



**BENEMERITA UNIVERSIDAD
AUTÓNOMA DE PUEBLA**

FACULTAD DE LENGUAS

**EFFICIENT TEACHING CLASSROOM MANAGEMENT
PRACTICES IN TWO THIRD GRADE CLASSES
WITH DISRUPTIVE BOYS**

**A thesis submitted to the School of Languages
for the degree of**

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

Angelica Tapia Rangel
PRESENTA

Mtra. Fátima Encinas Prudencio
ASESORA DE TESIS

Puebla, Puebla Febrero 2015

**EFFICIENT TEACHING CLASSROOM MANAGEMENT
PRACTICES IN TWO THIRDGRADE CLASSES
WITH DISRUPTIVE BOYS**

This thesis has been read by the members of the Thesis Committee and is considered worthy of approval in partial fulfillment of the requirement of the degree of

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

MTRA. FÁTIMA ENCINAS PRUDENCIO

MTRA. MA. GUADALUPE SALAZAR BLANCO

MTRA. GEORGINA AGUILAR GONZALEZ

TABLE OF CONTENT

CHAPTER ONE: INTRODUCTION

	Page
1.0 Introduction to the problem	1
1.1 Rationale	2
1.2 Purpose of the study	2
1.3 The context of the research	2
1.4 Location of the research	3
1.5 Research questions.....	3
1.6 Significance of the study	4

CHAPTER TWO: LITERATURE REVIEW

	Page
2.1 English in basic education in Mexico	5
2.2 Classroom management	6
2.3 Different students/different needs	10
2.3.1 Differences between disruptive and hyperactive boys	11
2.3.2.1 Special attention to hyperactive boys	13
2.4 Teachers`beliefs	14
2.4.1 Teaching responsible behavior	15
2.4.2 Assertive teachers	18
2.4.3 Effective teachers	18

CHAPTER THREE: METHODOLOGY

	Page
3.1 Participants	20
3.2 Instruments	21
3.2.1 Classroom observation	21
3.2.2 Interviews	22
3.3 Procedures	22

CHAPTER FOUR: FINDINGS

	Page
4.1 Teachers whose principals consider have effective classroom management with disruptive and hyperactive boys.....	23
4.2 Classroom arrangement	23
4.3 Effective and assertive teacher's characteristics	28
4.4 Different students/different needs	30
4.5 Teachers beliefs	32

CHAPTER FIVE: CONCLUSIONS

	Page
5.1 General results	34
5.2 Implications	35
5.3 Limitations	36
5.4 Direction for further research	36
5.5 Personal reflection	37
References	40
Appendix A	42
Appendix B	43
Appendix C	44

CHAPTER 1: INTRODUCTION

Classroom management is one of school teachers' concerns. Most of them agree that it is one of the main competences they need to acquire when teaching children and one of the critical components of effective teaching. Creating an appropriate environment in the classroom involves a complex series of processes. Marzano and Pickering (2003) agreed that the way that a teacher manages a group is related with the students' achievement. It also implies efficient techniques that teachers have to use in order to be more effective. They also affirmed that school policies and practices affect classroom management considerably. In this sense, they analyzed research from more than 100 studies on classroom management. They provide real stories of teachers and students in classroom situations to help illustrate how the action steps can be used successfully in different situations. They also review the strengths and weaknesses of programs with proven track records. On the other hand Wragg (2001) wrote a set of eight innovative practical resource books for teachers, focusing on the classroom and covering vital skills for primary and secondary teachers. The books are strongly influenced by the findings of numerous research projects during which teachers were observed at work. He states that successful primary teachers operate in many different ways, but they have one thing in common, they have an ability to manage their classrooms effectively. In other words, he affirms that effective classroom management can be the single most influential factor in getting it right and is a core teaching skill that both trainee and experienced teachers should constantly be improving on. These examples show that classroom management is more than a simple topic; it is one of the most important tools in teaching.

1.1 Rationale

In the light of the previous information, it is important to investigate more in this area. It is necessary to learn from experienced teachers, to explore the way that they manage classrooms especially with disruptive and hyperactive boys. This could hopefully help teachers, mainly novice ones who do not know how to face these situations.

1.2 Purpose of the study

The main purpose of this inquiry is to explore what kinds of activities and strategies efficient teachers use in this context. Besides, I am interested in investigating the instruments that efficient teachers use to create a positive environment and relationship with children especially with disruptive and hyperactive boys.

1.3 The context of the research

This study is focused especially on efficient teaching classroom management practices in two catholic private primary schools in Puebla where disruptive and hyperactive boys predominate. I decided to carry out this research because I am interested in observing and exploring the strategies that teachers use, and I want to know more about how to react to real boys in a real context and how important it is to consider other factors that affect the classroom environment. This initiative emerged from my first teaching practicum with children in the summer of 2013. This short period of time helped me realize that teaching children, especially disruptive and hyperactive ones, requires more than a lesson plan and attractive materials. It implies developing other skills that help to engage the student's interest and attention. Besides that, this context showed me that it is not easy

to work with this kind of children and that it is not enough to have the content of the class or to have a complete lesson plan and useful materials to be a successful teacher. These events occur in this context mainly because several families especially who have boys with some behavior problems choose these kinds of institutions as a possible solution or support in these kinds of conflicts. Mainly when we talk about Catholic private schools, parents tend to believe that the education that their sons/daughters will receive there must be almost perfect or at least free from disruptive behaviors, and when this does not occur, some parents are disappointed and blame the institution instead of assuming their main responsibility in their children`s education.

1.4 Location of the research

The data in this research will be collected through six classroom observation classes in two third grades groups in two catholic private primary schools in Puebla and one interview to their teachers where the majority of students are boys. Students` ages ranked between eight to nine years old. These instruments will be applied in order to obtain clear and precise information to support this injury.

This study aims to answer the following research questions:

RQ1.- How does efficient classroom management procedures look like in two classes with disruptive and hyperactive boys?

RQ2.- What are the teachers` beliefs about classroom management?

1.6 Significance of the study

This study attempts to explore teaching techniques and skills that are important in classroom management practices. On the other hand, it will hopefully contribute to the understanding of the idea that “good” classroom management depends more on collective work by teachers, students, school leaders and parents than just in assertive instructions and students` blind obedience.

Conclusion

Finally, as a conclusion of this chapter, classroom management plays a significant role inside the class. At the same time, this means that teachers have to take into account real situations and students` need more than just theories or methodologies. Besides that, as teachers it is necessary to develop activities that engage children in learning and establish those classroom conditions that facilitate effective and efficient learning.

CHARTER II: LITERATURE REVIEW

In this chapter, I will present the main concepts related to this research. The literature review will first discuss mainly what classroom management is, the differences between disruptive and hyperactive boys, teachers` beliefs, responsible behavior, and effective teacher practices. Each one has the principal explanation, contrast and analysis from some important authors in order to support this injury.

2.1 English in basic education in Mexico

Education is fundamental in the life of human beings. It is a right that should ensure a better lifestyle to those who receive it. Therefore, teaching is a transcendental work in each society. It has been changing in the last years because of the education system. Education currently faces significant challenges as a result of political decisions, social trends, economic purposes and the much talked-globalization.

In Mexican public primary schools, English was not a subject in the curriculum until the implementation of the PNIEP in The Secretaría de Educación Pública (SEP) through the *Programa Nacional de Inglés en Educación Básica (PNIEB)* they have implemented it as an answer to the multiple changes in the world. As mentioned before, the phenomenon of globalization presents education as a key instrument of survival of each individual through competences. However, these kinds of programs seem to forget that education is for students who interact, have different feelings, emotions and who need to develop their own identity. Hence, to be a teacher is more than transmitting the content of a curriculum that could well be now replaced by advanced platforms, instruments and

electronic resources available to many (Torreblanca, 2002). In other words, being a teacher implies to facilitate educational processes that result in meaningful learning for the students. Teachers have the right to teach but students also have the right to learn. That right should be realized in a positive environment free from disruptive situations and where teachers and students can bloom (Canter, 1992).

