

were used, no meaningful improvement was observed and the researcher decided to change the type of the strategies to physical strategies that proved more effective.

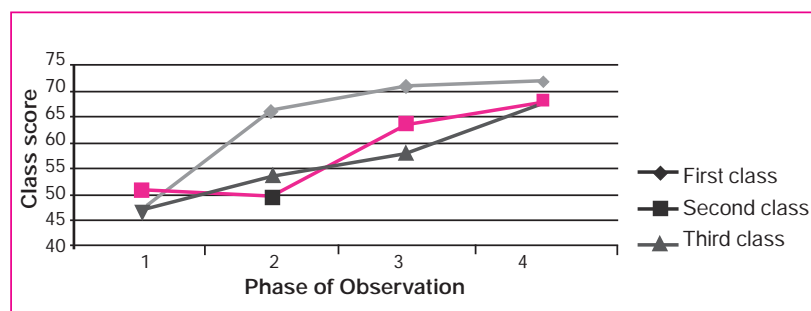


Figure 1 Changes in Students' Behavior

Figure 1 shows the process of changes and improvement of classes during the study. In the three phases of investigations physical strategies were found as the best-recommended strategy for controlling students' behavior. In the concluding phase for all three classes, these physical strategies were implemented during the remaining three sessions of the course (i.e. sessions 15 to 18) and finally it was found that all groups of students were controlled better and the classroom management scores increased as it is indicated in Table 1.

The findings of this study suggest that physical strategies can enable teachers to manage their classes quite well especially when they face a number of ADHD students. Since these students have a lot of energy, asking them to sit and keeping them on-task seems to be impractical. The way out of this problem is to give them some extra opportunities to play, jump and enjoy what they are doing. By so doing, we can add both innovation and energy to our classes and in turn effectively motivate our students.

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Appendix 1: Classroom Management Checklist

The items were rated from 1 to 5. (Burden, 1995)

Behavioral Considerations

1. Positive reinforcement is used
2. Students take responsibility for their behavior
3. Transitions between activities are smooth and without confusion
4. Students can see teacher and teacher can see students- at all times
5. Proximity control is used to decrease inappropriate behavior

Instructional Strategies

6. Uses whole group, small group, independent work effectively
7. Pace and tempo are appropriate for learners
8. Instruction is matched to skill level and need
9. Instruction is adapted based on student differences
10. Strategies are used that capture and maintain student interest
11. Instructional tools and methods are varied Questioning is used

Social Climate

12. Teacher portrays a friendly, positive attitude
13. Teacher listens to what students have and need to say
14. Students are invited to be risk-takers without fear of ridicule
15. Students are provided with opportunities for success
16. Students are provided with opportunities to interact
17. Overall safe, non-threatening environment is provided
18. Respect is shown at all times
19. Humor used appropriately; sarcasm avoided

different types of strategies. In order to check the gradual changes in the students' performance, it checked their performance three times. These observations were accompanied by a description of the classroom process which I wrote at each phase of observation (i.e. fifth, tenth and fiftieth sessions). Where their improvement was consistent and growing the practice was continued and in case of stagnation or reverting back to the earlier stages the type of strategy was replaced and once more the students were observed. To ensure the precision of the evaluation process, I also assessed the students' performance in the last session of the course.

Reflection

Once the data was collected, the process of analysis started and since it was necessary to investigate the changes and progresses longitudinally, it was continued during the study. Table 2 summarizes the results of the assessment

of the students' performance obtained throughout the course.

