



Class Management, Teaching and Teacher-student Interactions in Crowded Classrooms.

An observational analysis in an urban Catholic single gendered school.

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TABLE OF CONTENTS

Acknowledgments

Introduction

Chapter I Educational System

1.1 The Educational Sector and Government View on Education in Perú

1.2 Location & Environment and School Setting

1.2.1 Overview of the Country

1.2.2 Overview of the Region/ city

Chapter II Review of Prior Research on Classroom Management

2.1 2.1.1 Theoretical Frameworks relating to Classroom Management

2.1.2 Class Management and Teacher's Classroom Management Strategies/Techniques

2.1.3 Socialization and Social Interaction

Aims and Research Questions

Chapter III Qualitative Methods and Materials

3.1 Setting, data and Transcription

3.2 School's Organization and Teacher's Functions in the School/ Classroom

3.3 Data Collection

Chapter IV Analysis: Types of Management Children's Behavior

- Teacher's treatment and manners in the process of disciplining: Whole Class
- 4.1 Managing student's resistance by relying on the classroom artifact-book- (object) at the beginning of the English lesson.
- 4.2 Gradual developing manners to establish discipline in the classroom addressing to the whole group
As a team during the initial stage of disciplining: Second Grade
First Phase: a) Planned ignoring behavior b) Intervention signals
Starts negotiation by using teacher's blending strategy: Collaboration from children and power of authority to reestablish hierarchical position.
Second Phase: a) nonworking behavior b) affective stances in a diminutive form c) aggressive techniques
Third phase: a) Alternating codes in English and Spanish displaying verbal commands b) Threat of time limits.
- 4.3 Managing behaviors by including student's participation and collaboration: a) Intervention signals
b) Disruption of class and delays in the time schedule.
- 4.4 Gradual developing manners in the classroom by specifying addresses in L1
Middle stage of disciplining: Second Grade
- 4.5 Managing behavior modification and disobedience: Specific types of social skills
- 4.6 Teacher displays a threat of available time by denoting an attitude of reflection
- 4.7 Teacher manages disruption of class by indirect prevention: Using the strategy of continuous negation with utterance "no" and diminutive cultural stances.

Chapter V Conclusions

References

Appendixes Transcription Glossary

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“BE THE CHANGE YOU WISH TO SEE IN THE WORLD“

GANDHI

I would like to express my sincere appreciation to The Swedish Government, Linköping University - Arts and Sciences: Master in Child Studies - for the increasing access to educational opportunities and enhancing women's participation in the economy of developing countries. To ensure that all children are visible and active participants in this society, we have to bridge the gaps across cultures through training, innovation and new designs in teaching/ learning to challenge different adversities in this century. All we know that the knowledge we acquired decades ago is no longer useful to solve the macro-level issues in the world or micro-level difficulties in different organizations; consequently, we – schools, churches, institutions, individuals - have the social responsibility to make decisions and take an affirmative action in Education Sector to change the old roots of negative discipline in crowded classrooms and neglecting the valuable time to learn any subject. The new worldview requires competent human beings across cultures.

I am also grateful to all the administrative & academic staff in Linköping University who helped me to change my way of thinking focusing on my weaknesses, strengthens by sequential positive and negative feedbacks. In particular, to my coordinators: Dr. Judith Lind and Dr. Jakob Cromdal; Dr Asta Cekaite, for their active supervision and constant support on my way of learning in order to enhance my intellectual and emotional capital. I would also like to express my sincere appreciation to my examiners, Dr. Katarina Barajas, Dr. Disa Bergnèhr for seeing my work, making notes and helping me to shape the view of my first research with her critical thinking and capital knowledge.

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INTRODUCTION

One of my concerns has been how children behave in a crowded classroom, where “there are many such worlds” (Shulman, 1986, p.7), with few available opportunities to interact and rehearse the lesson with their peers and teacher. For many decades, the increase of class size has been considered as problematic and debated in the United States as one of major factors that cause problems in the student’s academic achievement (Blatchford & Mortimore, 1994). Crowded classrooms bring forward the hidden curriculum and the specific ways of teaching that Shulman called as “pedagogical transmission” (p.8) (they are characterized by teacher behavior, targeting the social, interactional, organizational management of the classroom and teaching). Such teaching conditions can result in passive knowledge transmission, as well as the view that children are passive in the learning process. However, during several last decades, educational research has foregrounded that both children and adults acquire knowledge, social skills (i.e. culture, habits, behaviors, etc.) by actively observing others and/or by receiving and engaging in instruction. They learn by – immersing (and participating actively) in the situations and interactions with their teachers, peers, parents and siblings. Children are no longer viewed as empty vessels or raw materials that need to be shaped or modeled by standard curriculum in institutional setting or adults’ expectations in order to be a product in this society (Stoll Lillard, 2007, pp.14-15), in contrast, they are “social agents” (king, 2007, p.195; Cromdal, 2006, p.464) who construct their own social worlds through interactive communicative practices.

While teachers’ strategies to maintain order in the classroom are acknowledged in social and educational research, thus far, there is little detailed empirical studies into the teachers’ socializing influences, that is, how teachers behave and model children’s behavior according to the values (Sabatino, D.A., Sabatino, A.C. and Mann L., 1983, pp.61-68, 128) such as fairness, “manners” (Fenstermacher, 1986, p.48), style of caring, punctuality (Wheldall, K. Glynn, T., 1989,p.50). We need further knowledge about how children can enhance their academic knowledge and how they can develop their agency and values as active citizens.

The possibilities to achieve good quality teaching and to establish positive discipline in one room with 40 or 44 children in the traditional model school system are difficult to achieve if the teacher does not engage in active classroom management and control. Such classrooms are

predominantly characterized by an unidirectional and patriarchal model that emphasize negative discipline that can provoke resistance and children's rebellious behavior.

The present thesis aims to investigate the classroom management teachers' disciplining practices and the children's responses in a classroom with a considerable number of students.

I will explore and describe the usual classroom life in natural occurring situations, the possibilities and challenges that teacher faces in delivering the lesson and simultaneously disciplining children. I will also analyze the diverse forms of interactional behavior between teacher-children and the traditional disciplinary methods used by teachers during the English lesson. In addition, I will consider the possible relations between the class size, practical aspects of teaching and learning, and suggest that the crowded conditions of the class may affect the structuring of teaching and children's participation in the classroom.

THE OUTLINE OF THESIS

The thesis starts with the presentation of the Educational Sector and Government view on Education in Perú followed by a description of the geographical region and specific setting of my empirical study. Then, a chapter is dedicated to theoretical framework of classroom management that is relevant for this research, including the social interactional approach. After that, a chapter is dedicated to the conduction of the research and methodology; I have recorded teachers and pupils' interactions in the classroom and focused on the process of achieving order in the class as part of naturally occurring classroom situations. Thereafter follows a chapter of the empirical analysis of classroom management in relation with the subject of teaching/ learning a second language, English on base of social interaction. I described the ways (verbal & non-verbal resources) through which teacher-students communicate and understand or not the different ways in which disciplinary acts were delivered. I demonstrate how this so far unexplored issue in Peru will be opening to link the gap between the theories and practices of managing a class due to the children's disorder, absence of dialogical communication, and knowledge of disciplinary rules at school. Finally, in the concluding section, I summarize the findings of the study and discuss the study's implications for the organization of educational practices. I also introduce some future concerns and possibilities for a new research in this dynamic field.

CHAPTER I

1.1 THE EDUCATIONAL SECTOR AND GOVERNMENT VIEW ON EDUCATION IN PERU

In line with the Department of Education's primary objective to continually promote education in the whole country, the researcher has made a major move to formulate a micro pilot plan in the Region of Sierra's Perú to integrate Second language in the curriculum of Elementary School: English in order to enhance the performance in the academic way. This educational goal needed to be achieved in close coordination with the local government and the non-government groups. It was clearly argued that this scheme has great advantages for the educational practice and social life across cultures. Providing good teaching and learning goes in hand with children's own self-discipline and dignity.

According to Acevedo, The Global Competitiveness report 2008-2009 (World Economic Forum as cited in the national daily newspaper El Comercio, November 7,2007, p. B1), Perú is the worst country in the world in delivering both quality primary education in early childhood and quality of the educational system.

1.2 LOCATION & ENVIRONMENT AND SCHOOL SETTING

1.2.1 Overview of the Country

The Republic of Perú is located in the tropical South America region. The administrative subdivision comprises of 24 departments and one Constitutional province: Callao. The country's capital is Lima. The land area is 1'285, 22 square kilometers. The country's population is about 28.5 million people, which more than a half of this amount are children (Instituto Nacional de Estadística- INEI, 2007).

The head of the State is Mr. President Alan Garcia (2006- 2011) who is fighting against poverty through changing the political, fiscal, social and economic environments by the idea of decentralization and international agreements.

Perú has two official languages, Spanish and the native tongue, Quechua. Spanish is used by the government, the press, and in the other official capacities. The indigenous-ethnic groups and special children, who live in critical poverty in the Andean highlands, use Quechua, Aymara, Ashanika, Shipibo, etc.

The economic activities are based on five main activities (i.e., Agriculture, Mining, Energy, Timber and Textile) in the three geographical regions of Perú: The North, The Center and The Jungle or The Amazon. There is a huge difference among the three regions due to the climate, people, culture, and education prevailing racism and discrimination.

1.2.2 Overview of the Region/ City

The Sierra – La Libertad city - is characterized by its own roots, traditions, costumes, dialects, “language” and “cultural practice” (Duranti, 1997), which are viewed in linguistic anthropology as “the study of language as a cultural resource and speaking as a cultural practice” (pp.1-2), issue that is relevant in this research due to the findings in the cultural meaning of certain words (i.e *lentejitas*, *before than nothing*, see chapter IV, 4.7 data collection). This geographical region has high populations who most live with limited resources of infrastructure (i.e., electricity, clean water, sanitation, and highways), communications, technology and education. For instance, on one hand nearly (43%) 4.2 million of the population in La Libertad lives below the poverty line and (29.6%) 2.3 million people live in extreme poverty. The Sierra GDP is less than 22 percent of National GDP. The average annual growth rate was 1.9% in the last decade, only around 0.6 percent per capita. This means they have an income of less than \$ 1 a day. They are fighting obstacles and hardships in their routines not only for a life dignity, health but also to meet their basic needs every day. On the other hand, 0.1 percent of this population lives in the urban communities who belong to middle class. This small percentage of the population has well known and recognized in this social context due to the power of money and properties. In particular, many families in this target segment-: North Shore- has their own commercial business or are artisans (i.e., stores, selling cars, textiles) but some of them have only limited academic background (their schooling is limited to primary/ secondary school level). Parents that belong to

this social group try to send their children to the few religious private schools that are considered to provide education of positive quality in this region. Parents want their children and teenagers would receive the best available education as a child right and enhance their social status during the years of the schooling. However, because of a large number of applicants, the sizes of classes (e.g. the number of students in each class) are very large. Even though the headmaster or principal of the school is aware of the educational policy in Perú, he/ she register more students than the standard.

CHAPTER II

2.1. REVIEW OF PRIOR RESEARCH ON CLASSROOM MANAGEMENT

2.1.1. Theoretical Frameworks relating to Classroom Management

This chapter reviews some approaches of discipline in schools (i.e. primary level) relying on the form of some sort of hierarchical (i.e. power as “an interactional construction” (Candela, 1999, p.142) and philosophical (i.e. beliefs) positions into pedagogical perspective. These models range from the authoritarian (i.e. coercive) to the democratic theories (i.e. humanism, choice of theory and systems that promote students’ autonomy (Porter, 2000, pp.7-9).

It is known that teachers encounter the same disciplinary problems throughout the years facing many challenges in establishing and maintaining order in the classroom. They display different habitual practices (i.e. corporal punishment, physical aggression) to shape the student’s misbehaviour that perhaps some of these are no longer useful due to the protective rights to the child (UNICEF- Convention on the Rights of the Child, 1989, Art. 28, 2). In addition, one should consider that those management techniques vary from individuals (i.e. professionals or technicians) having different effect for each student. In short, D.A.Sabatino, et al. (1983) pointed out that “effective teaching requires that individual student differences be recognized” due to the differences of backgrounds and multicultural factors (p.31); Tauber, 1999, pp.10-11. Therefore, teachers should be consistent in using appropriate disciplinary measures in handling each classroom management-related situations and should be assertive in changing the student’s behaviour in a good climate of interaction.