2.2 Classroom Management

To achieve this auspicious environment, it is vital to consider the main issue, “classroom management”. Cooper and Garrett (1990) state in a search of literature review on teaching, a set of different points of views regarding classroom management and they defined this concept chronologically. The first refers to the authoritarian approach which focused on controlling student behavior through discipline. This proposal considers classroom management as a synonymous of discipline. In fact, some authorities from some private schools have the false idea that a teacher is good when he/she controls the group. It seems to happen more in private schools where teachers are more supervised than public ones. In this sense, Rousseau’s (1778) theory (cited in Bowen & Hobson, 1996, p. 141) says that, “when a child does something wrong it is better to let them suffer the consequences of his misconduct, because the ideas of duty and obedience are unnecessary and harmful”. This way of teaching has caused a kind of teachers` and children`s frustration. Some teachers tend to forget that children are hearts more than just heads that have to receive and accumulate information that they do not understand at all what it is for.

The second one refers to the intimidation approach where the teacher can be sarcastic, make fun of the children and with this attitude control the group better. Contrary to this, psychologist’s points out that most of the children at eight to nine years old are

concerned for their actions; they are ashamed of their mistakes, and their fears. At this age they are very sensitive to criticism and they expect more praise and do not hesitate to look for it (Feldman, 2007). The next one is the permissive approach, this is an opposite position because it permits to children do whatever they want and this cannot be possible because children must have limits to regulate their behaviors. Related to this, Neil (1986) psychoanalytical approach (cited in Bowen & Hobson, 1996) affirmed that nobody should force children to learn. They should be allowed to follow their own path and seek to learn only by their own needs and their inner impulses. On the other hand, he stated that if the child is educated in freedom he/she will be more conscious from his actions. This could work if we lived in an ideal world; nevertheless, we live in a place where all of us need rules or at least certain common regulations that permit living in peace with the others respecting everybody's individuality. In the same stance, Mackenzie (1996) states that limits are important because they work as messages or signals to communicate the rules or expectations for behavior that provide a kind of green lights for acceptable and red ones for unacceptable behavior.

The next one refers to classroom management as a cook book where the teacher has to follow certain steps to achieve his teaching purposes. This proposal suggests treating all children in the same way and this is not possible because each one is different and they learn in diverse manners, besides they are not robots which can be programed to work without feelings and thinking. Today this theory is overshadowed by the Gardner' multiple intelligences theory (2004) which says that, each individual has different abilities, and ways of seeing and of knowing the world and each one has the same value because all of them are important and useful.

Another focus is the instructional approach used to prevent or to stop inappropriate student`s behavior based on planning and implementing good lessons that motivate students` attention. Smith and Laslett (1996) established manners of starting a lesson in order to get students` attention. First of all, some teachers agree that it depends on the way in which instructions are established in the classroom. Second, seating students with friends to avoid dispersion among them and start a lesson with some activity or something within students` capacity to accomplish without help. That means that if the teachers` instructions are clear and precise facilitate considerably an appropriate environment in the classroom. This sounds good, and these proposals are appropriate for teachers that stay all day long with children but an English teacher is in disadvantage because he/she works around forty five minutes or less, and sometimes this is an obstacle in English class because a teacher has to cover the program and has to show his efficiency through clear results. There is another disadvantage for English teachers that, in many schools, English as a subject tends not to have the same importance as Mathematics or Spanish.

The next proposal views classroom management as a process of creating a positive socioemotional climate in the classroom through the establishment of healthy interpersonal relationship. In this sense, “the school must become for teachers, families and students a cultural experience center. It must be in an open community of learning, of reflection, of action and reproduction” (Torreblanca, 2002).

Each approach, discussed above, represents a particular philosophical position and an operational approach. Finally Cooper and Garrett present their own classroom management definition as “a set of activities by which the teacher establishes and maintains those classroom conditions that facilitate effective and efficient instruction” (Cooper, J.M. & Garrett, S.S. 1990, p. 232) whereas Marzano (2003) affirms that classroom management

involves “withitness” which is considered as an ability to identify and quickly act on potential behavioral problems, and emotional objectivity as an ability to interact with students. Managing a class sometimes can be difficult because of the teacher`s attitudes and the way they conduct the class. Gebhrad (1996, p. 69). “Classroom management refers to the way teachers organize what goes on in a classroom. The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways. It is through meaningful interactions that students can make progress in learning English”. Davies and Pearse (2000, p. 123-128) hold the view that “getting attention and participation, giving and checking instructions, managing pair and group work, teacher and learner role, and discipline “ are key elements to a successful classroom management. It can be concluded that classroom management is related with teachers` abilities, attractive materials, interesting curriculum and collaborative work where teachers, students, parents and directors have the same responsibility in creating healthy climate where children can reach their expectations and develop their own skills made them better and proficient people inserted in the society.

2.3 Different students/ Different needs

It is vital for teachers to take into account children`s different characteristics during their development because it could help to understand the students` behavior, reactions, feelings, emotions, abilities even personal conflicts. To know this could help to create a better atmosphere in the class. Related to this, Feldman (2003) states that one of the most valuable and lasting gifts that teachers, parents and adults can offer children is a positive sense of themselves. Therefore, the main job of adults is to help children feel good about themselves; make healthy friendships, and treating others respecting their individuality and

diversity. In this sense, self-esteem has a significant role. Some experts establish that the self-esteem is completely defined at this age, where children can show themselves as optimistic, cheerful, enthusiastic, concern for others, capable of adapting to the environment. Another interesting thing to ponder here is that in a classroom there is a diversity of children and it is more common to pay attention in those who distract the class. As a matter of fact, most of the teachers remember best their disruptive students or even those who cause disorder. Actually, some teachers go mad with this situation and they constantly look for strategies in order to teach better. This is probably because “teachers receive the best teaching, curriculum content studied, performed statistical designs about achievements through education, however this is not enough to face the society needs” (Calvo, 1994, p. 25). It is now recognized that a teacher learns in practice and when he/she becomes one of their students and when they help children`s development, not only academically but especially humanly.

2.3.1 Differences between disruptive and hyperactive boys

In the classroom, each student is unique and each one has distinctive background, and different needs. Children try to draw attention especially when they are unable to communicate their needs or desires in effective way. Behavior is a communicative function and every child is moved by different factors, in particular, we have to think carefully about disruptive and hyperactive boys. Based on some authors as Rief (1999) and Mackenzie (1996) who state that according to some studies which took place in some schools in USA there are more boys with attention disorder than girls and this disorder is represented among all racial, cultural, and socioeconomic groups. Rief (1999) argues that it is necessary to make a difference between ADD (attention deficit disorder) and ADHD

(attention deficit hyperactive disorder) because often there are students with deficit of attention but they are not hyperactive children. These kinds of students do not disturb in the classroom, however this behavior can be a problem for them and lead to significantly lower performance in school. In practice, it is vital to notice this because hyperactive boys need a particular attention. Hence teachers have to distinguish when they face disruptive or hyperactive boys. There are considerable differences among them. Mackenzie (1996) suggests that an ADD boy can be recognized through three specific areas: attention span, impulse control, and activity level. That is to say, children with ADD are very distractible, they have problems to pay attention and follow directions, and they also have difficulties to focus and stay on a task, as if they would be consistently unconscious. Sometimes they may appear on the moon and can easily lose their personal things. In fact, these kinds of children are more difficult to diagnose. For that reason, it is very crucial that teachers identify them and canalize them with the principal or specialist in this area. In that way, children with ADD can be helped to overcome the impairing effects of their disorders because they require a great deal of structure, support, and consistence, guidance to keep them on track and to help them perform to the best of their ability.