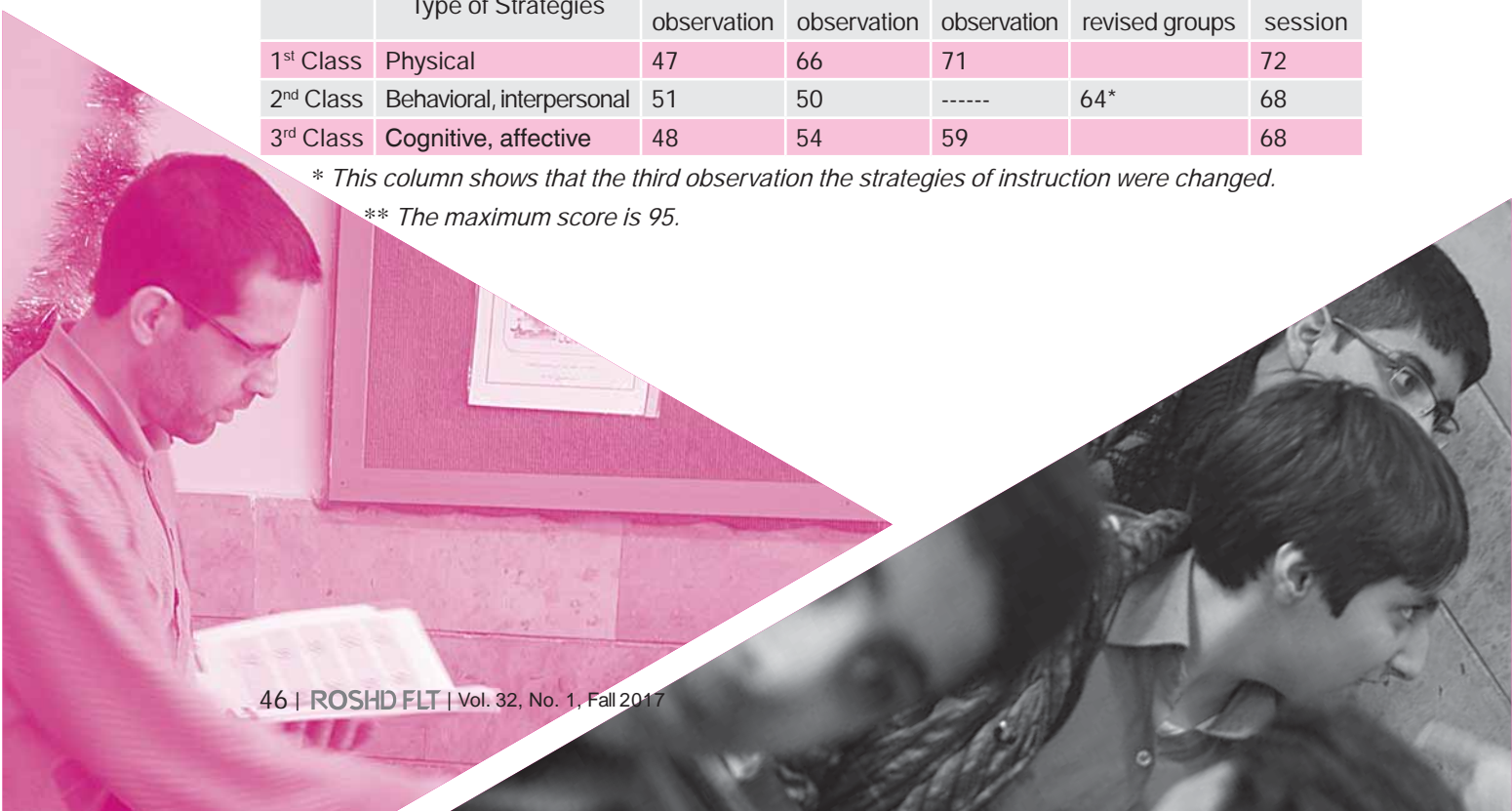
As indicated in Table 2 the maximum score belongs to the group which received behavioral and interpersonal strategies (score=51) in the first round of observation. In the second round, the rank of the classes changed and the group of students who received physical strategies achieved better marks (score=66) and this was followed by behavioral and interpersonal group, and cognitive- affective group respectively. In addition, in the third round again the first class which received physical strategies achieved better scores. Based on Table 2, ADHD students in the first class were better controlled in general. The scores show that the quality of classroom management increased significantly; teachers' observation also confirms the numerical results. About the second class in which behavioral and interpersonal strategies

Table 2.
Classroom Management Scores

	Type of Strategies	1 st observation	2 nd observation	3 rd observation	3 rd observation revised groups	Last session
1 st Class	Physical	47	66	71		72
2 nd Class	Behavioral, interpersonal	51	50	-----	64*	68
3 rd Class	Cognitive, affective	48	54	59		68

* This column shows that the third observation the strategies of instruction were changed.

** The maximum score is 95.



one educational semester I used various potential strategies, as shown in Table 1, in my classes.