Tauber (1999) presents and summarizes clearly four theoretical frameworks that will help educators to identify and select the best individual classroom management model under their own background, philosophy of discipline (i.e. values, interaction, expertise) and common sense. The specific frameworks include those developed by (a) Wolfgang and Glickman, (b) French and Raven, (c) Skinner and Rogers, and (d) Lewis. Each of this approach will be described shortly in the following lines.

a. Wolfgang and Glickman’s (1980,1986) Teacher Behaviour Continuum (p. 19-21)

Interventionist ← Interactionalist → Noninterventionist
 (Unilateral in decision-making) (Facilitator/ Stimulus to learning)

(cT) c = child low in power T = Teacher high in power	(CT)	(Ct) C = Child high in power t = teacher low in power
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Teachers are interventionists, interactionalists and non-interventionists who shape student's behaviour. The interventionist approach considers that children develop their competences according to the environment conditions such as the teacher, who has the legality to exercise rights and restrictions to modify any inappropriate behaviour. Here, the teacher is seen in the forefront holding the power to control children's behaviour (i.e., coercion) by dispensing rewards and negative punishments. For instance, D.A.Sabatino, et.al., (1983), describes that the teacher relies on punishments when he/she observes tardiness, hyperactivity, short attention, span, profanity, etc. (p.4) in the students. In the same line of disciplining, some teachers follow Skinner's theory of operant conditioning, which states that behaviour is learned by positive reinforcement (i.e., rewards) and has an effect on the student's behaviour (p.63). Skinner also considers punishment to be an unreliable and time-consuming way of preventing behaviour from occurring because it consists of presenting the aversive consequence in an attempt to reduce the frequency of behaviour (Wheldall, K. & Glynn, T. (1989, p.13). In this regard, Tauber (1999, p.20) remarks: "the less power the student or child has, the easier will be for teachers to intervene by using external controls." This seems to indicate the patriarchal/domination view based on the existence of different distance boundaries (i.e., lack of knowledge, physical body position- forefront, and intergenerational roles or status) between one-to-one or group interactions within the situated circumstances. What is objected here is the teacher's permanent expectation to interfere (on the track) in the social setting stopping the student's misbehaviours briefly. In sum, this constant intimidation in these cause-effect reciprocal relationships by using reinforcements has not yet generated a conscious change in the children's performance due to the lack of creating self-awareness and agency.

By contrast, the noninterventionist way is “not a synonym for hands-off or laissez-faire approach” (Tauber, p.21) which gives students a free will to do whatever they want and not the teacher’s expectations. This model states that the child possess a natural internal motivation (i.e. learning by curiosity) and is responsible for her/his own destiny or actions with autonomy. In particular, the teacher (or tutor) scaffolds the student by providing or facilitating a supportive environment in the learning situation and not imposing limitations through the institutional power position. In line with this category, the author said that “Gordon’s communication model combines theory and practice. It shows the teachers the relevant concrete skills concerning how to act as facilitator in the problem- solving process, to confront students and influence them to modify their behaviour willingly, to substitute a no-lose for a win-lose conflict resolution technique, and more” (p.25).

As we have seen in the figure, the teacher is in the background, wielding little power and the child in the forefront reversing features characterized by the authoritative model such as the a) “local interactional role”, the b) “situational power asymmetry” and the c) “management to contradict the teacher’s orientations” (Candela, 1999, p.139). These three mentioned features might be interpreted in two ways, one is a resistance to learning due to the absence of interest in the content and two is an expression of revealing the natural desire to discover new things by themselves through its communicative competence to use different interactive discursive devices (Candela, *ibid*, p. 159) in task-off activities.

In the middle of these two opposite approaches exists the interactionalist theory, which balance the hierarchical position of local power, neither teacher nor student has more or less rights or obligations. Both try to solve and make decisions together when they face any conflicting temporal situation without damaging the relationship. For example, the child has the option to make choices of studying or not. He/she chooses that action and is responsible for the consequences. The acceptance for the responsibility helps her/him to recognize its own behaviour and learn through her/his resolutions to prevent any particular problem. The institution-imposed limit operates (Tauber, 1999,p.21) under social norms and institutional rules in which both participants maintain a dialogic discourse. To conclude, understanding the reasons of the specific encounter when it begins helps both parties (students- teacher) to take action in a conductive working environment following the explicit rules and procedures.

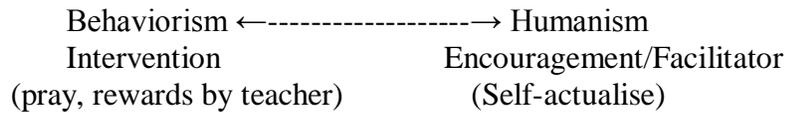
b. A Social Bases of Power Framework: French and Raven (1960) (Tauber, 1999, pp.21-28)

Coercive ← Reward --- Legitimate --- Referent → Expert
(position) (personal)

This model is based on social power that can be used in any social context such as home, school or other organizational institution. French and Raven identified five specific bases of power: coercive, reward, legitimate, referent, and expert that operate in the classroom at the same time. It depends on the teacher's philosophy of classroom management to use and balance them in the setting such as 35% coercive, 45% reward, 10% legitimate, 5% referent and 5% expert as it has been shown in the hypothetical weighted of these power distributions representing 100%. The first two traditional disciplinary practices are recognized in the interventionist way: "coercive" and "reward" that influence students with little effectiveness due to the short time effect. For instance, on one hand, many teachers get their job done at the expense of students' feelings by shouting at them, embarrassing in front of the whole class or issuing threats as punishments. On the other hand, parents / teachers give an incentive i.e., gifts, stickers, candy, money to change children's behaviour. Both ways of managing behaviour share the common element of manipulation creating dependence on these mechanisms at the point of losing power (i.e., teacher) in the specific situation. Tauber (1999) also quoted that "students have the ultimate power over the power used on them" which is reflecting nowadays (p.23) in schools.

The three additional social bases of the Power Framework described by French and Raven: "Legitimate" (positional power), "Referent" and "Expert" (personal power) (Tauber,1999, p.21) have a great impact on children's behaviour due to the recognition of social structure and the hierarchical power in the institutions such as home (i.e. parent- father or mother) and school (i.e. pedagogues). Teachers not only have the legitimate authority within the classroom in order to deliver instruction and manage any rule violation but they are also perceived by children for being good providers of knowledge (expertise) and good listeners/ communicators (referent). Tauber suggests that teachers should incorporate these two last sources of power recognizing student's interests with positive interaction. They should discipline in a calm and business-like manner with dignity (pp.24,27).

c. A Behaviourist – Humanist Framework: Skinner vs Rogers (Tauber, 1999, pp.28-34)



Both approaches address “how human beings learn” (p.28) and “how the student’s freedom is exercised” (p.31) considering the classroom discipline as a small slide of the whole learning as an individual. These theories represent different views on the learning continuum. While the humanist approach focus on constructivism, “self-actualize” (p.30) in education (children are active constructors of their own world by receiving scaffolding without any punishment mechanism), the behaviourism places that all behaviours, including the inappropriate ones, occurs due the reinforcement conditions or consequences establishing by teachers, i.e. rules, advice. Skinner is considered as interventionist with great emphasis in rewards with little punishment but Rogers will be considered as non-interventionist focus in encouragement. In short, this means that the role of the teacher is different in exercising the value of freedom. On one hand, behaviourism approach posits that teachers must arrange conditions/consequences within the setting because other environmental conditions will control children such as media or peers (p.30). On the other hand, the humanism defends that all human beings (including children) possess in certain degree “free will” and discipline models must take it in consideration p.34). Children learn to be more independent and confident in their actions due to their own inner desire and motivation to become a better person. Teachers have to give away some of their power to empower students placing children in the foreground to use their creativity or self-determination. Indeed, Tauber mentioned various recognized authors of discipline model, i.e. Dreikurs, (a Rogerian), The Canters (Skinnerians), to highlight this dichotomy between praise and encouragement. “These two words are not synonyms: praise is not a vehicle or tool for encouraging someone” (p.34) to do an action.

d. A Keeping it Simple Framework: Lewis (Tauber,1999, p.35)



According to Lewis (2001) this last package of discipline models come from the evaluation of the effectiveness of various styles of disciplining (Canter and Canter (1992), Glasser (1969), Gordon (1974)) by Emmer and Aussenker (1990), who conducted a meta-analysis and reported the effects on students' school-related attitudes and behaviour. These are characterized as models of control, group management and influence, which are described in the following lines:

The model of control consists of clear rules, a range of rewards and recognitions for appropriate behaviour and a hierarchy of increasingly severe punishments for inappropriate behaviour.

Techniques relevant to the model of Group Management are class meetings at which students and teacher debate and determine classroom management policy, the use of questions by the teacher such as "what are you doing?", the application of class determined teacher responses to unacceptable student behaviour, and finally the use of a non-punitive space where children can go to plan for a better future.

The model of teacher influence consists of the use of techniques such as listening to and clarifying the student's perspective, telling students about the impact their misbehaviour has on others, confronting their irrational justification, and negotiating for any problem behaviour a one to one solution that satisfies the needs of both the teacher and the individual student (p.308).

Nowadays, the role of the teacher and "the exhibition of certain kind of manner" contribute or detract from the moral development of the student (Fenstermacher, 1986, p.47). Not only must students follow social rules and regulations to govern their behaviour (D.A. Sabatino, 1983, p.33) in one organization of education but also they learn and built their framework of their "moral education" (Fenstermacher, 1986, p.48) through principles and the teacher's manner of disciplining such as respect, fairness, honesty. In order to follow the expectations of the institution (i.e. values) students have to participate dialogically and negotiate democratically in developing the policy of classroom management as citizens with rights. Consequently, they are aware of those prescriptive rules and procedures facing the teacher or institution's response such as rewards for the academic/behavioural achievement or a punishment if they break any contract they have done as members of a group. Every human being is capable of shaping his/her behaviour within social contact and communicative competence.

Eclectic (Tauber, 1999, p.35) or "smorgasbord" Approach (p.37)

Finally, Tauber mentions his disagreement with using the eclectic approach because of mixing different strategies from various discipline models that are opposed to each other. He remarked that it is possible that many beginner teachers do not know how to deal with inappropriate behaviors in the classroom and fall into the eclectic way of managing disorder (selecting elements of all the theories (Porter, 2000, p.12); or “they choose from among a variety of strategies and mold them into personal style for handling disciplinary problems” (D.A. Sabatino, et al., 1983, p.30) with short time of effectiveness. This simple “suck it and see” method is like swimming in the ocean how to survive in it from the practical teacher view (Wheldall & Glynn, 1989, p.72). In other words, this metaphorical phrase means that the teacher had learned a vast amount of theories in class management, conflict resolution; however, the instructor does not recognize which ones fit in the current situation and fulfill her/his requirements. For instance, an amateur teacher has an opportunity to have at once everything in scope (i.e., theories, techniques, strategies); as a result, she/he takes whatever technique she wants to explore until she finds the right ones to discipline the students in each disruption or misbehavior, Indeed, the teacher’s decision making to discipline fails so often leading effortless, patience, and consequences to the process of teaching-learning development for both parties. Reacting or trying to change the student’s behavior without considering the causes or following the “ethical obligation” (p.86) is not beneficial to encourage more appropriate classroom behavior.

Tauber (1999) argues that picking and choosing discipline strategies from many discipline types are not consistent in the practical way of disciplining because each model has its own philosophy. However, he agrees that it may be possible to combine some features of models that are close together following the same philosophy such as Jones & Canters (1992); Glasser (1969) & Gordon (1974) where the behaviours are treated focusing on the causes of such behaviour within the heterogeneous group and not in the personal style of handling difficult problems as practical teachers do as “suck it and see” methods (p.37) explained above in this model. Hence, the teacher should focus on a specific area, analyse it, and take action instead of comprising all techniques simultaneously.

As we have noticed in the first lines of this chapter, the process of disciplining has been changing through the years by legitimating the rights of the child (UNCRC, 1989, Art. 28, Art.

29). From this point, schools and teachers should discipline children with dignity providing them quality of education in order to develop their social-moral behaviour and intellectual academic tasks (i.e. competence, abilities) with respect, fairness and honesty among parties by displaying the appropriate discursive resources.