On the other hand, based on Rief (1999), children with ADHD are in constant movement, tend to wave their hands, distracted easily, and wander around the room. They also have difficulties to stay in a same place, often interrupt others, talks excessively, create problems mainly because they respond first and think later. They also love dangerous activities without considering consequences. They are socially immature and they have low self-esteem and frustration. It is important to understand that children do not disrupt intentionally on the contrary this disruption is due to genetics causes and neurological dysfunctions.

In fact, in each classroom there is at least one student with these characteristics; therefore, every teacher should know how to face this situation otherwise there is a risk of frustrating students, even more to affect their present and therefore their future lives. The above is consistent with that fact that “children with ADHD have the potential to be creative, useful, productive, and successful members of the society” (McEwan, 1998, p. viii). Following the point of view of the same author suggest the main characteristics that an effective teacher should have.

- Empathetic about the struggles of a child with ADHD
- Loving, kind, and supportive
- Highly structured and organized
- Calm and nonreactive
- Willing to recognize, reward, and encourage positive behavior
- Flexible and willing to change
- Communicative and empathetic with parents
- Able to teach a concept using many different approaches, and tenacious about student learning success.

2.3.2.1 Special attention to hyperactive boys

Because this research is focused especially on disruptive and hyperactive boys, it is important to take a considerable estimation in how effective teachers can help them better. McEwan (1998) suggests certain preventions that teachers can consider, because she believes that a hyperactive boy can learn and succeed in school, at home, and any place. Children can manage their difficulties; they can grow up to be successful adults who can

make a positive contribution to the society. This will be possible if teachers develop certain abilities that according McEwan are the following:

1. Use signals to indicate changes in activity as turning lights several times, rings the bell, play music or any other strategies.
2. Make a list of what to do and cross them out when they are finished.
3. Have extra materials.
4. Modulate the tone of the voice, to get their attention.
5. Stimulate the student`s curiosity.
6. Arrange the classroom in different ways according every activity.
7. Monitor the class constantly.
8. Use eye, and physical contact with them.
9. Praise the student`s concentration.

All of the mentioned above are some possible tools that teacher can use, but these should be used according to every students` needs. The main point here is to be aware of the teachers` responsibility which is to accept, love, and understand the hyperactive boys, and find new ways to help them succeed.

2.4 Teachers`beliefs

Almost everyone has had a teacher and each one has a personal point of view of what a teacher is. Some have good memories, others probably not, however what is true here is that teachers, like everybody else have abilities and skills, talents to share and as any professional, they have taken the time to form in his/her career. Furthermore, Galbraith (2004) deems that everybody has their own philosophy based on beliefs, these in turn

change depends on the new needs and experiences. These work as life rules that modify personal behavior of living. Taking into account that the personal philosophy affects the own development in education area, it is necessary to mention that the educational institution also has his own philosophy which provides some basis for selecting instructional content, establishing teaching learning objectives, selecting materials, interacting with learning and the way to evaluate the educational outcomes. These beliefs are based on the recent trends, it means through the competences.

Many people are in favor of educational issues engage and affect our way of thinking and our hearts. In fact, “teaching is work that entails both thinking and feeling and those who can reflectively think feel will find their work more rewarding and their efforts more successful” (Zeichner & Liston, 1996, p. xii). That is true, but opponent of this view say, today in Mexico this theory cannot be shared by all teachers. This utopic theory is overshadowed by educational reform. In 2010, the Ministry of Education through the National Pedagogical University, commissioned a long and detailed survey for Mexican teachers. The document is called Provision of teachers to professional development and attitudes toward education reform reported that 13.5% of education places were obtained by inheritance or purchase. www.jornada.unam.mx, (2013). Even though the percentage could be higher due to political interests are involved. If so, it is more likely to be teachers for convenience, by resignation, rather than vocation to serve the community. This is terrible because there is a risk of frustrating students and their learning development. Consequently, it is necessary to see the teaching profession as an opportunity to serve in the society instead of as chance to do anything. Changing the way of thinking is painful, “minds of course, are hard to change” (Gardner, 2004, p. 1). This implies having an open mind, and a

clear commitment. This should be taken into consideration by Mexican teachers who have more than one plaza.

2.4.1 Teaching responsible behavior

It is critical to consider that students' lives today are influenced by different factors such as globalization, the media, sometimes poverty, emotional problems, abuses, and mainly broken families. All these situations reflect that students bring more than pencils to school. Therefore, teachers have to take into account the authentic context in which they develop their abilities in order to get better outcomes (Lee Canter association, 1992). Teachers agree that rules are important in classroom environment because they help to create an appropriate climate to achieve the teaching learning process. In spite of all this, some children especially today have certain difficulties to follow these procedures because often when they hear the word "rules" this sounds as a drill or as something very unpleasant for their ears and they register them as I do not like them, or I hate them. This is probably because they are not accustomed to follow them or possibly in their homes they do not exist. Family environment has changed and parents have to work sometimes all day long and they do not spend time with their children. Because of this lack of time with their children, they often give them those material things and children think that they can do whatever they want because their parents are indebted with them. Sometimes parents ignore the real children's needs. All this situation affects the learning student development, and in some cases contributes to children's bad mood and stimulates disruptive students behavior.

This kind of conflict hinders the teachers' job. For instance, it is necessary to establish common orientations. Here we have some that experts consider interesting, "in the

classroom, teaching rules is the teachers` job. Teachers have the right and responsibility to establish rules and directions that clearly define limits of unacceptable and acceptable student behavior” (Mackenzie, 1996 & Canter, 1992) that is to say, teachers are primarily responsible for what happens in the classroom, of course parents and directors are also included.

So, rules should be clear, concise and precise, and they must be effective, because students need to see them in action otherwise the rule loses effectiveness and teacher loses credibility and the situation can become a mess. Hence according to Piaget`s research, teacher teach rules in two basic ways with their words and with their actions. In effect, if teacher loses the point, there is the risk that children take advantage and forget the rules.

Some authors like Mackenzie (1996), Cooper (199), and LeeCanter (1992) agree that it is necessary to invest time in teaching rules. Students need to know the teachers` expectations. The rules should be taught, practiced, reviewed, retaught, and especially practiced. What it is important here is that when teacher`s words do not match their actions there tends to be conflicts. For instance, if the teacher breaks a rule, the students immediately notice it and he begins to lose credibility, or if the teacher permits someone to break one of them too, then the other students want to do the same. Consequently, teacher has to treat everyone in the same way if he/she does not want to lose the control. In this sense, Dunbar (2004, p. 5) who is a researcher of Michigan State University suggests the following classroom management strategies:

1. Hold and communicate high behavioral expectations.
2. Establish clear rules and procedures, and instruct students in how to follow them.
3. Make clear to students the consequences of misbehavior.

4. Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
5. Maintain a brisk instructional pace and make smooth transitions between activities.
6. Monitor classroom activities; give students feedback and reinforcement regarding their behavior.
7. Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
8. Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
9. Make use of humor in appropriate way to stimulate student interest or reduce classroom tensions.
10. Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

Another stance is that students need to know that their actions have positive and negative consequences. This means teachers need to establish a clear impact that the children's actions have. Teachers can also explain and help students to make a decision or to choose the best option. In that way, teachers do not have to act as the authority in the class.

