation week that was from June 10<sup>th</sup> 2019 until June 13<sup>th</sup> 2019, I observed 3 English classes of third grade. The teacher's aim for this week was to review vocabulary (such as animals, colors, clothes and professions) by doing a game board that also had to do with learning to give instructions. The first and second classes were about doing a crossword or a word search in teams, so the teacher did not explain a specific topic, he only gave instructions to do the task. I consider important to mention that the second class there were just 25 students out of 39, students were more quiet than the first class and there were not as many discipline problems as in the first and third class. The last class was about teams presenting a game board and review the vocabulary already mentioned by asking students directly.

The next table contains five columns. The first column contains the discipline problem description. The second column describes how the discipline problem happened during the class. After, there is the third column that contains the discipline strategy that was applied by the teacher in order to control the discipline problem that was described before. Then, the fourth column says if the previous discipline strategy was effective and how. Finally, the fifth column has the explanation if the previous discipline strategy was ineffective and how it happened.

<b>Discipline problem</b>	<b>How it happened</b>	<b>Discipline strategy</b>	<b>Effective</b>	<b>Ineffective</b>
Disruption ( e.g., talking, or some type of behavior that deliberately interrupts instruction)	Talking among students while teacher is giving instructions.	Count until 3. Ask students to be quiet, pay attention and get back to work	Students started to be quiet and pay attention.	Later students started to talk again.
Inattention (off-task, inattentive, not doing work, out of seat)	Off-task, students were doing another different activity not related with the topic.  Not doing work, students were not doing the activity of the day.  Out of seat, students were walking around the classroom to talk another student.	Monitoring the activity.  Ask students to finish their task.  There was not a discipline strategy for students that were out of seat.	Students get back to work.	Later students started to do no work or off-task.

**Table 3. First Week Students' Behavior.**

According to table 3 (which summarizes the observations of the three classes) there were common discipline problems. The most common was disruption that consisted in students talking to each other while teacher was giving instructions. Then, inattention e.g. students off-task, they were doing activities not related with the lesson. Part of the inattention also students were not doing work, instead they were talking or not doing anything and some of them were out of seat.

In the three classes that I observed the first week, teacher had to ask for students' attention constantly. Although teacher applied his discipline strategies, some students were talking to each other while he was giving instructions

The three classes per week that I observed, those two discipline problems were the only ones that occurred, defiance, aggression and miscellaneous were not present in the classroom.

Base on the results, although discipline strategies were applied, most of the time they were effective for a moment and then students went back to talk to each other or to not doing task while teaching was explaining. When students were not doing the task and teacher started to monitor them, students started to work but once the teacher left them, they went back to not doing the task.

To control those discipline problems, the teacher's strategies were counting until three so students started to be quiet and pay attention to the instructions. Another strategy was when students were off-task or not doing work, teacher asked them to get back to work or asked them to finish it as well as monitoring them. The discipline strategies mentioned worked at the moment and students stopped talking and got back to work but later the discipline problems began again. Bringing Management-related category back from Chapter 2 (Locastro, 2001) shows that a large group needs constant monitoring indeed. Otherwise the group starts to cause discipline problems exactly as I observed when teacher stopped to monitoring.

In the last class of the week the surveys were applied because by the end of the week students have accomplished teacher's aim, and one of the questions is about that. This class there were 39, 34 answered them and I interviewed 4 students with the same questions and I recorded those interviews. I selected these 4 students because two of them were the ones that most caused problems and the other two were the ones that I noticed were not causing any.

The next table shows the results of the surveys. It is divided in two parts. The first one has the questions on the left and next to them are the answers that are divided in three along with the students' responses. Both, questions and answers are in Spanish in order to be clear to the students. The second part contains the third question on the left and next to it the only response with the explanation below.