2.1.2 Class Management, Teacher's classroom management strategies/techniques

Teachers use different techniques and strategies to keep discipline and manage student's behavior in the classrooms by using their own unique interactive resources, i.e., teaching manners and speech. Classroom management is essential in order to be able to organize teaching and learning in this close settings, along with delivering values and social skills. As we have seen earlier, one of the potential determinants of the teacher's activities (provider of knowledge) in the classroom is to 'transmit' normative institutional procedures and rules to the students (receiver of content) that help them to adapt and learn how to live with certain conditions such as "crowd", "praise" and 'power' (Jackson, 1990, p.10) issues. Indeed, these features of school life are common around the world and have a great impact in the quality of student's life. For instance, Durmuscelebi (2010) suggests through his findings that there is no significant difference between two types of schools (i.e. private and state) in the kind of student's misbehavior such as "talking without permission", "not listening to the teacher" "eating something during the lesson", "doing other things during the lesson", "not respecting the teacher" (p.377); however, the numbers of students in private schools classes are less than the most of the state schools where the teacher faces less inappropriate behaviors due to the families' higher incomes and care to their children's educational events at home and school (p. 380). In fact, the research of class size varies from different factors - endogenous and exogenous- across continents due to its society and culture. . For instance, for American policy, the range of students in elementary schools are from 10- 30 per class (Hoxby, 2000,p.1280) which is lower than Japan or Korea which go far beyond the OECD norm of 22 students per class for primary schools considering 40 as a "standard" for upper secondary school in public schools (Yoneyama & Murphey , 2007, p.2) and the Peruvian policy, which norm 35 students in each class to deliver a good quality in education (Ley Orgánica del Ministerio de Educación, Decreto Ley No 25762, Directiva No 045-2008-DREJ-DGP, inc.4.6).

In addition, it is recognized that in crowded classrooms, children do not receive the same attention and participate in turn-taking (i.e. lack of involvement p. 27) activities due to the “clock-watching behavior’ (p.12), which provokes different kinds of delay (in work on assignments) and the “division of power” (p.10), which determinates the teacher’s actions such as frowns, smiles, anger (Jackson, 1990, p.22).

Behavioral problems in classrooms with a large number of students carry a number of implications for the process of student’s learning and teacher’s confidence to maintain control because the teacher needs to spend a great amount of time and resources for classroom management (i.e reminding rules and originating stress) decreasing the academic instruction. Consequently, “the noncompliance may lead to fewer educational opportunities for students” regardless the class size (Austin and Agar, 2005,p. 222) that also may “interfere with children’s motivation or dignity” (Charles & Senter, 2005,p.134). Moreover, “ecological factors”, such as the routine of sitting in rows remaining unchanged for the whole year and “setting events” (i.e., lack of social interaction between student-teacher, class size) (Wheldall & Glynn, 1989, pp. 27-57) have also a great impact in children’s off- task activities (i.e., talking with peers, standing, moving within the classroom, joking etc).

Contrasting to these views, Hoxby (2000) conducted a study using district-level population as an instrument for class size showing that in “the natural experiment and policy experiment, teachers had more opportunities to improve achievements with smaller classes and emphasized that in neither experiment did teachers receive special training to take advantage of the smaller class sizes” (p.1281).

Riley, Lewis, Brew (2010) has also noticed in their study one of the subtypes of teacher misbehavior as aggressive discipline techniques: yelling in anger, humiliation or sarcasm displayed toward students, punishing a whole class (group) for an individual misbehavior because some teachers feel that they have the attribution to do that on behalf of parents; others feel that those ways are effective to control students; and others think that it is a demonstration of attachment, i.e. care and reason. The authors also found that teachers use these aggressive techniques when they feel frustration, stress or tired o do not know the knowledge of managing. How is the performance of the teacher when the student disobey the authority or wants to follow

their natural desires and interests such as cutting, speaking, etc. within on-task activity? Children have to be aware and obey with ‘patience’ (Jackson, p.18) those normative standards in order to accomplish the institutional and teacher’s expectations. If they do, they receive praises or rewards but if they ignore or break the rules, they have to face the consequences (i.e. punishments, warnings, admonitions) “in front of their classmates’ (p.21).

Previous empirical studies evaluate the school’s discipline policy, teacher’s response to the student misbehavior and student’s perception of several styles of discipline. However, I have found that Tauber (1999) and other researchers have concerned with two main specific factors that one has to consider in managing the complex classroom setting: one is the effectiveness of discipline and the other one is the lack of specific programs in classroom management in the curriculum of pedagogy.

The connection between the perceived teacher competency and successful management has existed more than 150 years. Bettencourt (1982, p.51), in his description of Concord, Massachusetts, schools of the 1840s, cites that teacher competency was based on a single theme, discipline: ‘The loss of governance over a class was the highest form of incompetence, taking precedence over poor reading and inadequate moral development.’ (Tauber, 1999, p.6)

And the lack of knowledge in managing student’s attitudes and behaviors (p.11)

Few teacher education programs have available, and still fewer programs mandate, specific courses in classroom management for their students. I am not alone in holding this view. Hyman and D’ Alessandro (1984,p.42) conclude, ‘Few U.S. educators have received formal training in the theory, research and practice of school discipline.’ McDaniel (1984, p.71) offers further support for this view:

Most teachers enter the profession, and persevere in it, with little or no training in school discipline techniques.

This is indeed strange when discipline problems are so frequently cited as the greatest dilemma facing public schools...Few states mention behavior management in certification regulations...

Few colleges or universities require (or even provide) courses in classroom discipline for regular classroom teachers.

From these quotes we can perceive that disciplinary practices and the impact of each teacher's response depend on the level of instruction and professionalism. Indeed, D.A.Sabatino, et al., (1983) remarks the difference between a professional and a technician in how they treat disciplinary problems. For instance, the professional weighs alternatives in intervention strategies or decides on short/long term goals with the individual troublemaker. In contrast the technician does treat students as he/she was taught many years ago and provides the same treatment to the same behavior like a homogenous group (p.30).

In this respect, Woolfolk, Hughes & Walkup (2008) classified two kinds of teacher's utterances when monitoring and maintaining discipline in classrooms. The first type of teacher's talk is teaching utterances that concern the content of the subject. They include questions, explanations and responses to students' initiatives. The second type of teacher's utterances in the classroom includes utterances, which concerned with the management of the classroom order. They deal with students' interruptions and various types of misbehaviors and include teacher's commands, requests, and admonishments.

In short, Wilks (1996 as cited in Clunnies-Ross, Little & Kienhius, 2008, p.695) divided the management procedures in two categories according to the behavioral perspective. On one hand, the "proactive strategies" serve as preventative through the use of positive response, e.g. rewards; on the other hand, the "reactive strategies" that include more negative responses to children's inappropriate social behavior. The process of tackling misbehaviors within the classroom might go from using verbal disciplining (i.e. yells angrily at students who misbehave) to non-verbal communications such as teacher's use of touch (Wheldall & Glynn, 1989, pp. 49-74). There are few empirical studies that analyze this type (non-verbal) strategy, which is viewed as an effective way for guiding or re-directing a disruptive behavior in the classroom. In fact, Charles (2008,p.18) explained this strategy very shortly and observed the gender difference in teacher's behavior of touching students. For instance, if the teacher is a male he has to refrain from doing that, and usually uses only touch on hands or arms of students, or can pat the head or shoulder of students. Teachers should develop body language and "class management cues" (D.A. Sabatino, 1983, p.41, showing in Appendix C) and use them in class so all the students may read these signs as a social perception of meaning.

Finally, Lewis (2001) has provided six practical teacher's strategies in his study of the role of classroom discipline and student responsibility: "student's perception" (p. 309). In this regard, the teacher should encourage children to learn and develop their ability to observe through their eyes what and how the social actors are behaving within the social setting (i.e., classroom climate) in order to protect their rights. Therefore, students become aware of teacher's verbal and corporal behavior, and understand the meaning of each interactive communication. From what has been said, it is evident that each student has extended his frame of perceiving/interpreting behaviors on base of his/her previous experiences and living conditions in his/her stages of socialization.

The following alternative teacher's responses viewed as reactive strategies are assessed by the frequency of delivering each of them when they try to deal with inappropriate behavior:

- 1.-Hints and non-directional descriptions of unacceptable behavior (e.g. teacher describes what students are doing wrong, and expects them to stop).
- 2.- Talking with students to discuss the impact of their behavior on others (e.g. gets students to change the way they behave by helping them understand how their behavior affects others).
- 3.- Involving students in classroom discipline decision-making (e.g. organizes the class to work out the rules for good behavior).
- 4.- Recognizing the appropriate behavior of individual students or the class (e.g. rewards individual students who behave properly).
- 5.- Punishing students who misbehave and increasing the level of punishment if resistance is met (e.g. increases the level of punishment if a misbehaving student stops when told, but then does it again).
- 6.- Aggressive techniques (e.g. Yells angrily at students who misbehave) (p.310).

In his report of comparing primary and secondary students' discipline and responsibility, the frequency of rewards, hints, discussions and student's involvement is greater than the use of punishment with very little aggression in the first group. The most noticeable difference occurs for perceived recognition and reward for good behavior, student involvement, non-directive hints, and discussion with students aimed at exploring their reason for behaving inappropriately and negotiating a win-win solution. By managing that particular conflict or misbehavior, the voices (teacher-students) can be heard.

Additionally, the author noticed in the study that there are no significant differences in the perceived amount of punishment and aggression items, which indicated that were hardly used by teachers. It is also exposed, on average, both primary and secondary school teachers are seen, at least sometimes, to yell angrily at students who misbehave and to keep classes in because some students misbehave (Lewis, 2001, p.312). This suggests that the teacher decides to use the aggressive technique to particular students in front of the whole class in order to find stability in the social setting avoiding disruptions in the teaching-learning process.

Having analyzed and recognized the four theoretical models of classroom behavioural management by Tauber (1999) : a) Teacher Behaviour Continuum, b) A social Bases of Power Framework c) A Behaviourist-Humanist Framework d) A keeping it Simple, it is worth remarking that teachers should deliberate wisely the appropriate model before deciding on a final course of action based on their competences, abilities, values and philosophy because there is no proved theory, method or technique that guarantee to produce appropriate behaviours with all children all the time in all situations (D.A. Sabatino, et al., 1983, p.29; Tauber 1999,pp. 9-18; Porter 2000, p.19). Tauber (1999) described this particular “exception” of few troublemakers or identification of task-off activities as more time-consuming demanding attention in the discipline system (p.9). Consequently, what may be identified as a dominant view is no longer considered the best solution to modify children’s behaviour due to the frequency intervention and restriction of children’s agency. Teachers who interfere for few children’s menaces, even though everything seems to be on the pathway, should evade this procedure in order to achieve a productive outcome in all social contexts. In that sense, students should be informed the organization’s rules, regulations to hold discipline, integration, and synergy in the specific social interactive environment.

2..1.3 Socialization and Social Interaction

Once having studied and reflected that integration and “differentiation” (Shulman, 1986,p.7) are part of our daily social lives as human beings (i.e., covering principles, standards of behaviors, models of managing conflicts- facilitators, coercives), we find, therefore, to examine the social context in which events happen and with whom individuals interact during the process of socialization, From this reason, I consider relevant to review some perspectives of

socialization and social interaction in different accountable actions. The current views on socialization will be discussed with regard to the notions of children and childhood, more specifically, the dynamic bi-directional view on socialization through social interaction. These will be presented and discussed addressing the issue of socialization and learning as inseparably embedded in children's development of social and interactional skills (Bjork-Willen, 2008, p.20).