Furthermore, the rules have to be effective and they must also respect the individuality of each student. As I have mentioned in my introduction, today children bring to the class more than pencils and notebooks. They bring emotional conflicts, violence, poverty, loneliness, and neglect, because they come from different environment and social culture. "What goes on inside schools is greatly influenced by what occurs outside the schools" (Zeichner & Liston 1996, p. 15). This means that everything that happens in the society immensely affects the school environment and students' attitudes.

2.4.2 Assertive teachers

Regarding the concept about how an efficient teacher should be we have to check some terms related to how an assertive teacher has to be:

One who clearly and firmly communicates his/her expectations to her/his students, and is prepared to reinforce her/his words with appropriate actions. When teacher responds to students in a manner that maximizes his/her potential to get her/his own needs to teach met, but in no ways violate the best interest of the students (Canter & Canter, 1992, p. 14).

There are considerable differences between an assertive teacher and other one who just limits his/her work into cover certain schedule or to finish the curriculum proposed by an institution. The next author says it in a best way.

Heroic teachers typically described as those whose affection qualities manifest themselves in a respect for childhood, a dislike for beaurocratic rules and administrative authority, and openness to curricular and pedagogical innovation (Franklin, 1998, p.28).

Moreover, there are many kinds of good teachers. Everyone could have their own concept about this. The teacher`s job inside de classroom is very broad. Cooper, (1993) & Brown (2001) state that teacher plays many roles in the classroom, sometimes as listener, mentor, counselor, guide, mediator, detective, community builder, encourager even drawer, and clown. This means a wide range of skills.

2.4.3 Effective teachers

Today the current trend in education and any job is through how competent and efficient you are in a special working area. Effective teachers are constantly improving, in other words, “teachers` development is in their hands with or without official training and education as teacher, they have the insights of insiders into what is happening with their

learners in their classrooms” (Edge, 1992, p. 34). The point is that every teacher has their personal teaching philosophy, and each one decides how to act in his own class. However, when he arrives to the classroom, he must be prepared with certain plan guide, selected materials, and especially motivated to interact with the students. Children have an interesting capacity to recognize easily when teacher is happy with them and when he/she is not. Something that a teacher must not ignore is the children`s imagination and fantasy. Halliwell, (1992) affirms that in the primary school, children are very busy making sense of the world, and this skill helps a lot to construct their meaningful learning. Therefore, teachers have to stimulate the children`s creative imagination and to take advantage of their capacity. Sometimes an effective classroom teacher is compared with a conductor of a symphony orchestra because he should guide everyone according to their own tone and make a good melody.

As a conclusion, we can say that to be an efficient teacher means more than to have an academic training, it is necessary to take into account main concepts related to this study, classroom management, differences between disruptive and hyperactive boys, teachers` beliefs, responsible behavior, and effective teacher practices. All this in order to facilitate educational processes that can result in meaningful learning for students in a positive environment where teachers and students can bloom, and at the same time where teachers work as guides creating an appropriate environment and taking into consideration the children`s reactions, feelings, emotions, abilities and needs.

CHAPTER III: METHODOLOGY

This chapter presents the methodology that was used during this study, as well as the procedure and the participants that were included for this research. The main goal of this study was to explore what kind of activities and strategies efficient teachers use in the classroom, and what are the instruments that efficient teachers use to create positive environment and relationship with children especially with disruptive and hyperactive boys. In order to obtain this data, I carried out six classroom observations and two interviews to the teachers were very important. They will be described below. Consequently, the participants, instruments and procedure are presented.

3.1. Participants

In this research, I decided to focus on the strategies that two primary teachers used in their classes to deal with disruptive and hyperactive boys and to observe the way in that they could manage this situation and how they could involve them actively in the learning process. The teachers were chosen according to their experience and efficient classroom management with this kind of children and based on the principal suggestions. The participants were selected depending on the characteristics needed in this research in two different private primary schools in Puebla in third grade specifically. The students` ages ranged from 8 to 9 years old.

The first institution is Institute Lyon. This was a catholic private primary school located in the north of the city. This school had around seventy years and it had kindergarden, primary, secondary and high school. The other is the Institute Kimberly who had almost sixty years in the educational field. This school was located in the west of the

city. This institute offers also kindergarden, primary, high school, bachelor and master degrees.

These two institutions were chosen because they were very flexible and mainly because they have the appropriate environment required for this study. Another reason is because the two teachers were considered the best teachers of their schools especially with these kinds of situations and the principals suggested their names. The teachers that were observed are female and one of them has twelve years of teaching experience and the other ten.

3.2. Instruments

As mentioned before, the instruments needed for this research were six classroom observations and two interviews, three classroom observations for each teacher and one interview. These instruments are described in the following parts in order to have a clear idea.

3.2.1 Classroom observation

An observation format based on Ruth Wajnryb (1992) was used tasks (Appendix A). The observation sheet contains the most important point about how teachers treat disruptive and hyperactive boys, how they work in class. I carefully observed each teacher three times. The principal focus was the strategies that they used in their classes, because these could help novice teachers who do not have experience working with disruptive and hyperactive boys.

3.2.2 Interviews

This instrument was applied with two teachers who I observed. The purpose was to collect data about how they prepare class for successful management especially with disruptive and hyperactive boys. The interview contained questions about teaching experience. The first part had open questions about what their beliefs were about classroom management and what are the strategies that they used when they had to face disruptive behavior provoked for these kinds of boys. Finally, I asked them what kind of suggestion they give to novice teachers or teachers who have some problems with disruptive boys and which activities they do in the classroom to motivate their students.

3.3 Procedure

The procedure of this study was carried out as follows, first the researcher helped by the thesis advisor chose some observation tasks based in Ruth Wajnryb suggestions (Appendix A). Then, the data was collected by six direct observations in two different schools mentioned above. Later, according to the results of these observations the researcher could select the appropriate questions used in the interviews in order to obtain useful answers that help to support this research. After the data was collected, it was analyzed and organized.

CHAPTER IV: FINDINGS

This chapter will present the results of the classroom observations and interviews in two catholic private primary schools. The results are presented using some tables according to the participants' main characteristics and with the main effective strategies used by the teachers in their classrooms.

4.1 Teachers whose principals consider have effective classroom management with disruptive and hyperactive boys

The research questions that guide this research are:

How do efficient classroom management procedures look like in a class with disruptive and hyperactive boys?

What are the teachers' beliefs about classroom management?

In this research, I decided to focus on the strategies that efficient teachers used.