Questions	Answers		
¿Crees que las reglas de disciplina en tu salón de clase te ayudan a aprender?  ¿Por qué?	Si  “Porque gracias a ellas existe el orden y el orden es necesario para la concentración.”  “Porque hay más tranquilidad en el aula y eso ayuda a que todos estemos atentos.”	No  “A pesar de que hay reglas hacemos ruido y corremos entonces aprendemos con las reglas o sin ellas”  “No sirven para nada ninguno las respeta”  “Porque no hay reglas”	Tal vez (a veces)  “Porque a veces mis compañeros e incluso yo no respetamos el reglamento, y eso complica el escuchar y por lo tanto el aprender de tema también”  “Porque a veces no hacen caso a las reglas”

<p>¿Crees que es importante para tu proceso de aprendizaje que tu maestro sea paciente?</p> <p>¿Por qué?</p>	<p>Si.</p> <p>“Porque hay temas que no entiendo a la primera y necesito paciencia”</p> <p>“Porque si él se molesta hace que nosotros los alumnos también nos pongamos de malas”</p> <p>“Porque tenemos más oportunidades para entregar algún trabajo” “Porque habría conflictos si no lo es ya que muchos nos tan rápidos para hacer los trabajos”</p> <p>“Porque nos sentimos con la confianza de preguntar lo que sea sin temor a regaños. Todos los temas son fáciles de entender con esa actitud”</p> <p>“Hay veces que entiendo y puedo preguntar o cuando me atrase me puede ayudar”</p>		
<p>¿Consideras que aprendiste el tema de esta semana?</p> <p>¿Por qué?</p>	<p>Si</p>	<p>No</p>	<p>Más o menos (tal vez)</p>
	<p>“Porque el profe sabe explicar bien y se le entiende en lo que explica”</p> <p>“Porque lo puse en práctica”</p> <p>“Si puse atención y porque estuvo buena la dinámica”</p>	<p>“No recuerdo cual es”</p> <p>“Porque no estuve en la clase y no lo pude ver”</p> <p>“Estuvimos en puro relajó”</p> <p>“Porque no puse mucha atención”</p>	<p>“Porque no me acuerdo mucho del tema que vimos”</p> <p>“Porque se me dificulta el lenguaje de inglés”</p>

**Table 4. First Week Students' Perceptions.**

Based on Table 4, students' opinions are divided into three. Firstly, the most common answer was that students think the discipline rules do help them to learn. Students answered that discipline rules allow to have an order in the classroom, therefore they can pay attention,

hear what the teacher is explaining and understand it, so they do not have something that can distract them and they can focus. Secondly, also students answered that the discipline rules, do not help them to learn. Those students say that it is because they do not respect those rules or even there are not any rules, consequently that they learn or not, no matter if there are rules or not in the classroom. Thirdly, students say that discipline rules sometimes help them to learn and sometimes not because they are not always present in the classroom and because they also do not follow them.

In terms of teacher's patience, students say that it is important that their teacher is patience for different reasons. One of the reasons is that, the teacher has to be patience when they do not understand the topic even if it has been explained before, so he can explain it until they comprehend and in this way they learn because not all of them learn at the same time. Also, students' perception is that when the teacher is patience, they feel comfortable enough to ask doubts and they know the teacher is going to explain without being rude. Finally, students say that a patience teacher help them to deliver previous tasks, which are a main part of their grades. In this part I could observe the affective category (Locastro, 2001). It talks about the significance of a good teacher-student relationship, that even though it is difficult to maintain it, teacher's patience forms part of it.

Part of the students' surveys, there is a question about if they learn or not the topic of the week. Students' answers are divided in four. One part of them, say that they did learn the topic that was about vocabulary, because it was a topic that they have already seen. Also because the activity seemed to be funny for them. Another part of the students say that they did not learn the topic because they did not pay attention, they were playing and as I said

before some of them did not have classes because an exam. Finally, some students say that maybe they learn because they still have doubts.

At the end of the week I interviewed the teacher as well. The teacher thinks that discipline rules sometimes permit students to learn because they allow them to hear teacher's instructions, therefore they do the task correctly. Otherwise, students do not hear what he is saying and do not do the task or it takes more time for them to do it.

This shows that there are various opinions about discipline strategies, that they are necessary for keeping an environment in which students can work and focus on the topic. On the other hand, although there are discipline rules students do not follow them and students think it is the same with and without rules. Teacher's patience is important for students because they need the teacher explain them until they learn.