The socialization process through which a child is "*made social*" (Ainsworth as cited in Woodhead, Carr & Light, 1991, p.30) by its family (first) and society (second) e.g. school, church, etc is changing in the last decades by recognizing that the child participates as a social being from early on in the social life and interactive practices of the community (through e.g. vocalizations, gestures, gazes, etc.). Children are socialized into social practices and culture in order to maintain social, moral order and status. The traditional model of socialization (based on the authority of age hierarchies) has been in use for centuries. Such practices involve imperatives and directives that model the child's behavior remarking the power of authority. This view on children as passive recipients of adult socializing actions is congruent with the unidirectional model of socialization (for related critique see Pontecorvo, Fasulo & Sterponi, 2001, pp.341-347) and cultural belief. For instance, Jackson (1990) makes a difference between the parental and teacher's authority focusing on the purposes for which their power is put to use. For instance, the former is considered as "restrictive" using the commands: "Stop!" and "Don't" which curbs the undesirable behavior rather than the latter which is considered as "prescriptive" "Do", "Don't" (p.30) declaring mostly in their assignments and paying attention, i.e., look, listen missing ingredient that makes work real (i.e prescriptive dicta and his surveillance over the students attention.p.31). Therefore, these kinds of prohibitions and limitations are not only aimed to develop children's self-control behavior, but they also created inhibition (Woodhead, et al. 1991,p.47) or restricting the freedom of childhood. These simple negative directives and imperatives not only may have a big impact on their identity development by constraining children's spontaneity, and their willingness to act as a competent and active agent (Cromdal, 2006; Durkheim, 1979; Speier, 1976; Wrong, 1961) but also in their interactive behavior. Consequently, children learn to adapt their actions to the demand of these instructions or rules encouraging imitating the model of persons who are responsible for their development (i.e., the imitation of delivering words such as shouting, punishment, etc. that may carry as normal routine in their activities). Therefore, "one does not learn by doing alone but

instead learns as the result of the consequences that follow what one does Hence, to teach (to discipline) is to arrange such consequences” (Skinner, 1986 as cited in Tauber, 1999, p.29).

According to the new view of socialization (as social interaction), socialization is a reciprocal and collaborative process. The child’s agency is foregrounded by acknowledging as a social actor. In particular, this bi-directional way emphasizes the child’s active role in selecting and organizing socio-cultural information (Bower, 1977 as cited in Pontecorvo et.al., 2001) by actively acting upon scaffolding from their caretakers as part of the learning process. This implies that children are no longer seen as passive or invisible objects but active individuals who take responsibilities and make decisions. Similarly, in the cultural practices of the everyday life in different countries, more child-centered approaches have been adopted because adults understand that the child thinks and feels like them.

In fact, during the process of socialization, language is considered to be one of the crucial forces in child’s development due to the power of expression and meaning. Language is one of the most significant cultural tools that in moment-to-moment interactions makes an up a social fabric of culture and society. Children communicate vividly their motivations and experiences with verbal and nonverbal resources such as language, prosodic cues, gestures, participating thereby in social interaction, accomplishing “accountable actions” and interacting with their peers and/or caretakers (Garfinkel, 1967 as cited in Cromdal & Aronson, 2000, p.453). Additionally, Guest (2002) claimed that in practice, culture is perceived as a monolithic entity because the nature of interaction is such that an entire culture is being addressed,

In practice, our classrooms are not like this; they are filled with individuals or small groups of real people who we come to interact with on a personal basis. So it is with almost all intercultural language encounters. Most linguistic interaction is not at the level of a monolithic, generalizable, culture, but rather with individuals or small groups. [According to Yoshida (1996:98), ‘teaching...culture must include individualized realizations of cultural traits’.] Culture, therefore, should be seen as interplay between social and personal schemas, since when we carry out *classroom management* [italics added], we are aware of and deal primarily with specific personalities and specialized group dynamics, not national or racial cultures *en masse*. There is no culture that does not have its share of rebels, the fashionably bored, the self-obsessed, the overly friendly, the terminally sullen, and so on. It is these characters, not monolithic cultures that we regularly confront in our classrooms.

In response to this situation, if our target language texts and classroom practices are intended to replicate a real world, they should focus upon the properties of individuals or character types rather than culture at large. The linguistic dynamics should be adjusted according to the nature of the interaction (individual/small groups), and not in order to conform to an abstract, generalized, formula ('culture'). Thus, instead of an overtly cultural approach, it would seem that a method more sympathetic to psychological or small-scale interactive models would ultimately be both more accurate and productive.

When we interact with people from our own culture, we tend not to "culturize" them. That is, we do not search for cultural explanations in order to interpret their behavior. Rather, we ascribe personalities to them (p.157).

This means that classes contain heterogeneous mix of students and teachers rather than homogeneous ones as a result of various multicultural factors and mobility in their families.

From this point, cultural practices, whether across an entire society or within a single classroom, are aided by the use of language or verbal behavior that can greatly increase the ability of individuals to take advice from others, learn rules, and follow instructions (Bower 1986 as cited in Tauber,1999,p.29) Effective classroom disciplinarians regularly use such verbal behavior when interacting with students to define good and bad behaviors- reinforcing the former while extinguishing the latter. These teachers consciously set about modifying student behavior.

Social norms/rules govern human behaviours across the world and cultures since they were born. Each individual learns from its early socialization (i.e. geographical space, family, experiences, social statutes) how to behave, speak and interact in order to fit in this society. Previous researchers show that some children may be labelled as disadvantaged because they suffer many deprivations i.e., "sensory", "cultural", and "verbal" (Anderson, Brown, Shillcock, Yule, (1984, pp. 26-28) due to the lack of exposure in social interaction and communicative situation on which most educational practice is based. This absence of knowledge has a big influence when the child enters to its second socialization (i.e. school) because the child meets other peers who have different social backgrounds, attitudes to learning and to work, or the appropriate motivation and aspirations. In addition, Anderson, et.al. (1984) remark that this way of thinking has been changed from researchers who have pointed out that "cultures are different to each other, not inferior or superior" and stated clearly that "if anything is to be changed it should be the expectations, practices and prejudices of the school and of society at large" (p.33). Teachers perceive each situation and face/remediate each particular problem with the individual through training and

disciplining the misbehaviour in a positive oriented environment (D.A. Sabatino, 1983, p.65). This phase of the whole process of positive discipline is a part of his/her continuous learning as an individual within the team-work relationship in the classroom and society.

AIMS AND RESEARCH QUESTIONS

The present study aims to explore how social interaction is organized in crowded classrooms, more specifically looking at how teacher organizes teaching of a particular subject (i.e. English as a second language) and manages particular disciplinary problems with students. I will describe the methods and resources that the educator employs when she/he deals with noncompliance of individual students' or the whole-group class. In relation to that, I will demonstrate and discuss how the number of children may affect the structuring of teaching and how it is interrelated to classroom management.

Thus, I would like to know what are the conditions in which children operate in the classroom while the teacher starts or delivers the English lesson? What are the available resources and methods that teacher displays when facing a misbehavior? What is the individual/whole class response to the teaching discipline? I will identify and analyze the development of sequences and actions in the teacher-student interaction of disciplining and will pay particular attention to the communicative competences and power relations (i.e. asymmetric) between the participants. I will also discuss the relation between the teacher's methods of disciplining and children's compliance or non-cooperation.

CHAPTER III

3. QUALITATIVE METHODS AND MATERIALS

3.1. Setting, Data and Transcriptions

As mentioned earlier, I have collected data in a religious, catholic, monolingual Spanish educational institution for a single-sex education: Girls in North Shore. I recorded lessons comparing beginner learners in their L2 (i.e. second language, in this case, English) and the teaching-learning activities with the same English teacher. The observations will focus on how the teacher manages student's behavior and simultaneously provides the transmission of the knowledge through daily academic activities:

Grade 1: 5-6 year olds (will not be considered in this study due to the lack of experience in L2).

Grade 2: 7-8 year olds.

Grade 3: 8-9 year olds.

At the moment of the investigation, the students in second and third grade were received English Classes (American) two times a week for one period (6 months) in 2008. Now, English classes take 45 minutes classroom time, but the teaching as such takes about 20 or 30 minutes daily (this change has been able due to the new project of immersion to learn English as a second language and the teaching of English as a foreign language since 2009) or none minute due to some extra activities linking with the policy of the school e.g. pray the angelus every day at noon for 10 minutes, go to the church or auditorium. The target setting – classroom environmental arrangement- is the traditional small and tight space with natural illumination. The students are sitting in small individual desks distributed in six lines and six rows, one behind the other, facing the front of the room, where the teacher's table and chair is located (in the right corner next to the bookcase, which is always founded with children's notebooks from other subjects or materials). This typical design prevents them from moving and doing more academic practices in the class (i.e., interacting and learning in pairs or working in groups), but simultaneously let the teacher “control the flow of traffic” in the classroom by achieving her functions or expectations as a teacher-centered environment (i.e. the exercise authoritative control; the lecture method of instruction, the passive use of space; and the presumed homogeneity of students (D.A. Sabatino,

et al., 1983, pp.79-80). There is also a big chalkboard on the wall, which covers all the front part of the classroom, which is the only didactic material to explain the instructions. What is more is that there are no items, pictures or visual aids (except an unfixed TV on the top of the blackboard for all grades) in English than the required book and Workbook – Backpack 1,2,3 respectively for each student's grade. During my data collection, I observed also that the English teacher arrives on time but the teacher who is instructing the previous class (i.e. math, language) continues dictating her class, regardless of hearing the bell to stop the activity. Consequently, there is no one-minute break for children between classes. What is more, the classroom serves as a lunchroom where children eat their lunch in their own desks and with their own uniforms for 30 minutes affecting their academic activities due to the rush hour. Thus, on one hand, the teacher found many inconveniences to start classes after this activity due to the cleaning desks, packing children's utensils, and finding unexpected events, e.g. sick girls after eating, On the other hand, the students have to pack or wrap all the things and food very fast when they heard the ring bell to stop the lunch hour even though they do not finish eating or they are unclean.

3.2 School's Organization and Teacher's Functions in the School/ Classroom

The organization of the school day, classes and break time was structured according to a single schedule which served for the whole staff in the school, including administrator, teachers, and students. Everyone had followed the school policy including the children's parents. In particular, the classes start at 7:45 am and finish 2:45 p.m considering two breaks of 30 minutes: the first one is 10:45 a.m. and the second one is 12:45 p.m. All children and academic staff follow a dress code, which are identify by an emblem in their sweaters. The Girls have also a special uniform for physical education classes that takes once a week.

In Primary Level there is one main teacher who has many responsibilities. For instance, she teaches Mathematics, Spanish Language and a few times works as an assistant in the English classes to help the English teacher to put order. I found that while I was doing the investigation, she sat at an empty desk (when the student was absent) doing her duties, e.g. checking children's homework in the notebooks or workbooks, doing evaluations, etc. in silence even though there is a special teacher's room in the first floor. Besides of these functions, she is the tutor of the class arranging the meetings with parents or making all the coordination activities with the headmaster of the

school, e.g. academic or non-academic activities e.g. festivities, celebration for mother's day or teacher' day (July 6th).

There are also three specialized subjects: religion, physical education and English, which are teaching by academic and non-academic instructors. In particular, the English teacher is a non-native speaker. She speaks Spanish as a first language. She studied English in one Institute many years ago displaying a limited level of English language knowledge. This gap of current self-actualization might be considered one of the factors to deliver quality in the subject and student's academic behavior, considering that she has to deal with a great number of students in one classroom every day. How these factors impact the children's competence and behavior to learn a second language in the classroom? According to Andersson, D. and Reimers, K. (2009) is very important to consider the instructor's level of certification (i.e., college, university or institute) because there is a strong correlation between it and the success of the classroom.

There is a physical space for the library in the school (i.e. second floor on the left side of the entrance) that has a limited supply of books with few resources in foreign languages such as English. If it had been implemented, children could have taken opportunities to go after classes or anytime to pick up books or other materials of interest to motivate themselves and learn by curiosity. However, there is a big church at the entrance of the school where girls, according to the policy of the school, have to listen to the Mass once a week and pray every day in the early morning.

3.3 Data Collection

First of all, I followed the same ethical procedures as I previously did in rural communities (Ugaz-Bilingual speakers in Quechua-Spanish that it might be consider in another research in L3) to get access to the school and classrooms to do my research project. Having found the features of these places, I changed my view to work in urban communities. It was not easy to get it due to the policy of the catholic school and consent from all the participants who are involved in this observational study. This successful attempt has been under the social research methods (Bryman, 2004) and organized the procedures in three main phases:

FIRST PHASE: Meeting Procedure

I approached the local setting and looked for meeting the headmaster of the school in four times but it did not work due to her activities. Thus, I made the decision to change my strategy to meet her. I wrote a letter of presentation requiring an interview with her in order to explain my purpose of my research in the school and specifically with children in the first levels. After waiting one week for an answer if it is available or not to do my social research, I did a phone call o the headmaster to ask about my letter. She remembered it and gave me a positive response to meet her in one week more. I waited for it with patience. When the time arrived, I introduced myself and explained my motivation, purpose in doing classroom research (observational study and used of audio-recorded) in the school establishing good interaction. I highlighted three main points:

- To follow ethical procedures in all contexts (i e. confidentiality of information, protection of participant's real identities & name of the institution and places are pseudonyms) and respect the policy of the school.
- To get authorization/ consent from all participants in order to carry the research in a free, smoothly, collaborative trustworthy environment respecting the teacher and children's space, teaching practices and schedules.
- To inform her what is going on inside in the classroom in order to contribute with the development of teachers and school. (In this point, I have to emphasize that the headmaster required me to inform her about what I observed or found in order to contribute with them and benefit the students, teacher and school for growing. My answer was,“ Absolutely, everything is open and with trust. I try to be limit in all activities within the setting. You know my objectives and I thank you very much for the consideration to give me this opportunity I seek in collecting my data and finish my work” Both agree!!