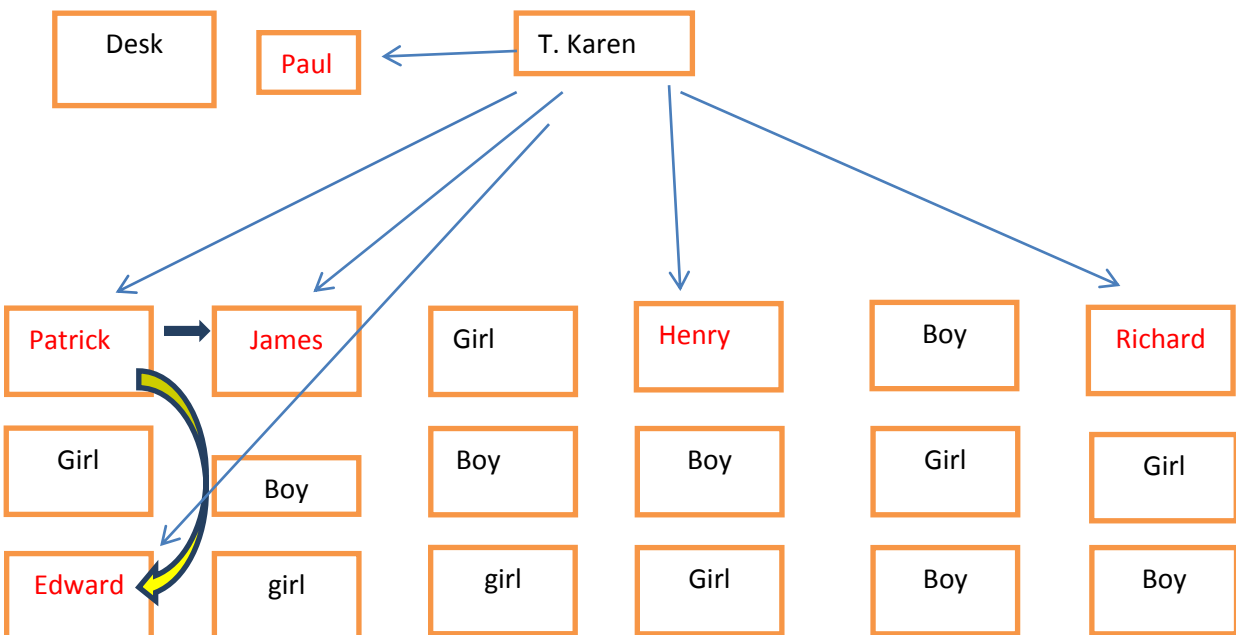
4.2 Classroom arrangement

The classroom arrangement is important in a classroom and this has a significant purpose and impact for the students' learning process. Often Karen and Rose Mary, the two teachers in this study, were in front of the group the main reason was to control their group better. They sat their disruptive boys in front because is the best way that they could help them and avoid interruptions in their class.

Karen had the 3rd grade in the Institute Lyon where there were thirty students, twelve boys and eighteen girls. They were seated in six rows with five students per each one. The disruptive ones sat in front. She had to pay attention to each one especially Patrick who loved speaking with Edward and he liked crawling on the floor to distract him as shown below with the yellow arrow. The teacher had to constantly call the students' attention as the blue arrow demonstrates and when someone did not obey her instructions, she decided to sit him next to her desk in order to control his behavior better as shown in the following diagram. However, sometimes this decision ends up being for some of them as a good option and they asked the teacher to sit there. Karen expressed that this way of arranging the class worked very well because she could control the class better.

**Fig. 1.- Managing classroom communication: patterns of interaction
3rd grade from Institute Lyon**

Managing classroom communication: patterns of interaction



On the other hand, Rose Mary worked in the Institute Kimberly. She had the third grade with twenty students, twelve boys and eight girls. They were seated in four rows. Charles and Bryan were seated in front the class to pay more attention to them as the following figure shows. Each row had different numbers of students. In the case of Charles, he had been detected as hyperactive boy. With this child occurred something interesting because the last course I had the opportunity to observe and to work with him and he presented all the characteristics of a hyperactive boy, according to Rief's theory. However he had changed his behavior a lot. According to his teacher, he had modified his behavior significantly as Table 1 shows. The teacher had often spoken with Charles' mom and she had told her: *"this is team work as a triangle and if some part does not work the figure will collapse"*, *"you have to motivate and pay more attention to him because he feels alone and ignored"*. This suggestion was mentioned very often. Besides Charles' stepfather has promised him a tablet if he improved his grades. This seemed a good motivation for him and the teacher also had spoken with Charles and she had motivated him with phrases as: **"tu puedes, tu sabes"**... with all type of motivational phrases and with counseling hours. Karen said that this strategy had worked because Charles had considerably improved his grades and behavior. Nevertheless, sometimes he misbehaved and Karen sat him in front of the row and also because he had visual problems. Personally I am surprised with this change in Charles' behavior and one morning I asked him what course he liked more this year or the previous one and why. He told me that he likes this one because last year his teacher was boring. Probably with this comment he intended to tell me that the other teacher was different with him.

On the other hand, the situation was different with Bryan because as a disruptive boy he liked playing and speaking all the time, destroying his classmates possessions and

doing all kinds of things in order to get somebody`s attention as a result of his lack of family attention. However, this situation is different because his mom is divorced and she started to have economic problems and she did not pay attention to him. Besides that, Rose Mary told me that she invented things as she had cancer and other things in order to justify her negligence with her son. She often ignored the teacher`s suggestions and sometimes pretended to hide her interest. Finally, she decided to leave the institution. Rose Mary expressed concern because the child needed special attention and she could not do anything for him. This situation demonstrated that as she said before if some part of the triangle fails everything will suffer a collapse as occurred with Bryan`s situation.

Managing classroom communication: patterns of interaction

Fig 2: 3rd grade from Institute Kimberly

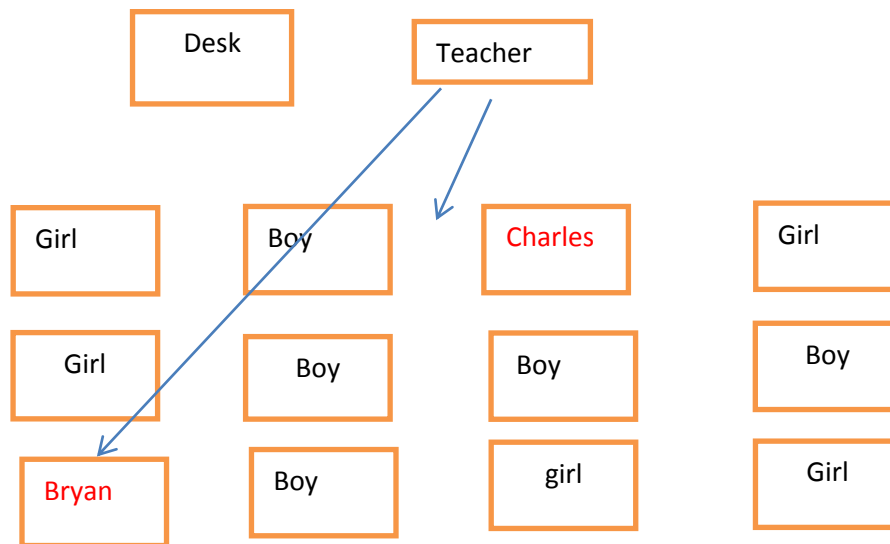


Table 1: Particular characteristics of a disruptive and a hyperactive boy from 3rd grade from institute Kimberly

Student`s name	Characteristics	Teacher`s comments
Charles	<p>I was his teacher in fall 2013. Fall 2013: He was aggressive. He liked drawing attention. He did not work in class. He liked to annoy to his classmates. He was all the time far away from his chair. He did not pay attention to the teacher. He liked play dangerous games. He talked exesively and created problems all the time. He had low self-esteem. SPRING 2014: He is quieter. He tried to be quiet and he pays more attention. He did his homework. He presented visual difficulties. He needed glasses but he does not have them yet. He writesd with spelling mistakes.</p>	<p>At the beginning he did not pay attention and he did not obey rules and made everything to get attention from the others. She asked his mother many times and told her that the boy felt alone and rejected. She spoke with Charles and motivated him saying: “<i>tu puedes lograr todo lo que te propongas, tu sabes, ya ves que si lo logras...</i>” and she also told his mother that he needed motivation.</p>
Bryan	<p>He presented signs of malnutrition. He asked his classmates for food. His parents were divorced. He tried to get his classmate attention by making jokes. He interrupted the class. He broke his classmates` things. He asked for permission to go to the bathroom very often.</p>	<p>She spoke with Bryan`s mother. At first the situation changed a little bit, but at the end the mother did not care. It seemed that she had a psychologist and economics problems as a result from her divorce. Finally she decided to send her son to a public school.</p>