#### **4.2 Students' and Teacher's Perceptions about Lessons without Discipline Strategies**

The second week of observation was from June 17<sup>th</sup> 2019 to June 20<sup>th</sup> 2019, I observed three English classes. I noticed that there was not a specific teacher's aim for the week. The first class teacher explained the use of adverbs grammatically, the second class students were doing a listening activity and the third one students by teams presented a board game made by themselves. I think it is important to mention that only the first class of second week the teacher did not apply any discipline strategy, the other two classes he had to apply some strategies.

The table 3 has two columns. The first one has the discipline problems that occurred this second week and the second column explains in detail the way the discipline problems occurred.

<b>Discipline problem</b>	<b>How it happened</b>
Disruption ( e.g., talking, or some type of behavior that deliberately interrupts instruction)	Students were talking while teacher was giving instructions and while the team was doing it too. Students were talking instead of singing.
Inattention (off-task, inattentive, not doing work, out of seat)	Students were off-task, they were not writing instead they were talking. Students were not doing work, it means they were not singing or writing.
Aggression (fighting, pushing, name calling)	Students were fighting among them.

**Table 5. Second Week Students' Behavior.**

Table 5 represents the most common discipline problems during the second week, it summarizes the three discipline observation formats of the week. This past week, disruption was presented again, students were talking during the three lessons while teacher was explaining the adverbs in the first class. In the second class, students were also talking instead of singing which was the activity of the day and in the third class, students were not talking as much as the previous classes because they were solving a word search and the team that presented that board game was monitoring the activity.

Inattention was also presented, there were students off-task in the three classes and not doing work. They were doing another activity not related with the activity of the day or talking instead of working. The discipline problem that was presented differently from the first week was fighting. Students were fighting among them, while they had to do the task, some of them were playing/fighting instead of working. The findings in this part took me back to Management-related category by Locastro (2001). It refers to the importance of monitoring a large group, if not situation like shown before may be presented.

This second week I also applied a survey. It consisted in two questions that were asked in Spanish for a better students' understanding.

The first one is about if they think they learnt the topic of the week, along with this questions they had to answer why they think they learnt or not. Students' opinions are again divided in three. Students' most common answer was that they think they did learn the topic of the week. This is due to classes were dynamic and the teacher's explanations were clear. The next answer it was just a student who said that did not learn the topic, but he/she did not write an explanation. In the same question, only one student said that more or less due to the activities that were singing and the class was about irregular verbs.

The second and last question is about students' perceptions about not having discipline rules in the classroom, if they help them to learn or not also they had to say why they think that.

There are different reasons but almost of all them coincide that without discipline rules, the class would be a mess, no one could hear the teacher's explanation and students

would be doing anything they want except learning. In this part, it is clearly shown that misbehavior interferes students' learning process according to Morin & Battalio, 2004.

Then, another part of students answered that not having discipline rules in the classroom help them to learn. In this way there is no need to apply them because they behave calmly and they can work without them.

Finally, there were some students that answered that sometimes because they can learn from playing so there is no need to have discipline rules and at the same time it is necessary to have them in order to keep an appropriate environment to learn.

I interviewed the teacher as well, so I can have his perception about not having discipline rules in the classroom. The question is about if he thinks that classes without discipline strategies influence students' learning process. The teacher said that yes, they influence them because without discipline there is not an appropriate learning process that the knowledge cannot be given properly. He gave an example of the last class, that students took too long to do the activity and that made that the aim of the lesson was not accomplish.

This second week shows that when there are not discipline rules and discipline strategies it influences students' learning process. Without them, there is not an order, which for the majority of the students, helps them to focus on the task or the explanation. About the question if they learned the topic of the week, the majority said that yes although there were not discipline strategies as in the first week.

The discussions about the results obtained from this present chapter lead me to answer my research questions which are going to be presented in Chapter Five.