Several sources of data such as teacher's observation, classroom management observation and students' educational

*Table 1.
Types of Strategies for Controlling ADHD Students1**

Strategy	Type
1. Speaking with the student individually and respectfully	Behavioral & Interpersonal
2. Introducing a sign that you can use to remind them to be on task	Behavioral & Interpersonal
3. Making classroom rules clear and concise	Behavioral & Interpersonal
4. Explaining the consequences for misbehavior	Behavioral & Interpersonal
5. Using rewards for reinforcing appropriate behaviors	Affective & cognitive
6. Using effective praise like noticing their improvement	Affective & cognitive
7. Giving opportunities to ADHD students for displaying their skills	Affective & cognitive
8. Creating schedules and homework assignment	Affective & cognitive
9. Walking around the classroom and patting the child gently	Affective & cognitive
10. Seating close to ADHD students to avoid distractors	Affective & cognitive
11. Providing opportunities for physical activity and taking responsibilities	Physical
12. Encouraging their sensitivity toward peers when they interact with others	Affective & cognitive
13. Using various teaching instruments	Physical
14. Asking the inattentive student a question to gain his or her focus	Affective & cognitive
15. Using physical games not only in teaching but also in testing situations	Physical
16. Using guessing activities which make students compete with peers	Affective & cognitive
17. Using music for adding excitement	Affective & cognitive
18. Playing videos and asking students to play a role like the movie	Physical
19. Making students teacher in classroom to observe and help peers	Cognitive & cognitive

** Note that the classification of these strategies is not absolute and the way that they are used determines their type. For instance, using games which do not ask student for any extra movement could be considered as affective while it could be considered and physical strategy when it gives students opportunities of exiting movement in the classroom.*

After 15 sessions of instruction and implementation of 19 strategies from 3 categories of strategies in my three classes I could compare the effectiveness of the strategies.

Observation

My main purpose in this study was to improve the students' performance, and in order to examine the changes in their educational performance I decided to record their progress and achievement.

progress were used for collecting data, which makes the results more reliable and dependable. Teacher's observation data were collected in the form of diary writing after teaching practices. Classroom observations were made based on a checklist of classroom management (see appendix 1) and students' progress was recorded based on the results of teacher-developed summative tests during the term. ADHD students were in three different classes receiving instruction with

Educational strategies: This category includes strategies such as incorporating various learning styles and cooperative learning. These techniques can bring innovation to the classroom and may engage ADHD children by activating their multiple intelligences. These types of strategies are at the heart of educational systems for achieving their goals; they are normally considered necessary for all different classes.

Cognitive and affective strategies: ADHD is mainly considered as a cognitive barrier and using strategies such as guessing, inferencing and memorization that facilitate learning as a cognitive process may help students succeed in and outside of the classroom. Affective strategies refer to inner emotional worlds of ADHD pupils (Heilveil & Clark, 1990) and include techniques like holding a positive image in front of other students which reduces their stress and anxiety or and using positive role models which can help them accomplish this objectives.

Physical strategies: One of the most visible characteristics of children who suffer from ADHD is their erratic physical movements which required close attention on the part of the teacher. The teacher has to find a way to help them remain seated and quiet. This shows that using some hands-on instructional strategies can provide a strong physical education program (Stern, 1992). Strategies such as using their hands and whole bodies to learn creating things put things apart and rebuilding them again are among this category of strategies (Turketi, 2010).

Behavioral and interpersonal strategies: The behavioral strategies such as collaborative discipline, student-chosen time out, and feedback are intended to give students identified as ADHD a greater

sense of ownership over their lives in helping to change attention and behavior. Concerning the interpersonal strategies, it should be stated that the social difficulties that many kids labeled ADHD have with peers, teachers, and parents (Barkley, 1990) seems to be obvious to everyone. In this type of strategies since contacting and cooperating with native speakers is difficult some activities like peer tutoring, class meetings, and engineering positive social occasions can help many ADHD students learn new social skills.

Action

In order to conduct the present study, the researcher used some of the above strategies along with a classroom management checklist developed by Burden (1995) in order to examine the teaching process and classroom management. Besides, educational progress of ADHD students during the term was rated by the teacher.