Meanwhile, I waited for her answer patiently because she has to communicate this activity to the whole academic, administrative, and involved parties in this research. She explained them what is my purpose, where I will be (three first levels), the days, time, my place and so on without producing any interruption and disturbance

Finally I received the positive answer and opportunity to explore this local setting and the subjects of my sampling. She introduced me the academic staff, teacher and students so I could say that we feel comfortable to work together because we realized that this kind of “classroom action research” (Elyildirim and Ashton, 2006 pp.2-11) would bring contributions to the children and institution.

SECOND PHASE: During the Data Collection

In this occasion, I have collected data in the target setting by using audio and video recording of English lessons and classroom social behaviors in natural occurring situations. The lessons are Objects and Colors in Second Grade and Present Progressive Tense in Third Grade. The recordings were during five days, from Monday to Friday, 15 hours to the first three elementary grades, which allow me to compare the changes in the behaviors, feelings, and attitudes of my purposive sample. The first two days I did my observational studies limiting myself in any participation in order to not contaminating the data collection. The first day I used only the audio recording, placing it behind me, where the technical instrument would not disturb the students and was able to capture social interaction (i.e., teacher’s strategies to manage children’s behaviors, teaching practices, and children’s behaviors) in the classrooms. Additionally, I took notes in each class (3 levels) to remember some features within the classroom, e.g. paralinguistic cues such as knocking the floor, and gestures (Schegloff, 1984 as cited in Hutchby & Wooffitt, 2008, p.69). The second day I start making the video recording to document social interaction between the teacher and the students. I recorded the naturally occurring teaching situations, practices with a regular teacher in managing off-task children’s behaviors in the subject of learning English. The remaining 3 days, I also did the video recording, and I was also involved in (for the last few minutes of each class taking the role of participant observant) teaching English through communicative practices, according to the promise I gave to the headmaster before starting my study. In the present analysis, the recordings from the first two days are used since my involvement in the class during that time was limited. Generally, recordings from all days form an ethnographic basis for contextualizing my data, and show the continuity in teacher’s classroom management strategies and the children’s responses during the week I spent in the classes. In addition, as a supplement of my research, I conducted some interviews (i.e. semi-structured) to the teacher and some students who are not considered here.

THIRD PHASE: End to the Data Collection

After observing and collecting enough data, I thanked all the participants who help me in this occasion. Finally, I provided a brief summary of my observations, findings, recommendations, and individual feedback about strategies and methods for teaching English to the Director at the school as we have agreed before the study: "*Un Nuevo Diseño de Enseñanza/Aprendizaje en la adquisición del segundo idioma- Inglés en el nivel primario : Observaciones, Acciones y Conocimiento Impartido Visible*" -"*A new design of Teaching-Learning in the Acquisition of Second Language - English- in primary level : Observations, Actions and Sharing Visible knowledge*".

As my concern was to analyze the talk of my purpose sampling (teacher and students) and interactive behavior in the natural occurring situations in this social setting, the method I chose is the analysis of social interaction, informed by applied conversation analysis. This fits very well with my research questions and allows me to unfold the talk and concentrate on micro-analytic situations of classroom management and learning a subject: English. Here, we keep in mind that the data are not approached with a particular question as other qualitative methods a) used to generate categories or topics (i.e. interviews), rather I rely on observational data of what happened. As Sacks states "we can only make 'observations' if we know the kinds of 'things' we are looking for" referring to social order of how children learn. He also puts 'whatever human do can be examined to discover some way they do it.'"(1984a: 22). This means that we must forgo appeals to concepts of "culture" and "social structure" which rush us towards explanations of phenomena which have barely been identified, except in commonsense terms. Instead, we must examine "*how* people achieve whatever they do achieve by focusing on the social organization of members" mundane practices (see Silverman and Gubrium ,1994 in Silverman, 1998, pp. 58-73). I used the standardized conventions (see appendix) to the transcriptions in order to describe "locally accountable actions" (Cromdal, 2005,p.331). In this study, I identified the potential and relevant phenomenon in the available data. Having collected them, I classified the teacher's strategies into different types. Then, I described and analyzed those extracts by following the basic tool of CA "*next-turn proof procedure*" (Hutchy & Wooffitt, 2008,p.13) that means the sequential

understanding of the previous turn possible completion (inferential) and the understanding of the action (pp.41-42) than the prior turn has been designed to do. Indeed, I focus in conversational structure: a) sequencing: i.e. adjacency pairs (such as greetings and return greetings, answer-questions); b) turn-taking; and c) how talk is delivered and by whom, including documentation of prosodic cues and the “use of nonverbal messages” (i.e., stares, changes of head positions or nods, gestures, voice, body posture, finger snaps, etc.), which are vital to be an effective classroom manager (D.A. Sabatino, et.al, pp.37,77). In short, I worked with the data and transcription at the same time to capture details and interpret them.

CHAPTER IV

ANALYSIS: TYPES OF MANAGEMENT CHILDREN'S BEHAVIOUR

In this chapter, I describe in some detail the methods of disciplining, which the teacher displays in the classroom with large number of pupils. The work I have done results from observations during the class and analysis of the performances in it. Throughout the extracts there are certain examples concerning the teacher's competence/incompetence to this skill of management the classroom and the children's responses to each strategy's sequence. From the teacher's view, she tries to help children to improve appropriate behaviors and attitudes (i.e. social skills) in order "to perform culturally recognized acts" (Anderson, Brown, Shillcock and Yule, 1984, p. 25) in particular situations (i.e., eating in the recess time or working on the task activity) and from the children's perspective, they show the competence to recognize the appropriate occasion to follow the standard of regulations within a social setting or the agency to obey or disobey an imperative (i.e. affirmative/ negative) order. A great deal of this work has been in the form of descriptions of the language produced as a main resource of communication: speaking (how the talk works: requesting, advising) and doing (what activity is achieving in controlled different task-off activities). From this assessment, we have selected twelve interactive responses in the classroom setting, which are interrelated with the theoretical framework described above, and the level of delivering manners to change student's behaviors.

Teacher's treatment and manners in the process of disciplining: Whole Class

4.1 Managing student's resistance by relying on the classroom artifact -book (object)

at the beginning of the English lesson.

During my time spent in the classrooms (English lessons), the children's abilities to hold the power and "collaborative developed floor" (Eldesky as cited in Jones & Thornborrow, 2004, p.402) in the classrooms for long period of time. The teacher needed to devote considerable amount of time for classroom management in the beginning of each class at any grade due to the previous recess time or changing turns of subjects. Usually, the lesson started only after the teacher's lengthy

efforts to gain the pupils' attention. The children did not care of paying attention to the teacher due to their parallel activities, such as talking with their peers, walking across the classroom, or simply doing unrelated class tasks (i.e sharing cookies, figures, etc.).

Following, I will describe in detail the teacher's classroom management attempts to set up the order by using upgrading strategies and cultural mechanisms to caught the children's attention to initiate the lesson (and to create task-focus). In this first section, I will illustrate the sequence of organizing the opening of English lesson by emphasizing and requesting the object (i.e book) and turn-taking procedure (i.e., overlapping and managing utterances) in the beginning of the class.

Examples 1 and 2 illustrate the manners and ways in which the teacher gives a directive to the whole group of students without achieving success. In these two particular cases, the English lessons start after the recess time (20 minutes).

Example 1: Participants: Teacher (T), Second Grade students (Ch), Carla (girl)

- 1 Ch : (xxxxxxxxx)
((there is a lot of noise in the classroom when the lesson starts))
2. →Ch: (((8 min. of talk xxxxxxxxxxx)))
3. →T : [Haber (.) ↑NO::tebo↓oks↑ABIERTOS↓.(.) ↑WO::rk↓books abiertos (.)
open *open*
- T : ((addresses the whole class from her place in front of the classroom.))
- 4 Ch : (((children's talk , 5 min xxxxxxxxxxx)))
- 5 T : [WORKBOOKS abiertos ((she is in front of the classroom))
open
- 6 Ch : ((children do not pay attention to the teacher, still talking with each other))
- 7 Carla : he he he he

When the teacher enters to the class, children are still talking to each other or in groups, eating, playing, and making disorder in the classroom. They do not take any notice that the teacher has entered in the classroom. The teacher is waiting at her desk for eight minutes without any

disturbance (as it was an habitual situation), and quietly went directly to the workbooks –Backpack 2 preparing to start the lesson and to motivate the students to take their workbooks. However, the ways she has focused the artifacts, first from her place and then moving to the front of the noise classroom were not audible for children due to children’s ongoing talk that overlapped teacher’s talk. It is noticeable in line 3 that the teacher tries to “get the floor” (Jones & Thornborrow, 2004,p.400) alternating between L1 and L2. First, she tries to call the children’s attention by using a soft casual utterance “haber” (Spanish) that might mean like “look” =miren (Faingold, 2003,p.130) from her desk. She looks at the whole class, while standing at her desk (after a briefly pause) she code switches to L2 (English) and directly attends to two classroom materials (notebooks/ workbooks). She changes her attitude and starts raising her voice, stressing in the first syllables of each word. The vowel “O” is markedly lengthened and falling word-final intonation. Even though children’s talk overlaps the teacher’s directive, the teacher’s turn orients to children to stop talking and recognize her as an authority. Simultaneously she starts working directly on the material expecting the children’s response by addressing ‘ABIERTOS” (*open*) in Spanish. The children do not respond to the teacher’s imperative. Again the teacher raises her voice and repeats the directive by alternating the codes. In particular, she emphasizes only the WORKBOOKS (i.e. material) in English first and then “abiertos” in Spanish (to the action) in lower volume. Despite the teacher’s attempts to start the lesson, children are still doing their own activities. In response to the children’s lack of orientation to her attempts to start the lesson, the teacher waits for a quite long period of the lesson time.

Here, we find that teacher’s efforts to start the lesson are not successful; the children continue talking and do not respond to the teacher’s directives. They collaboratively maintain the floor by engaging in multiple conversations with each other (continuing their conversations and activities after their break time). The children ignore the teacher’s verbal and nonverbal directives.

In the next example (Ex.2), I will explore how the teacher attempts to initiate the classroom activity immediately by orienting to and asking the girls to attend and use the English workbook (i.e. classroom artifact that is relevant for the particular instructional activity). Several interesting issues are noticeable, one of them is the situational temporal occurrence of “paired action sequences” following the rule of adjacency pairs (Hutchby & Wooffitt, 2008, pp.42-43) as the greetings and

return-greetings. Second, how the teacher's managing utterances aim to direct and control the children's bodily practices: to change positions in the body and specific artifact (Foucault, 1977, pp.149-177) i.e. from standing to sitting and picking up the English book by using their native language, Spanish, L1.

Example 2: Participants: Teacher (T), Third Grade students (Ch)

- 1 Ch : (xxxxxxx)
- 2 (10) ((children continue talking))
- 3 → T : Good Morning! ((She is walking to her desk))
- 4 → Ch : GOOD MORNI:::NG↑
- 5 ((children are standing for 10 seconds))
- 6 T : Sit down
- 7 Ch : ((all the children sit down))
- 8 → T : >Todos los libros de Inglés< (.)
All the English books.
- 9 (5)
- 10 → T : antes que nada
before than nothing
°una cosita°
a little thing...