## **Chapter Five: Conclusions**

In this chapter, the conclusions of this study are presented. It is organized in four parts. In the first one there is a recapitulation about the statement of the problem, the context in which this study was carry out and the answers of the research questions. The second part shows the implications of the study. In this section I state how important is that discipline and patience should be present in the classroom. After, there is section three which includes some limitations that I faced trough this study. Finally, section four includes suggestions for taking this research to a higher level.

### **5.1 Summary**

Teaching to a large group of adolescents can be difficult. Keeping them focus on the teacher's explanation or on the task, can be a challenge. To do so, discipline rules and discipline strategies should be at hand so the learning atmosphere facilitates the process.

The purpose of my thesis is to analyze how discipline and teacher's patience influence students' learning process. The methodology I used was qualitative, the participant-observation method made me aware of the context and I was able to complement it with short surveys for obtaining information about students and teacher's behavior.

The following research questions guided my research. They are going to be present one by one with their purpose and their answer.

## **5.2 Research Questions Findings**

In Chapter 2, I present two discipline perspectives. The second perspective is classroom discipline. It is about its presence during the lesson and how it builds an atmosphere to work properly (Morris, 1978). My first research question shows how discipline facilitates the English learning process in a public secondary school.

### **How does discipline influence secondary students' English learning process?**

This research question led me to the way in which specifically discipline influences secondary students' English learning process. Based on the results from Chapter 4, discipline influences students' learning process in 3 ways.

Firstly, discipline helps the teacher to control students' behavior which is necessary when they get distracted, therefore students continue with the learning process. They understand instructions or the topic of the day, consequently the aim of the lesson is accomplished.

Secondly, discipline helps students to have a proper environment to work, it means that when there are discipline rules, there are no distractors such as noise, or students' talking which allows students to hear what the teacher is explaining and understand it.

Thirdly, discipline helps to keep students' attention, when they are present in the classroom it is easy that they pay attention during the task or teacher's explanation.

To conclude this first question, discipline influences positively students' learning process because it permits both parts to work with certain order, teacher can explain the topic

and students can understand it when there is discipline inside the classroom. The data obtained from this first question proves the relevance of discipline to build a comfortable setting with appropriate students' behavior (Canter & Canter, 1992).

The following question is related specifically in Chapter 2, in Teacher's patience section. It says that at some point students tend to imitate teacher's behavior. (McDaniel, 1986). The objective of my second research question is to see how a patient teacher helps or not students' learning process, and in which ways it should be presented. It also shows this teacher-student relationship in which they both need patience in their environment to feel comfortable to explain and to ask.

### **How does teacher's patience influence the secondary students' English learning process?**

According to the discussion of previous chapter, teacher's patience plays a relevant role during the lesson from both sides.

The first one, students are aware that there are classmates (or even themselves) that do not learn at the same rhythm than the others, and they need more than one or two explanations, that is why the teacher has to be patience in order to clarify students' doubts as many times as necessary. By being willing to do so, students feel comfortable enough to ask their doubts about the topic or task, thus teacher's patience actually helps students through their learning process.

The second one is related to the first one. Being a patience teacher makes easier to explain to students repeated times the same topic. On the other hand, working with teenagers requires a lot patience, since they are easy to distract. However, it is important to let them interact among them but with some boundaries established, here it is where patience takes place. Knowing that they need to express themselves and manage that with patience helps students to feel comfortable and having a proper environment for both parts to work.

To achieve this second question purpose, patience influences students' learning process. It does it in a positive way because it encourages to go on through the lesson when a difficult situation is presented, e.g. student's doubts or students' misbehavior.

Finally, the third question is presented below. My last research question is linked with Chapter 2, Misbehavior section. In there I present that misbehavior leads to an environment that does not let students who are misbehaving to learn (Morin & Battalio, 2004). It includes discipline and patience, what happens when they are not present in the classroom.