Teaching responsible behavior as authors as Mackenzie (1996) and Canter (1992) suggest is the main teacher`s job. Teachers had the right and responsibility to establish rules and directions that clearly define limits of unacceptable and acceptable student behavior. Teachers needed to identify the classroom situations for which specific directions are needed as the following examples were teachers identified the problem and acted immediately in order to avoid a bigger disruptive situation. Once one of Karen`s students threatened his classmate and this situation was known by the student`s mom, consequently

the parents spoke with the teacher and she told them that she would speak with their students. She said that she spoke with her students directly and she also told them *“me he enterado de que hay entre ustedes compañeros que les gusta amenazar a los demas. El que amenaza es un cobarde y tiene miedo de los demas por eso actua de esa manera. Me entero de que alguien amenaza y lo llevo a dirección para que lo expulsen. Les digo claramente que en esta escuela estan prohibidas las amenazas”*. After these words she gave them an example related to the true story. Suddenly a boy raised his hand and he said that he wanted to apologize with his partner because he had threatened to him. The teacher told him that this attitude was good and she emphasized that the person who did this is a great person worthy of admiration. It seemed that this comment stimulated the other student to do the same. Finally, that problem was resolved. This teacher demonstrated her ability to manage these conflicts. On the other hand, Rose Mary had different ways of facing problems. The way of solving problems depends on the context because all of them are different. Each teacher had her own ability to solve conflicts according to their personal characteristics as the following table shows.

Table 2: Teachers’ management of disruptive boys’ interruptions

Teacher	What happened?	Source of breakdown	Language used for repair and negotiation	Seriousness of breakdown
Karen	Some students interrupted a story telling by a student’s parent.	Disruptive boys distract very easily and they constantly move on their chairs	Teacher say: “James thanks for paing attention”	The tale was stopped due the students’ interruption
Rose Mary	A student wanted to erase the board.	Suddenly more children came to the board to do the same.	Teacher Said to the boy: “no mi amor porque se hace un desorden, lo hare yo ok”.	For a short period of time some students stood up and created disorder.

4.3 Effective and assertive teachers`characteristics

Teaching is a career that provides challenges, excitement, personal reward and a chance to encourage and support others to achieve their goals. There are many personal qualities and skills that make someone an efficient teacher. Teachers know that by listening, and working with colleagues, parents, other professionals and community members they can inspire students and improve their learning as we can check in the following table where teachers are in constant communication with the students`parents. Each teacher had her personal philosophy and personality. Karen studied another career because of her parents` suggestion, but when she got married she decided to study teaching. She said that this was her true vocation to be a teacher. Sometimes she seemed to be a serious person, she used like sarcastic comments to control her group and on the other side Rose Mary tended to use sweet words with her students and even though they were different they had the same interest and love for their careers. As Cooper, (1993) and Brown (2001) affirm the teacher`s job inside de classroom is very broad because they have to play many roles in the classroom, sometimes as listener, mentor, counselor, guide, mediator, detective, community builder, encourager even drawer, and clown. Both were committed with their job as we can see in the following table.

Table 3: Personal characteristics of each teacher

Teacher`s name	Key words	Personalize every single situation
Karen	She uses serious tone of voice and she uses words as: <i>comadrta/compadrito, haber mi reina...</i> when she wants to quiet them. Sometimes she uses sarcastic comments to control the group as: <i>gracias por poner atencion, que bueno que te callas, me permites, no quitamos el tiempo, que bueno que</i>	She speaks with the parents about their sons`s behavior. She tells stories to the children in order to give them examples of behavior in order to stimulate the student`s reflexion. When it is necessary, she speaks with the psychologist to ask for her students` situation.

	<i>obedeces indicaciones.</i>	
Rose Mary	<p>She generally used loving words as: my love with sweet tone of voice.</p> <p>She makes opening activities in the morning.</p> <p>She uses visual aids.</p> <p>She uses analogies to get the students` attention such: <i>alerta roja, brazos cruzados y ojos en la guía de estudio, se ponen un candadito en la boca.</i></p> <p>She frequently makes sh,sh,sh,sh sounds to ask her students` observe silence or words as: <i>pon atención, guarda tus comentarios para después or deja de molestar a ... me permites...</i></p>	<p>She speaks with the parents about their students` behavior.</p> <p>She speaks personally with her students.</p> <p>She asks the psychologist for her students` situation.</p>

4.4: Different students/ different needs

Each student is completely different. Teachers have to consider this fact to understand every child`s behavior, reactions, emotions, feelings or illness in order to support and help students to achieve their learning process. In the classroom, each student is unique and each one has a distinctive background and different needs especially those with attention deficit disorder. Their behaviors are different when they take medicine they seem quiet, obedient, absent who do not react immediately. However each one has different reactions, but when they do not take anything they can react as real boys. In this sense, Karen said that she preferred to have active instead of passive boys as appears in table below.

Table 4: Particular characteristics of disruptive children from 3rd grade who take medicine

Student`s name	Characteristics	Karen`s comments
James	<p>Closed in himself isolated</p> <p>He did not use red color</p> <p>He did not write the date in his writings but he works in all the subjects.</p> <p>He spoke alone</p> <p>He played with his hands</p>	<p>Without medicine, he was very aggressive and resentful.</p> <p>He just had one friend and when he got angry with him, he did not speak to him for days and looks for the girls.</p> <p>Sometimes he looked as if he</p>

	He had a surgery on the appendix. He took medicine in the morning and in the afternoon. He had a pale complexion with dark circles.	were in the moon. His gaze was absent. He did not speak in the class and he just observed his classmates stangely. After his surgery he changed a lot his behavior. The teacher said:” <i>parece que le hicieron un coco-wash</i> ”.
Paul	He was diagnosed with ADD. He wrote in an unclear way. He had heart problems.	When he did not take medicine, he made writing mistakes.
Richard	Sometimes he seemed to be in the moon. He spoke a lot.	When he did not take medicine, he liked playing violent games. When he was distracted, the teacher has to tell him “ <i>estas escribiendo verdad</i> ” and he reacted and continued working. The teacher said that she asked his parents to give just the half of the dosis because: “ <i>no le favorece ni a él ni a mi y en realidad no quiero niños pasivos sino activos</i> ”.

Today many children have to face different problems related to broken families, abuse, loneliness, and malnutrition. All these factors affect their academic development considerably. Some of them try to get adults’ attention and when they have the opportunity they like doing things that distract the others. They do not know the way to express their needs and lack of affect consequently they sometimes provoke disruption inconsciously in the class. In the case of Patrick, he lived with his grandmother and his aunt. He had other brothers but they studied in a public school because they had a different father. Today he was receiving psychological attention; his teacher said that he had not improved and she affirmed that the best treatment is love and attention.

Table 5: Particular characteristics of disruptive children from 3rd grade who do not take medicine

Student`s name	Characteristics	Teacher`s comments
Patrick	He spoke a lot with Edward. He was good in mathematics but he had difficulties in crafts.	He did not live with his parents. The psychologist did not help too much; contrary to this it

	He liked crawling on the floor and distracting his classmates. He did not like helping his classmates only if he took some advantage from the situation. He had psychological help.	appeared not be necessary for him.
Edward	He liked doing crafts and he finishes first. He tended to help his classmates. He spoke all the time and he interrupted with his comments.	I had to ask him to be quiet because he talked all the time. He showed some problems in mathematics.