Children are making noise due to the recess time they had. Teacher produces a greeting while walking to her table, which is the first part of an adjacency pair. The children return the greetings (line 4) in high volume and enthusiasm. After the students' response, the teacher proceeds to introduce the lesson giving two requests to the students (line 6 and 7) from the front of the class. Her requests to change the body's position in English (line 6, i.e sit down) and take the schoolbook in Spanish are successful (line 8) with no disturbance due to the "rapidity of the teachers' actions as channel of conducting the traffic social context in seconds" (Jackson, 1990,p.11). Afterwards,

she wants to start the class but suddenly she interrupts the ongoing activity in this particular situation- start the English lesson- to tell something to the students. She speaks lower and quieter by using the words *antes que nada* (*before than nothing*) and a diminutive form of the word “thing” (“*a little thing*”) to refer and inform a prospective activity in the auditorium (outside the classroom). What does *nada* (*nothing*) mean within this context? In our analysis, the temporal adverb “antes” (*before*) (Faingold, 2003,p.63), “antes que” (*before than*) precedes the negation “nada” which might be considered in this particular context as a comparative meaning (Butt & Benjamin, 2004, pp. 345-347). Thus, the teacher is referring “nada” as a comparative position of hierarchical order among all the activities in her prospective English class like “First of all” (personal communication K.Barajas, examiner LIU, June 2010), following the diminutive. This kind of “sociocommunicative mechanism” (Faingold, 2003,p.120) with a negation might have a mental representation of real objects in the children’s mind (pp. 92-120) or “a natural order of thought processes” (Contreras, 1976, p.15) that capture immediately the children’s interest and curiosity to know what is going on apart from academic lessons, in this case the prospective activity outside of the classroom in the last minutes of the class.

4.2 Gradual developing manners to establish discipline in the classroom addressing to the whole group as a team during the initial stage of disciplining: Second Grade

First Phase:

- a) Planned ignoring behaviour
- b) Intervention signals

In this episode, we illustrate how children, as a group pressure, reverse the hierarchical order by ignoring the teacher and her interventions to initiate the lesson of English. Indeed, the meaning of intervention is brought from Anderson, et.al., (1984), who define it as “that one is stepping in when a process has gone wrong in some way” (p.31) causing interruptions. Some teachers conduct this in order to encourage student movement or obedience to the standard norms of social rules.

I will describe the developing steps in three phases along with the teacher’s manners to caught the children’s attention as a whole class. First, the examples 3 and 4 shows how the teachers relies on

ignoring children's behaviour and uses a great deal of "intervention signals" (D.A.Sabatino, et al., 1983, p.57) which implies the variety of body postures, hand movements, and facial expressions that teacher used routinely to convey approval and disapproval of student behaviour, i.e., smiles, winks, and a pat on the back convey approval; frowns, throat clearing, and finger snapping are used to deter behaviour. She also upgraded the level of managing the classroom behaviour by displaying other resources such as collaborative negotiation or "aggressive techniques" (i.e yelling at children who misbehave, Lewis , 2001,p.310). Finally, the example 5, demonstrates the use of threats i.e., to set a time limit by counting the numbers in English.

Example 3: Participants: Teacher (T), Second Grade students (Ch)

1 Ch : (xxxx) ((Children are talking to each other or in groups))

2→ T : ((the teacher is waiting in front of the class without saying any word for 40"))

3 Ch : ((five girls move to their places)).

4 → T : ((knocks on the board, and hits the floor with her shoes))

5 Ch : ((children continue talking loudly with each other some are moving around the classroom)).

6 → T : ((goes to her desk and picks up some papers))

7 Ch : ((children are still doing their actions for 20 seconds))

In this first segment of the lesson, the children are organizing their activities, i.e. "communicative actions"(Rogoff & Wertsh,1984, ,p.36) in groups of two, three and four girls spontaneously interacting with each other in the classroom (lines 1, 5, 7). They are interacting and enjoying their time by showing pictures to each other, talking, eating, and joking. The teacher stands in front of the classroom crossing her arms (i.e. showing impatience) and waiting in silence as expecting a change in the children's behavior for a great deal of seconds. The use of these techniques of "planned ignoring behavior" (D.A Sabatino, et.al. p.56) and "wait- time" (Shulman, 1986, p.12) might be beneficial if children knew what these actions mean from teacher's expectation. However, most of the children are still doing what they do with exception of 5 girls that are moving to their desks. The teacher continues using the intervention signals through her body language such

as moving; walking back and forth in front of the classroom; knocking the blackboard with her hands four times; hitting the floor with her right feet twice; clapping her hands to call the attention of children but nothing happens. Children continue ignoring the teacher and holding the collaborative peer floor without including the teacher in the interaction. Consequently, this unmanaged situation causes the teacher's frustration, which is reflecting in her responses such as disrupting her talk to the children and increasing the task-off activities. Both teacher and students ignore each other demonstrating that the intervention signals did not work as an effective strategy during the initial stage of students' misbehavior. As Sabatino, et al., pointed out that their usefulness is limited after the kind of misbehaving has moved into advanced stages of behavior and emotions (p.57). Yet, the teacher continues using this technique to discipline children as we have unfolded in the second phase.

Second Phase:

Starts Negotiation by using teacher's blending strategy: Collaboration from children and Power of Authority to reestablish hierarchical position.

- a) "nonworking behavior" (Cekaite, 2006,p.9) or intervention signals
- b) affective stances in a diminutive form (Rindstedt, C.& Aronsson, K. (2002)
- b) "aggressive techniques"

Example 4 : Participants : Teacher (T), Second Grade students (Ch)

In this second phase, we illustrate how the teacher blends and displays synchronically a range of affective stances; aggressive techniques in her talk, and nonworking behavior to help her to establish classroom order and to caught the children's attention. This kind of strategy will see as a vicious cycle to focus on the subjects (i.e. students –hijitas), - pause (i.e. wait time) to expect any children's response, and the constant repeated problem (i.e. noise) in the whole class. In spite of this strategy to recover the teacher's authority and position, again she faces the children's lack of uptake and does not succeed in reestablishing the classroom order.

1 T : Haber CHIcas
Look Girls

- 2 Ch : ((children are talking in groups, showing pictures for 125 seconds))
- 3 → T : MUcha BUlla (.) ((to the whole class))
A lot of noise
- 4 → Mucha bulla *hijitas*↓
A lot of noise little daughters
- 5 (20)
- 6 HA:::::BER ((she looks at the whole class and raises her voice))
Loo:::::k
- 7 Ch : ((children continue talking, xxxxxx))
- 8 → T : YA (yells at children)
NOW

Here, the teacher starts negotiating with the students by soliciting their attention *haber (look)* but emphasizing the address term *CHICas (GIRls)* (line 1) as well as calling children's attention through her gaze and posture i.e, stands firmly with her hands behind her. After waiting for a long pause (line 2) she comes back to her desk and notices the loud noise (object) and unsupportive situation in the classroom. Then, she raises her voice and lengthen the syllables of utterances *MU*cha *BU*lla (line 3), addressing to the whole class. Again, in line 4, she repeats normally the previous phrase but she displays additionally an affective stance "hijitas" in a diminutive form in what can be seen sotto voice. She does not receive a collaborative response from children. After a brief pause, she starts getting annoyed and changing her manners by raising her voice *HA:::::BER*. The teacher wants to stop the inappropriate behavior many times with the word like "look" (*miren*) that could be a request of change. Finally, she cannot keep the patience and start being aggressive by yelling a temporal adverb "YA" that means "horita", "NOW" (Faingold, 2003, p 63) or it might be also interpreted as *ENOUGH*, signaling thereby her authoritative status position.

In conclusion, the level of disorder in the class influences the teacher's choice of discipline techniques and manners to deliver the directive or imperative order. On one hand is seen as reactive and aggressive according to Lewis (2001) and on the other hand is viewed as soft verbal rationalization stressing the diminutive form of *hijitas* as individuals with goodness and care to

obey. These actions might be seemed that children ignore the standard rules of behaving in the classroom and also the teacher's expertise to tackle children's inappropriate behaviors showing an escalating procedure to manage them, which are demonstrating in the following and last phase.

Third Phase:

- a) Alternating codes in English and Spanish displaying verbal commands
- b) Threat of time limits

In this third phase, example 5, the teacher continues raising her voice and deploys another kind of resources such as switching codes from Spanish to English, waiting time, and using a threat of "time limits" (A.D.Sabatino, et al., p.114) when she tries to solicit the pupil's attention and to start a lesson.

Example 5: Participants: Teacher (T), Second Grade Students (Ch)

1→ T : EN SUS LUGARES! ((angry voice))
In your places

2 (30) ((children ignore the imperative order by doing their activities))

3→ ONE (2) TWO (3) AND THREE!

4→ SENTADAS !
Sit Down

5 CH : (xxxx) ((some children obey but the noise continues in the classroom))

It is clear that the teacher starts feeling frustration of managing the heterogeneous individuals with their own interests. In lines 1 and 4 she starts using the same technique of disciplining by standing in front of the classroom talking with more angry voice and emphatically stressing her words. She gives specific verbal commands to children to change their body positions "en sus lugares" (*in your places*) in Spanish. However, this kind of strategy is ineffective again in that particular situation that she had to wait more for the girls to come to their desks (line 2). After that, she code switched to English (line 3) to give yet another directive indicating clearly "time limits". She starts

counting in English from one to three using pauses as interactive resource. Her counting in English shows that she assumes that the children understand these numbers in English, and that they are able to see the local relevance of the teacher's counting as a disciplining practice. According to Sabatino, A.C. and Montgomery – Kasik, M. (1983) the teacher should avoid this kind of threat because it tends “to box disruptive students into behaviors that seldom comply with teacher's demands. The situation becomes a struggle for power. Someone will lose face and the acting-out youth often will challenge the authority figure with aggressive behaviors” (p.114). Finally, she gives another imperative order in Spanish (line 4) “sentadas” (*sit down*) to the whole class and some children follow the managing utterance (line 5) in silence.

4.3. Managing behaviors by including student's participation and collaboration

- a) Intervention Signals
- b) Disruption of Class and Delays in the time schedule

Example 6: Participants : Teacher and Students Third Grade

In this episode, we have observed that the teacher starts constructing a dialogical conversation. The teacher requires the student's collaboration to shift the inappropriate behavior to start the classroom activity focusing on “wait-time” and “I will” strategies (D.A.Sabatino, et.al.)

- 1 CH : ((xxxxxxx yelling, laughing, talking and making a lot of noise))
- 2 T : ((knocking the blackboard, hitting the floor, gazing, touching her head))
- 3 CH : (30) ((xxxxxxx))
- 4 → ESTOY ESPERANDO
I am waiting
- 5 (12) ((children are still making noise))
- 6 T : Miren
Look

- 7 (25) ((xxxxxxx))
- 8→ CHICAS voy a esperar A QUE HORA SE CALLAN ((stands firmly))
Girls I will be waiting at what time you keep silence
- 9 (60) ((xxxxxxxxx))

In this extract we can observe that the teacher employs a great deal of non-verbal expressions or interventions signals to the whole class in front of the classroom (as in the above examples of second grade). She starts knocking the blackboard twice, hitting the floor and looking at them to see their uptake but the children ignore her actions (line 2). While she is waiting some more seconds she puts her hands in her pockets, waits for any change and walks back and forth. Some children are shouting, talking loud and continue playing showing that they do not understand the teacher's orientation. When the teacher does not receive any uptake and does not gain the student's attention from using this relevant and habitual technique, she takes another strategy. She speaks to the whole class to move them to her goal. She raises her voice and starts negotiating with children by telling in Spanish that she is waiting (I asked what?) (line 4). Here, it is important to notice and remark the comparison in how much time each student in crowded classroom spends waiting to receive attention or speak (Jackson, p.14). Again a lot of time and efforts are used to this unmanaged situation by using the unique resource of speech and language communication. The teacher's strategies are quite unsuccessful since some children are involved in lesson-unrelated activities even when the teacher tries to call the attention by calling 'miren' (look) (line 6). We have seen in the above examples that she also uses *HABER* that children's interpretation might vary such as "a ver" (K. Barajas, 2010) or miren (i.e. a visual object). Again, she waits in silence (line 7) and starts the negotiation with children by telling them to keep order. She goes directly to the subject CHICAS with emphasis (line 8) repeating the verb *wait* in future, as projecting that she will be waiting more time. And finally she emphasizes the objects of the problem: time and behavior, expecting the children's attention to engage in her teaching instructions. In contrast to the one-way negotiation, the teacher employs the dialogical communication and attempts to ask the children to comply, rather than simply to order the children to comply.

4.4 Gradual developing manners in the classroom by Specifying Addresses in L1

Middle stage of Disiciplining : Second Grade

After the description of the teacher's efforts to establish classroom order by addressing the whole group, the teacher also used other creative ways of disciplining such as singling out specific students who are the troublemakers. The teacher tries to hold her authority through repeating managing utterances, i.e., commands, requests, etc.; displaying a great deal of prosodically marked; using emphatic talk showing her annoyance and determination; changing children's body position by giving imperative affirmative orders. As a result of the teacher's upgraded disciplining strategies, children start responding the authoritative teacher's disciplining actions and admonishments.