**What does it happen when patience or discipline are missing in the classroom? Is the secondary students' learning process affected or not?**

For the majority of the students, not having discipline in the classroom does not help them to learn. It affects their learning process because it does not allow them to be focus on the lesson. Without discipline in the classroom, many distractors are presented such as students' talking, laughs or they start to not doing work and go out of their seats which are

considered misbehavior. Those kind of situations affect students' learning process, they would not let them focus on the lesson. However, it is important to mention that the activities should be carried with certain freedom, teacher should let students work in a way that they feel they can learn and do not impose a specific way to work.

About teacher's patience, it seems that it is a positive characteristic for both sides. If patience is missing in the classroom, students would not be feel free to ask any doubts that they had and as a result, students would keep a lack of information which later can affect their English learning process.

To finish this third question, when discipline and patience are not in the classroom leads to have more problems that later will affect students. They would not learn the topic of the lesson therefore the aim of the week and so on, hence students would have poor English basis.

### **5.3 Implications of the Study**

Observing students' classes allowed me to notice that they need a guidance. This guidance means that they need someone that helps them to be focus on whatever the topic is, to carry them through the journey that is learning and teaching them with patience. Discipline rules help them to do so, as well as discipline strategies; they permit that guidance for students accomplish their learning process. Otherwise, they would be lost, even if there is a perfect lesson plan without discipline, students would not probably be understanding.

I consider important that future and novice teachers take into account this study in order to keep in mind that students will always need your assistance. Even if the activity seems to be easy, it is highly probable that they ask you doubts about it. I believe that is important to mention that as a student, I have had a numerous teachers and observed some too and a mistake that I have noticed is that they sometimes ask students to solve exercises or solve pages of their books and leave them alone. This study proves that students need their teacher to create a proper atmosphere to work so they learn as well as to solve any doubt they have.

I strongly think that if there is any discipline and patience inside the classroom it would be difficult for students to learn. Hence, teacher should establish the rules and make sure all the year that students follow them. The same way patience should be carried, in every difficult situation that can happen during the lesson the teacher has to be prepared to manage it and patience help him to do so.

For novice teachers, I want to point out the importance of having discipline rules since the beginning of the course and make sure that students know them. According to the results of Table 2 in Chapter 4, students think that there are not any discipline rules, therefore it is highly important to make sure they know them.

I think it is important to say that applying discipline rules and discipline strategies does not mean to control the group. Students should have the freedom to work in a way that it permits them to learn. Every student has his own way to learn, they have different abilities

or difficulties to learn, so being aware of that may help the teacher to do not want them to be quiet all the time.

#### **5.4 Strategies to Develop Discipline and Patience**

The importance of discipline and patience during the lesson has been shown in the previous chapters. In this section, there are some strategies that can be used to develop those two features.

Students sometimes think that there are no rules because no one follows them. In order to develop discipline inside the classroom, students must know since the beginning the rules established by the teacher. If necessary, students can write them down on their notebooks or rules can be part of the material around the classroom.

Instead of giving students a consequence for breaking the rules, teacher can give a reward for following the rules. I believe that a positive incentive can bring positive results in students' behavior. The incentive does not have to be necessary a material reward, for example, it can be an advantage that can be applied during a lesson of their choice.

I believe that in order to develop patience, teacher should have in mind that there are two situations that will always require his/her patience. Those situations are mentioned in Chapter Four. The first one is when students do not understand the lesson. Not all of them learn at the same rhythm, so the teacher has to be patience to search as many times as necessary for different teaching strategies about the same topic and explain it to them. Keeping in mind that there are students that do not learn in the same way can help the teacher

to be previously prepared with different teaching material. The second one is about teacher's behavior, as shown in chapter four, students feel comfortable enough to ask their doubts if the teacher is patient. Losing patience may bring negative results because students may keep their doubts for themselves and consequently it can start a lack of knowledge that later can affect students' learning process.

To conclude this part, discipline and patience have to be part of the dynamic of every lesson, at some point students will get used to it and the learning process will be positively influenced for both sides.

### **5.5 Limitations of the Study**

The process of this project made me face some situations that may have influenced it. One of the limitations of this study is that before I started the observations in third grade I talked about my research with the teacher, and it is possible that it may influenced his lessons to avoid discipline problems and to predispose students so, they could have changed their behavior. If that so, I may not have observed the real context and my conclusions can be less accurate because of it.