4.5 Teachers`beliefs

Every one has their own idea about what an efficient teacher is. Certainly people have their own opinion according to their own experiences. There are many teachers who really love and enjoy what they do as Karen and Rose Mary. As Galbraith (2004) says everyone has their professional philosophy based on their deeper experiences and needs. Karen and Rose Mary really enjoyed their jobs. They took it as an opportunity to help children to be better people and citizens. They developed their own abilities in something that they liked doing and at the same time they were good human beings who helped others as the following table shows.

Table 6: Teachers`beliefs and suggestions about how to manage these kinds of children

Teacher	Teacher`s beliefs	Teacher`s suggestions	Teachers`extra comments
Karen	<ul style="list-style-type: none"> - The most important is to enjoy what you do and what you are. - Take into account that everyone is different. - Children who think that they are bad students most of the times they are the most intelligents. <p>It is more satisfactory to help them to improve their development and we have to pay more attention to them.</p>	<ul style="list-style-type: none"> - Create a pleasant atmosphere in the classroom. - Raise the children`s self-esteem. - Motivate the students` interest. - Make an effort to find the students` habilities. - Be tolerant with the students. - Treat everyone in the same way without exceptions. - Encourage them all the time. 	<p>“I love my job, I love what I do. My students are like my sons and daughters and they know that. On holidays I really miss them”.</p> <p>Related to phsichological help she said: “muchas veces ellos no necesitan</p>

			psicólogo solo hay que saber como tratarlos porque no siempre las terapias les favorecen. Por el contrario se vuelven dependientes de su ayuda y eso tampoco los hace crecer”.
Rose Mary	Enyoing what you do. Being familiar with them.	<p>“ descubrir que tienen cualidades, levantar su autoestima porque muchas veces vienen muy lastimados de sus hogares”</p> <p>“motivarlos con premios cuando sea necesario”.</p> <p>Hablar con los padres de familia desde el principio y poner reglas, ser claros con ellos. (ejemplo del triangulo)</p> <p>“descubrir las carencias de los niños y ver en que se les puede ayudar”</p> <p>“ver en que forma aprenden mejor”</p>	“yo les digo que los quiero como a mis hijos, que quiero que en el futuro sean unos buenos profesionistas. les digo que son mis niños”.

Finally, this study shows that when you love what you are, and what you do; everything else is just a consequence. The work of these two excellent teachers was really admirable. They not only applied educational theories, they also went beyond their work; they worked with love, enthusiasm and they showed interest in their students’ personal needs so that they treated their students like their own children. This way of thinking and feeling made them tolerant, patient, creative and efficient educators able to relate with their students and with everything that had to do with improving their academic and personal performance. This study also shows that the best strategy to working with disruptive and hyperactive children is the attitude with which the teacher faces things, dedication and commitment that makes the difference.

CHAPTER V: CONCLUSIONS

This chapter presents a summary of the results and their main highlights. Besides the implications, limitations, possibilities for further research and my personal experience with this study.

5.1 General results

The most important purpose of this research is to observe and explore the strategies that teachers use, and to know more about how to react to real boys in a real context and how important it is to consider other factors that affect the classroom environment. In other words, to know how an efficient classroom management looks like with disruptive and hyperactive boys and what are the teachers' beliefs and strategies that they use to manage the group with these kinds of children. So, six classroom observations were used and two teachers were interviewed. The first instrument was used to collect specific data about students' behavior and to observe techniques that the efficient teachers used to control the group. Besides that, the observations allowed arriving to some conclusions about the seating arrangement that in all the schools also depend on the educational model; both teachers used the "*ordely rows*" and they mainly sat the restless boys in front of the group as they said it is the best way to check them and help them to control their behavior and to pay more attention to the class and mainly avoid problems in the classroom. They also sat the most disruptive boy next to their desk as in Charles' case.

There were also other factors that support the class as visual contact, tone of voice, establish clear rules with parents and students.

The second instrument was applied in order to obtain data and to confirm my perceptions about the data gathered through the observation. This instrument helped to

clarify my assumptions related to the disruptive students` background and to collect more data regarding teachers` beliefs and suggestions for novice teachers.

The interviews also showed that more than pedagogical strategies or theories the most important way to help and deal with disruptive and hyperactive boys was love, a particular interest in students` situation and family environment, patience, personalize every single student` situation and dialogue with parents mainly because as the teachers expressed sometimes these actions are more important and work better than a therapy or something like that.

5.2 Implications

This study confirms that the students` educational development does not depend only on them; parents and teachers are the main protagonists in these stories because their interest can affect or promote the children`s education. Everyone has his/her own responsibility in this process. Parents have to motivate, to help students` homework, demonstrate that they are really interested in them. On the other hand, teachers have the main assignment to create a positive socioemotional climate in the classroom, be aware of every single students` needs and as teacher Mary Rose said how we can collaborate in order to improve the students` personal development. Moreover, children play an interesting role too because they are intelligent and they can understand when someone loves them and is worried and interested in them. As Mary Rose said this is team work where each one has to play his/her performance in order to achieve the best children academic and personal development.

These results assume that both teachers independently have their personal characteristics. They coincide and many times they use the same strategies that make them efficient in their jobs and they generalize a final perspective about the way of managing disruptive behavior in the class.

5.3 Limitations

This study was carried out in just two private catholic schools through observations and interviews. This does not mean that the teachers' attitudes are the same in all the institutions with these characteristics, this is a limitation because it would be interesting to carry out the same in other ones; being that every school has its own way of directing and acting, they have different discipline, methodology and academic purposes. Another limitation was the time even there were three classroom observations per each school it was not enough because observing classrooms is not easy and it is necessary to have more practice in order to do a better job. Furthermore, when I tried to include other institutions the principals asked me for complicated requirements to enter their schools. All this took more time, so I could include only two schools.

5.4 Directions for further research

This research attempts to help mainly the novice teachers who have problems to manage groups but also can help those novice teachers who do not have clear the differences between a disruptive and a hyperactive boy. On the other hand, for further research, it would be interesting to explore the parents and principals' point of view about the advantages or disadvantages of using medication. Also, to include all the school's staff and finally it could be interesting to take into account the teachers beliefs specially those

who agree with the use of medication in children and those who do not and compare. Future researchers could get more reliable results and take this data to support these future studies in order to have more and objective data.

5.5 Personal reflection

At the end of this project I want to express my personal experiences in the realization of my research. First, I have to say the idea that I had about writing a thesis. Secondly, the project development period, later the end of this work and finally personal changes I have experienced as a result of this process.

In the beginning, I thought that writing a thesis was the most complicated thing in the whole career. I was afraid because I believed that I did not have the level to do that and also I did not have any idea about what topic would be the best to me. Fortunately my advisor was very patient and she helped me with some ideas. She told me to choose something I was interested in because in that way would be easier to finish it. I had many topics in my mind and when the teacher said choose a topic that maybe will not be the best in the university but is the best for you. Then I decided to investigate more about classroom management in primary schools. The main reason to do this was an experience that I had in the past when I had to face disruptive situations in a group when I did not know how to manage the group with a hyperactive child. At first I said I will not work with children anymore but at the same time I thought that learning from the effective teacher would help me in my future career because I would like to be efficient in all kinds of levels. Then, I thought this was the best topic for me.

I started to look for similar theses in order to have some idea. I found just one but with a different approach. However, it helped me to understand some things in my writing process. The first chapter was not easy to me because I could not understand how we could start writing about with something that was not clear at all. After some exercises I understood the story. The second chapter was very difficult one reason is because I have some problems to write coherently. Other was I did not know how to construct the puzzle that I had with all the information. Fortunately, our advisor gave us some examples and she encouraged us to continue in the process. The problem to write the chapter four was I did not know how to present my results and how to organize them. This caused confusion in my mind. Then, I got some ideas from a written thesis and also from an important author that my advisor suggested.