Example 7: Participants: Teacher (T), the girls Abigail (A) and Lucia (L), other girls (Ch),
MT (main teacher of the classroom who was there on this occasion) second Grade.

1 → T : SENTADA_Abigail
(*sit down*)

2 A : ((she looks at the teacher))

3 (25) ((some children are standing and others sharing some cookies))

4 → SE LES HA DADO UNA ORDEN
It has been given an order

5 (10) ((the girl continues talking with her peer))

6 → Ch : Y SIGUEN JUNTAS ((she is addressing to other girls)
and continue together

7→ T : LUCIA ((the teacher addresses another girl))

8 L : ((ignores the call))

9 → T : SENTADA
Sit down

10 T : >Le puedes pasar la voz que se calle< ((addressing to one teacher))

You can tell her that she has to keep silence

11 MT : ((she goes to Abigail and tell her to be silent by whispering and touching))

12 A : ((sits down))

In this specific extract, the teacher starts addressing a specific girl Abigail (A) (line 1), who is talking with her peer, but this girl looks at the teacher ignoring the teacher's disciplining (line 2). The teacher does not succeed in silencing the class even though she raised her voice. After a pause (line 3), again she speaks out but looks at two other particular girls who are in the back of the classroom by reminding them that she gave an imperative order to obey (line 4). It is observable the "performative verb" (J.L. Austin, 1962 as cited in Duranti, 1997,p.15), which make explicit the type of action a particular utterance is trying to achieve. In the utterance "se les ha dado una orden" (*it has been given an order*) said by a person who has the authority to issue such a command to another who is in a position to execute the command, the verb order is an attempt to affect reality, by making it conform to the speaker's wants and expectations. This is an example of the ways in which words *do* THINGS. For Austin, all utterances do something, even those that seem to simply describe a state of affairs (the sky is blue). They do the job of informing (p.15). After another pause, in line 6 express emphatically "y continuan juntas" (*and continue together*). In this occasion the teacher does not mention their names but mentions another girl, Lucia, (line 7). In similar way as Abigail, the girl's response is to ignore the call name and the order to "sentada" (*sit down*). Thus, despite the teacher's numerous efforts to discipline specific girls, the girls who are targets of teacher's admonishments do not obey, thereby positioning the teacher as a person who lacks authority. As a result, she asks for help to the main teacher who was in the classroom that time to tell the girl Abigail (who received the order of sitting previously - line 1) that should keep silence.(line 10). The teacher walks to the girl (Abigail), takes her by her arm, and whispers into her ear, forcing the girl to sit at her desk as a docile material. Here the touch (line 11) works as a support strategy for guiding the girl's physical body to her desk and last non-verbal disciplining after many interventions.

4. 5 Managing Behavior Modification and Disobedience: Specific Types of Social skills – Second and Third Grades.

The teacher's efforts to maintain positive discipline in the classroom and her management techniques do not only affect the children's behavior but also their academic performance. The teacher also targets and tries to monitor other types of social skills in the classroom (i.e. eating behaviors, time schedule for each subject, etc.).

In the following three extracts I will show what series of actions the teacher uses to solve temporarily these problems of behavior in the classroom. The teacher uses loud speech and emphatic stress to the children's disobedience, which is "the action contrary to directions of authority figure" (D.A. Sabatino, et.al., p.113). The first two examples are selected from the beginning of the lesson, where the teacher avoids naming a particular girl and ignoring the individual who did the misbehavior respectively in order to continue with the task activity. The third one is selected from the middle of the lesson, where the teacher addresses the specific girl and the behavior. They all are focused around the teacher's disciplining attempts because of the children's misbehavior.

Example 8: Participants: Teacher (T), Girl Beata (B) (Second Grade)

- 1→ T : SIT DOWN
- 2 (8)
- 3 T : ((Notices that a girl is eating))
- 4 → NO ES HORA DE COMER
It is not the time to eat
- 5 B : ((she tries to keep her cookie away))
- 6→ T : NO ESTAMOS EN HORA DE RECREO.

We are not in break time

7 Ch : (xxxx) ((some children want to see who is eating))

As we have seen, the teacher is giving an imperative order demanding the children who are standing and disturbing her instructions to sit down (line 1). While she is waiting in front of the class passively, she notices that a girl is eating a cookie (line 3). The teacher reacts and produces angrily a “negative imperative” (Faingold, p.101) order to the whole class using the word “NO” (line 4) while she gazes at the girl, who complies and puts the cookie away (line 5). Again, she addresses another message with the negative imperative ‘NO’ to the class, which focuses the schedule time for that specific activity. What is more is that this kind of strategy (indirect verbal message) has two purposes: one is to avoid embarrassing the specific girl (who is misbehaving) in front of the class and the second is to remind the rule to the whole group using the correlation between lunch time (line 4, action of eating) and recess time (line 6).

Example 9: Participants: Teacher (T), Students Third Grade (Ch)

1 Ch : ((They are in their places))

2 → T : °MUcha aTenciÓ::N° ((opening her eyes more))
Pay a lot of attention

3 → Ch : he he he

4 T : ↑HAber
Look

5 → >Antes que nada<
Before than nothing

6 → >quién ha comido plátano? <
who has eaten a banana?

7→ >y ha tirado la cáscara al suelo<
and threw the skin to the floor

8 Ch : (xxxxxx) ((they are moving from their places to see the object))

9 T : ((walks to the banana))

In this example, the teacher is going to introduce a task by calling the children's attention emphasizing her talk through volume and intonation leaps (high/ low pitch on words): MUcha aTEnciÓ::N . Simultaneously, she also makes some gestures, facial expressions like opening her eyes more (line 2) that children start laughing (line 3), but suddenly she interrupts her talk noticing the skin of a banana on the floor (line 5). She asks quickly to the whole class "quien ha comido plátano?" (*who has eaten a banana?*) (line 6) *and threw the skin on the floor* (line 7). Children stand up, talk, move around the class and start making disorder (line 8) while the teacher walks and picks up the skin from the floor to put it in the wastebasket by herself. This action of modeling shows the students what they should do in this specific situation and misbehavior.

Example 10 : Participants : Teacher (T), Second Grade Students (Ch), Ana (Girl)

1 Ch : (xxxx) ((they are yelling, talking))

2 T : shhhhhh(xx) ((meaning keep silence – onomatopoeic sound))

3 >copien< (.) >copien< ((refers to words from the blackboard))
copy copy

4→ TE DIJE QUE NO CORTES ((the teacher moves toward the student))
I tell you that you do not cut

5→ NO ESTAMOS EN LA CLASE DE ARTE
We are not in the Art class

6 Ana : ((look at her))

7 T : YA↑
(NOW)

8 YO DIJE (xx) QUE TIENES QUE CUMPLIR
I said (xx) that you have to obey

9 YO DIGO UNA COSA
I say one thing

10 HAGAN ESA COSA

Do that thing

11 Ana : ((stop cutting))

12 Ch : ((xxx))

In this example we found that the teacher disciplines a specific girl (Ana), focusing on specific behavior of disobedience by displaying an aggressive verbal technique, i.e. yelling at the student. The girl, who is not doing what the teacher instructs explicitly to the whole class (namely to copy words from the blackboard), is showing resistance to the teacher's directive by "unwilling to accept the assignment" (D.A. Sabatino, et al., p.115) and continuing doing a parallel activity.

During the episode, the teacher tries to silence the class by using onomatopoeic sound , *shhhh* (line 2) addressing it to the whole class. Then, she requests the students to *copy* from the blackboard (line 3) some words. While she was walking around the classroom she saw the girl who was cutting some figures with the scissors. The teacher's reaction was very angry and she yelled at the child (line 4) demanding her to stop cutting. Similarly as the previous first example in this section, the teacher addresses the whole class and admonishes the students by using the correlation of the activity (i.e. cutting) and the time of the course subject (Art in line 5) by using negative imperatives with the word "NO" (similarly in the example 8). Afterwards, the teacher moves toward the student to control the task-off activity. The child looked at her with shame but her figures still on the desk showing the resistance to obey (line 6) the order. As a result, the teacher yelled at the student again by using one word "YA" that means "horita = Now" (line 7) following a statement "WHEN I SAY SOMETHING YOU HAVE TO OBEY" (line 8). The teacher continues holding her turn by changing her addressing to the whole class as reminding students who has the power. She shows that she has the authority and manages different aspects of the classroom interaction producing the same imperatives very loud (lines 9,10). Finally, the embarrassed child stops cutting and keeps her things in her backpack in silence (line 11). In this asymmetric system (Paoletti & Fele,2004) regardless of the teacher's power, she struggles to control the whole class by damaging the student's feelings in front of her peers.

4.6 Teacher displays a threat of available time by denoting an attitude of reflection.

In this episode I will show how the teacher uses other type of interactional tactics to the behavioral disorder by correlation and excuse. She links the available time with the classroom activity showing that her delay expectations (i.e., finishing the lesson or having too little time for teaching) are due to the children's misbehavior. She thereby displays that she is a victim of the children's misbehavior.

Example 11: Participants: Teacher (T), Second Grade Students (Ch)

- 1 T : Miren
Look
- 2 Ch : ((they are still making noise))
- 3 Muñecas
Dolls
- 4 Ch : ((they are talking and do not pay attention))
- 5→ T : SOLO tenemos VEINTE minutos para trabajar
We only have twenty minutes left to work
- 6→ NO AVANZO NADA ((using double negation))
I do nothing
- 7 Ch : ((children continues talking with each other))

This example is extracted from the middle of the lesson (normally the lesson lasts for 45 minutes). It seems that the teacher during the first part of the lesson (20 minutes) has not been able to establish the students' attention to educational activity, namely, learning English language. The teacher thus starts a negotiation with the children, asking them to engage into the classroom work. She summons the children's attention but they do not respond. Again she addresses a metaphor endearment term *dolls* (line 3) with a smile, but without success. Then, she appeals to the children asking them to comply (line 5) that she does nothing in the English class (line 6) due to their inappropriate behavior. She looked at the clock on the wall and she realized that the time is running. She uses prosodic cues, i.e., higher emphatic intonation in *only twenty; I do nothing*,

emphasizing thereby her concern to the minimal amount of time left for the work in the classroom and the feeling of frustration when she observes the girls' negative response to learn the lesson. In fact, in this situation we found another particular characteristic in the speech such as the negation "nada" which follows another individual negation "no" and the verb "avanzo" (*advance, progress, move ahead, run, etc.*) (line 6). According to Butt and Benjamin the position of this negative word as a direct object or a predicate usually appear in the double negative construction in ordinary language (p.340). In the same line, the negation "no" means "no" and "not" which the object pronoun (I) is never separated from a verb (i.e., No dije – I did not say) (p. 340), In our analytical unit of this talk, "no avanzo" (*I do not go forward*) nada", the meaning of "nada" may be used as an intensifier – adverb meaning "not at all" (p. 347) and not as a comparative position (i.e as we have seen in the example No 2).

4.7 Teacher manages disruption of class by indirect prevention: Using the strategy of continues negation with the utterance "no" and diminutive cultural stances.

Example 12: Participants: Teacher (T), students Third Grade (Ch), Jane (J), Researcher (R)

In order her control strategies to gain effect, the teacher dynamically reshapes her classroom management strategies, and even issues contrastive control strategies in relation to the children's misbehavior. This excerpt demonstrates how the teacher inserts this new image by displaying verbal and non-verbal resources in this kind of threat in front of the researcher categorizing the negative behaviors. I assume that the teacher wants or expects children's appropriate behavior in front of a guest by reminding them what is not correct.