During the observations when I wanted to see how a class would be without discipline in order to be more accurate with the results, it turned out that it was not completely possible to do it. Even though the results leaded me to make some conclusions, I could not observe more closely a lesson where there would not be any kind of discipline. I only observed one class, but I think it was not enough to make a more precise conclusion.

Another factor that may have influenced my thesis, it is that there were some students' surveys that were not fully answered and some of them were difficult to analyze due to the variety of opinions. Also, I only observed third grade I cannot state that all secondary students behave in the same way and that they need discipline during the lessons. It is well-know that some groups do not need as much discipline as others. Teacher has to know well his/her groups in order to establish whether it is important discipline or not.

Finally, I could only observe 6 lessons, I wanted to observe more lessons to obtain more data about students' and teacher's behavior but due to graduation school events, the students were often required to do activities out of their usual schedule. Also I had a deadline to hand over my data results.

## **5.6 Directions for Further Research**

This last part consists in presenting suggestions to do research about this topic but in a different context. My thesis consisted in discipline in the classroom, whether it influences students' learning process or not. However, facing misbehavior in a secondary school with a large group of students can be hard to manage. That is why I suggest doing research about what type of discipline rules and discipline strategies are more likely to work with adolescents, specifically with Mexican students.

I recommend taking this study into a different academic context. During this thesis I proved how important discipline rules and patience are important in each lesson for the English learning process, it can be taken to study any other subject in any other grade.

To conclude, this study can also be taken to a higher level. It means that it can be an ethnographic study to show if there is any lack of discipline rules and patience inside the classroom and if actually there is that lack, if it influences the Mexican education and how it does it in order to improve our education system.

**Appendix A: Discipline Observation Format. Categories are based on (Tulley & Hwang Chiu, JSTOR, 1995) study.**

Discipline problem	How it happened	Discipline strategy	Effective	Ineffective	Commentaries
Disruption ( e.g., talking, or some type of behavior that deliberately interrupts instruction)					
Defiance (disrespectful behavior, or disobedience )					
Inattention (off-task, inattentive, not doing work, out of seat)					
Aggression (fighting, pushing, name calling)					
Miscellaneous (crying, lying, tardiness, cheating, stealing, gum chewing)					

## **Appendix B: First week students and teacher's interview**

### **Students interviews**

1. ¿Crees que las reglas de disciplina en tu salón de clases te ayudan a aprender el tema?

¿Por qué?

2. ¿Crees que es importante para tu proceso de aprendizaje que tu maestro sea paciente?

¿Por qué?

3. ¿Consideras que aprendiste el tema de esta semana?

¿Por qué?

### **Teacher interview**

1. Do you think the discipline strategies help students to learn?

Why?

¿Considera que las estrategias de disciplina ayudan a los estudiantes a aprender? ¿Por qué?

2. Do you think being patient is important for teaching English to your group?

Why?

¿Considera que ser paciente es importante para enseñarle inglés a su grupo?  
¿Por qué?

**Appendix C: Second Week Discipline Observation Format. Categories are based on (Tulley & Hwang Chiu, JSTOR, 1995) study.**

Discipline format	How it happened	Commentaries
Disruption ( e.g., talking, or some type of behavior that deliberately interrupts instruction)		
Defiance (disrespectful behavior, or disobedience )		
Inattention (off-task, inattentive, not doing work, out of seat)		
Aggression (fighting, pushing, name calling)		
Miscellaneous (crying, lying, tardiness, cheating, stealing, gum chewing)		

## **Appendix D: Second Week Students and Teacher's Interview**

### **Students interview**

1. ¿Consideras que aprendiste el tema de esta semana?

¿Por qué?

2. ¿Consideras que las clases sin reglas de disciplina te ayudan a aprender?

¿Por qué?

## **Teacher interview**

1. Do you think that classes without discipline strategies influence students' learning process? Why?

¿Considera que las clases sin estrategias de disciplina influyen el proceso de aprendizaje de los alumnos? ¿Por qué?

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