Finally, I was very tired because I had to do many things at the same time. This was really stressful and I remember that my teacher told us that we should enjoy our stress but I asked myself how.

At the end of this process, I can say that even this was not easy it was a good experience that made me feel that I can do everything if I want, if I work and if I am patient, constant and if I decide to do it. Professionally, I can say that I improved my writing, by reading different authors and especially because of the feedback that my advisor always gave me. I also learned important classroom management techniques that indeed will help me to improve my performance as an English teacher in the future. The most important thing that I reaffirmed is when we enjoy what we are and what we do everything is just the consequence as I could learn from the teachers that I observed. Regarding the personal changes, I can say that I changed positively a lot. Now I feel much more confident as a person because I know that if I establish an objective whatever it is and if I commit

myself in achieving it I will be able to carry it out. At the end of this process, I felt more relaxed and pleased. It was so rewarding to see all the effort I made was worthy and I felt proud of myself. This experience is important to me because finally this marks the end of my first academic life but it is also the beginning of my professional development.

REFERENCES

- Bowen & Hobson (1996). *Teorias de la educacion*. Mexico: Limusa.
- Brown, H. (2001). *Teaching principles. An interactive approach for language pedagogy*. New York: Longman.
- Calvo, J.M. (1994). *Educacion y filosofía en el aula*. Barcelona: Paidós, Iberica.
- Canter & Associates. (1992). *Assertive discipline positive behavior management for today's classrooms*. Sta. Monica, California: Lee Canter & Associates.
- Christopher Dunbar, College of education, Michigan State University. (Octubre, 2004). Best Practices in Classroom Management. [20 de Noviembre, 2013].<http://www.msu.edu/dunbarc/dunbar3.pdf>
- Cooper, J.M. & Garrett, S.S. (1990). *Classroom teaching skills*. Lexington, Mass. D.C. Heath.
- Davies, P. & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University
- Edge, J. (1992). *Cooperative development: profesional self-development through Cooperation with colleagues*. Harlow, N.Y.: Longman.
- Feldman, R.D. (2004). *Desarrollo humano*. Mexico: Mc GrawHill.
- Franklin, B.M. (1998). *When children do not learn: student failure in the culture of*

- teaching*. USA.:Teachers Collegues Press.
- Galbraith, M.W. (2004). *Adult learning methods: a guide for effective instruction*.
Malabar, Fla.: Krieger.
- Gardner, H. (2004). *Changing minds*. Boston, Massachusetts. Harvard: Business school
Press.
- Gebhard, J. (1996). *Teaching English as a Foreign or second Language*. Michigan:
The University Michigan Press.
- Halliwell. (1992). *Teaching English in the primary classroom*. Edinburg, New York:
Heath.
- Mackenzie (1996). *Setting limits in the classroom*. New York: Prima Publishing.
- Marzano, R.J., Marzano, J.S. & Pickering, D.J. (2003). *Classroom management that
Works: research –based strategies for every teacher*. Alexandria, Va.: Association
for supervision and curriculum development.
- McEwan, E.K. (1998). *Principal`s guide to attention deficit hyperactivity disorder*.
California: Corwin.
- Partida, J.C. (2013, 19 de Noviembre). Reforma educativa. La Jornada.
[recuperado el 24 de noviembre]. <http://www.jornada.unam.mx>
- Rief, S.F. (1999). *Como tratar y enseñar al niño con problemas de atención e
hiperactividad: técnicas y estrategias para el tratamiento del TDA/TDAH*.
Barcelona. Buenos Aires, Mexico: Paidos.
- Smith & Laslett (1993). *Effective classroom management a teacher`s guide*. Canada:
Routledge.
- Torreblanca (2002). *Los fines de la educaciòn*. España: Biblioteca nueva.

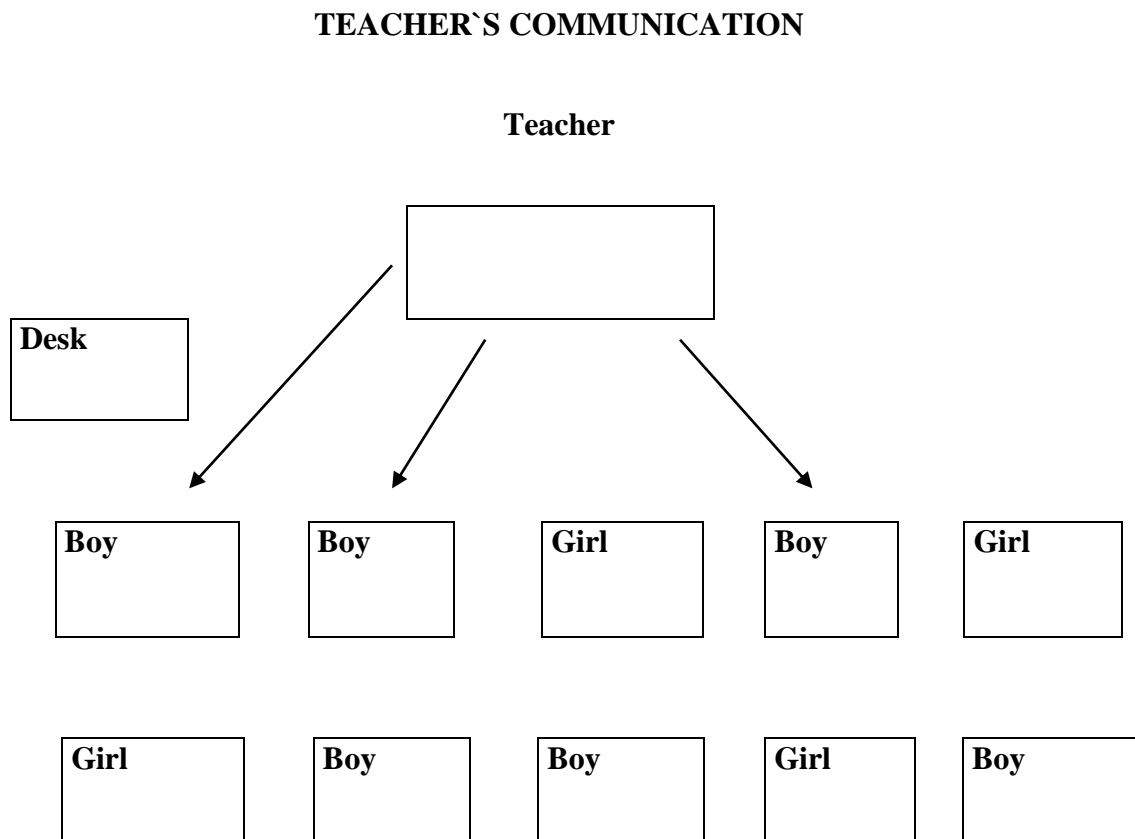
Wajnryb, R. (1992). *Classroom Observation Tasks*. Cambridge: Cambridge University Press.

Wrag, E.C. (2001). *Class Management in the primary school*. London: Routledge Falmer.

Zeichner, K.M. & Liston, D.P. (1996). *Reflective teaching: an introduction*. Mahwah, N. Y.: L. Erlbaum Associates.

Appendix A

Diagram based on teacher's Communication with disruptive and hyperactive boys and student's behavior (adapted from Wajnryb)



Appendix B

Chart designed to analyze the lesson breakdowns and the teachers` resolutions
(adapted from Wajnryb)

Teachers`name	What happened?	source of breakdown	Language used for repair and negotiation	Seriousness of breakdown

Appendix C

Chart related to the teachers`beliefs and suggestions about classroom management applied in the interviews

Teacher`s name	Question	Teacher`s answers	Teacher`s suggestions