- 1 Ch : ((students are sitting))
- 2 T : ANTES QUE NADA ...((as the example 2))
Before than nothing
- 3→ NO:: le gusta el↑ DESORDEN↓
Do not like the disorder
- 4 (15) ((children are listening to the teacher and the teacher makes a pause))
- 5 → NO:: le gusta el ↑ DESORDEN↓

Do not like the disorder

6 → NO le gusta (5) lentejitas
Do not like small lentils

7→ Ch : he he he he ((some starts smiling, laughing))

8→ Jane : >lentejitas<
Little lentils

9 (4) (xxxx)

10→ T : > las que NO trabajan RAPIDO<
Do not like girls tha do not work faster

11 > Y No le gusta a las que NO
And do not like girls who do not

12 ((she knocks the blackboard))

13 (5) (xxx) ((some children are talking))

14 → T : prestan ATENCIÓN(3) cuando UNO ESTA HABLANDO
pay attention when someone is talking

15 Abran bien sus orejitas
Open your little ears good

Here, we can find a new kind of indirect threat that the teacher produces to manage the class. The interesting phenomenon of using negation is continuing here as a comparative meaning. The teacher's repetition of the intensifier "nada" and the word "NO" are produced in front of the researcher while she is starting the class. First, the teacher starts her turn (line 2) with the routine expression of "antes que nada" (*before than nothing*) as we have unfolded the meaning in the example number 2. This implies that she wants to transmit explicitly an important message to the students before continuing the sequence of activities in the class. Second, she expresses the ideal behavior that she wants from children. She is concerning her assumptions about children's behavior, while she is orienting to the researcher's presence. She expresses emphatically and indirectly what the researcher does not like to see in the classroom. She immediately mentions and classifies the student's misbehaviors in three categories such as DISORDER, SLOWNESS, and

ATTENTION. For instance in line 3, the teacher starts raising her voice on the word NO (also lengthening the O vowel), to solicit the student's attentive listening. Then, she speaks in a normal pace "does not like" (referring to the researcher's feelings) following the emphatically produced word *DISORDER*. In response, the children listen and look up at us in silence. After a pause, the teacher repeats this phrase as a project of action with the same emphasis in *NO AND DISORDER*. Children are still quite and listen to the teacher.

In lines 6-8, the teacher's talk entails yet another phenomenon: the word *lentejitas* (she uses a diminutive form). This word provokes two reactions, one is from the whole class - children's response with laughter (line 7) – and the other one is from an individual spontaneous girl, Jane – who repeats the word faster – (line 8). What does *lentejitas* mean? Why does the teacher compare children with food as small lentils? Is that appropriate word or a cultural, colloquial speech that affect children's feelings? I observed that some children looked down, turning down their faces to their desks. Thus, the teacher repeats the statement but in this occasion remakes the word by producing the description of what she means by using the word "lentejitas" - las que no trabajan *RAPIDO* (*SLOWNESS*) "slow learners"(Jackson, pg.25). Now, I realized the children's reaction because it means like dumb or they are not able to do anything, similarly to individuals who are unable to work faster. In discussing this word and the use of diminutives in this region, R.Cerrón, (personal communication, June 6, 2010), who is one of Perú's international well-recognized researcher in grammatical quechua (i.e.slangs, colloquium, dialects,etc.) and professor in the Pontificia Universidad Católica del Perú – Department of Humanities, has pointed out in the reference of slang and familiar lexicon,

...though I confess that I do not know the first word (I would have known the context in which it is using this word) refers to "chimorrone" [emphasis added]. Concerning to "lenteja" as a synonym of slowness (lenteja=slow), it is a product of game of words and only that; it is a slang. Concerning to "chamullo", it refers to a colloquial voice, which its use came from the decade of 50 of the past century and it does mean "wording", as you suggest.

(...aunque confieso que desconozco la primera palabra (tendría que saber el contexto en el que se la emplea), refiriendose a "chimorrone", [adicional emphasis]. En cuanto a "lenteja" como sinónimo de lentitud (lenteja=lento), es producto de un juego de

palabras y nada más; se trata de una jerga...En cuanto a “chamullo” , se trata de una voz coloquial, cuyo uso se remonta por lo menos a la década del 50 del siglo pasado, y que significa “palabrería” , como usted lo sugiere.

In addition, the author stated,

...concerning to the diminutives - their use and abuse- , they have been placed due to the clear influence of semantic Quechua which have invaded and exerted in the greatest use on the general Spanish. These express affection, certainly, rather than size. For instance, “little daughters” are normal in general Spanish but it is different with we refer to “little one” , “little two” or “small or tiny dwarfs” , etc. which are examples of andean Spanish.
(... *en cuanto a los diminutivos—su uso y abuso--*, *ello se debe a una clara influencia de la semántica quechua, que ha invadido y sobrepujado el empleo que de él se hace en el castellano general. Expresan afecto, ciertamente, antes que tamaño. Lo de “hijitas” es normal en el castellano general, pero decir, por ejemplo, “unito” , “dosito” o “enanitos”, etc. Eso ya es definitivamente una muestra de Castellano andino.*)

Similarly, Briz (1998) refers that this colloquial or informal way of using the language has particular features such as being “spontaneous”, “informal”, and familiar with “expressive” or affectionate value and strong “subjective” component. These “picturesque expressions” or “peculiar lexicon” might be confused between colloquial and vulgar such as recognized them by intuition i.e., “vulgar”, “ant normative”, “proper from the low social class” or might not be recognized the difference between the level of speech and the level of language, i.e. Spanish, English, etc. (pp.35-36).

He also remarked that in certain occasions *colloquial* has been used in erroneous way such as synonyms of *vulgar* and *popular*, which refers to the level of language (medium-low, low) derivative by the own sociocultural characteristics of the person:

Popular is a level of language (...) *colloquial* is a level of speech (...). If in one language (...) is always possible to mark (...) two main social stratus, the medium (o standard) and the popular, within each one of them there are modes of use or registrations(...) at certain situations where is produced the act of speech. These registrations of speech (...) could

gather in two (...) *formal e informal*, distinguished in general lines by a conventional attitude and for a spontaneous attitude respectively.... (pp.36-37).

In addition, he pointed out,

... *vulgar* is the incorrect use, anomaly or on the margin of the standard norm and the regional norms, product of carelessness/negligence or ignorance. And we called *colloquial*, understood as the level of speech, in one acceptable social use in daily situations of communication, not linked in exclusive to a fixed language and in which vulgarisms and dialecticisms be seem in function of the characteristics of the readers or users (Briz, 1996 pp. 25-26 as cited in Briz, 1998, pp. 36-37).

Finally, in line 14, we can see that the teacher's disciplining moves have disrupted the ongoing instructional activity and the girls start making noise. The teacher reinitiates the lesson: (line 11), she knocks the blackboard to catch the children's attention and finishes her utterance *Prestan ATENCIÓN cuando UNO ESTA HABLANDO* (*TOOT = Turn out of Turn* is identified as one of the most troublesome and most frequent student's misbehavior (Infantino & Little, 2005 as cited in Clunnies-Ross, et.al., 2008,p. 694) stressing the words to reestablish the order. Children start moving in their own places after listening the teacher that she will continue speaking by saying, "abran bien sus orejitas" (*open your little ears good*).

CHAPTER V

CONCLUDING DISCUSSION

The conclusions have drawn from this study gain considerable support from the field of childhood studies and teaching/ learning background. Regardless of the traditional model of transmitting the instruction in the classrooms as a lecture, children reverse the cycle of hierarchical social order within their community by the form of collaborative developed floor during the teaching lesson. An important point to stress, however, is how this crowded asymmetry reveal their needs, motivations and interactive competence from the discourse analysis - sayings and doings -, i.e., overlapping, adjacency pairs, pauses, silence, responses, etc. declining the teacher's orientation to transmit the instruction in the daily academic task and to manage the class by displaying a great deal of communicative resources such as gestures, manners, reactions and speech.

In this local setting, the traditional authoritative style of teaching/parenthood is common in Sierra's Peru. Certainly, the impact of learning L2 in this monolingual catholic setting has been received by children as not a main subject i.e., mathematics, religion because of the policy of the school or financial funds. The sort of phenomena that I have identified and described in this study is surprised and quite unique in research of classroom management due to the findings in unfolding interaction between the participants as we noted in the analysis of the events, i.e., behaviors, cultural practices and actions in single-gendered crowded classroom in this region. The large amount of hectic girls in different grades makes their teacher to limit opportunities to exchange with each of them creating stress and reactive' responses. Even though the students experience the lack of educational resources in the subject -English, lack of space, lack of specialized teaching resources, they interact socially as active friendly members within their cultural and social context. Our results show us, more specifically, the teacher's ways and manners for controlling different types of children's behaviors (i.e. disruption of class, disobedience, attention-seeking, task-off activities) while she is intended to deliver the lesson every day. The most remarkable phenomenon is the way of expressing directives (i.e., order, request, command) by using the utterance "no" and "negation" (Butt & Benjamin, 2004, p. 345) as resources to manage the class and to modify the children's misbehavior in social skills. This kind of "speech act" (Bonvillain, 1997, pp.91-

101) as a strategy in this region is viewed as stereotyped, formulaic social and linguistic routine to interact among individuals. What kind of negotiation, bargaining, interactional skills could help children to participate in teaching practices and shape their behavior? Does the level of nurturing self-discipline in the classroom a good way of scaffolding and stretching children? How improvisation or natural practices will help children to break the daily routine and learn behavioral skills in spite of the size class?

Given these limitations and challenges to set up a good environment of teaching-learning in a crowded public space, we could make some suggestions concerning how to improve teaching's practices of managing by the approach of social interaction. Monolog as teaching practice, where only the teacher is allowed to issue interactional initiatives can be modified into more dialogic forms of conversation and learning practices. This would also allow changing the notions of children's minds as robots or containers who receive and learn any kind of information, bad or good, without visualization in their daily lives. According to Tholander (2008), human beings act on and reflexively construct the (social) world through speech; therefore, knowledge, educational activities and practices in any subject should allow the children to act as active individuals with responsibilities. In this twenty-first century where the world become smaller due to the globalization, educators and parents should work together in order to guide and nurture children a good standard of behavior in the society. The inappropriate behavior could be a good opportunity to teach children how to recognize the right and wrong conduct in the class demonstrating that they are capable to modify it by their own agency without affecting their healthy cognitive development. Overall, the working relationship between teacher and student in the classroom setting need to be seen as a reciprocal constructive process where the teacher provides support and opportunities to develop the target behavior.

Finally, as a matter of improving children's social behavior regardless of class size and temporal effect of collaborative attitude in the classroom, the teacher's cultural practices in managing a class should be more proactive rather than using reactive responses for each ongoing problematic situation. What should students need to know and observe in order to enact self-discipline and moral values in their lives? It is a must that teachers should consider the class management content as a skill of learning through their ongoing experience and knowledge.

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APPENDIX A

TRANSCRIPTION GLOSSARY

(System developed by Gail Jefferosn as cited in Hutchby& Wooffitt, 2008, pp.x,xi,xii)

- (0.5) The number in brackets indicates a time gap in tenths of a second.
- (.) A dot enclosed in a bracket indicates a pause in the talk of less than two-tenths of a second.
- (3) The number in single parentheses represent pauses in seconds.
- sou:::nd Colons indicate that the speaker has stretched the preceding sound or letter. The more colons the greater the extent of the stretching.
- Soun- A dash indicates the sharp cut-off the prior word or sound.
- [] Square brackets between adjacent lines of concurrent speech indicate the onset and end of a spate of overlapping talk.
- (()) Indicates a non-verbal activity.
Transcriber's comments on contextual or other features.
- (xxx) Unclear fragment on the tape/ inaudible words.
- (guess) The words within a single bracket indicate the transcriber's best guess at an unclear utterance.
- Arrows in the left margin point to specific parts of an extract discussed in the text.
- = denotes latching between utterances
- number one Underlined fragments indicate speaker emphasis.
- RED Words in capitals mark a section of speech noticeably louder than that Surrounding it.
- quickly* word in English
- rapido word in Spanish
- °()° Degree signs are used to indicate that the talk they encompass is spoken noticeably quieter than the surrounding talk.

↑HABER↓	Pointed arrows indicate a marked falling or rising intonation shift. They are placed immediately before the onset of the shift.
> <	Inward chevrons indicate that the talk they encompass was produced noticeably quicker than the surrounding talk.
< >	Outward chevrons indicate that the talk they encompass was produced noticeably slower than the surrounding talk.
Word ?	A question mark indicates a rising inflection.
word.	A full stop indicates a stopping fall in tone.
Word,	A comma indicates a “continuing intonation.
.hh	A dot before an “h” indicates speaker in-breath. The more h’s, the longer the in-breath.
hh	An “h” indicate an out-breath. The more h’s the longer the breath.
he; he; he,	Indicates laughter
[H:21.3.89:2]	Extract headings refer to the transcript library source of the researcher who originally collected the data.