For the purpose of this research I used three categories of the above strategies in my three classes, where I was teaching some ADHD students. In the first class, I used the *physical strategies*. In the second class I used a selection of *behavioral* and *interpersonal strategies*. And in the third class I used an amalgamation of *cognitive*, *affective strategies*. During the process of research and while employing these strategies, I carefully examined ADHD students' performance and also filled classroom management checklists for each class separately. I regularly checked the effectiveness of the strategies at three stages, namely the fifth, tenth and fifteenth sessions. If a strategy proved effective the implementation was continued and if not, it was replaced by another type of strategy of the same category. During

Introduction

Theoretically, the psychological disorder of students who are hyperactive and have problems to retain their attention is called attention deficit hyperactivity disorder (ADHD) (Kratochvil et al., 2009). This disorder has been defined as a behavioral disability which mainly affects learning abilities of both male and female students. Two main factors are influential in the learning process of ADHD students: input and output. Students are exposed to a large amount of information in their classes and whenever they take in a certain amount of that information, it would be considered as input. The majority of ADHD students have a short attention span, and they can be easily distracted. Thus, it is difficult for them to focus on a certain topic for both receiving enough amount of input and producing relevant output (Turketi, 2010). In the present study attempts were made to help ADHD students manage their verbal and behavioral output through employing a number of strategies. The strategies are indeed some input manipulation techniques and can turn the classrooms context into a more manageable and enjoyable environment for language learners, particularly for ADHD students.

For conducting this study, I followed the guidelines proposed by Mehrani (2015) for conducting an action research. Thus, the design of this study is an action research design, and the purpose is to investigate the effectiveness of some strategies for controlling ADHD student in my English classes. In the following, I report how I identified five students suffering from ADHD and what strategies I employed to help them learn better at Kish language institute. I also report the findings of the study along with a detailed discussion.

Planning

Dealing with ADHD students in language classes often makes a lot of difficulties and irregularities in the process of my language instruction. ADHD students are those who are more active in EFL classes and are uncontrollable by teachers. They usually do not pay attention to the instruction and always find something to be distracted. Their behavior is often erratic in the classroom context. This type of behavior, though it might be limited only to few students, fundamentally affects the performance and efficiency of other students and may impede their regular willingness to deal with new materials. Usually a great portion of my energy is devoted to controlling ADHD students who finally display unsatisfactory educational outcomes. Therefore, I decided to tackle this problem through utilizing effective strategies so as to improve both the quality of my instruction and the achievement of ADHD students.

At the time of conducting this research, I was teaching three classes with a number of hyperactive students. I identified these students using a modified version of Vanderbilt ADHD Diagnostic Teacher Rating Scale (Wolraich, Feurer, Hannah, Baumgaertel & Pinnock, 1988). I also consulted my colleagues about the identified ADHD students and they all agreed with the idea that those students are hyperactive and perform differently not only in learning contexts but also in their daily behaviors. In order to come up with a list of potential strategies for controlling these ADHD students in my language classes I reviewed the related literature and found various suggestions. The most appealing set of strategies was proposed by Stern (1992). In the following summarize these strategies very briefly.

An Action Research to Reach a Compromise: The Case of Hyperactive Language Learners

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چکیده

مقاله حاضر گزارش مختصری از یک اقدام پژوهی عملی است که به بررسی تأثیرگذاری روش‌ها و استراتژی‌های مختلف کنترل کودکان و دانش‌آموزان بیش‌فعال می‌پردازد. همچنین در مقاله حاضر به میزان اثربخشی این استراتژی‌ها در توانمند ساختن معلمان در جهت اداره کلاس پرداخته می‌شود. به‌طور کلی در پژوهش حاضر ۲۲ زبان‌آموز با سطح زبانی متوسط که در موسسه‌های زبان مشغول به تحصیل بودند حضور داشته و ۵ نفر از میان آن‌ها به‌عنوان گروه هدف که دارای رفتار بیش‌فعالی بودند انتخاب شدند. در سه کلاس بررسی شده در این پژوهش از استراتژی‌های مختلفی در جهت کنترل دانش‌آموزان و مدیریت کلاس استفاده شد که از جمله می‌توان به استراتژی‌های فیزیکی همانند فراهم آوردن فرصت حرکت جنبش و فعالیت برای زبان‌آموزان، استراتژی‌های شناختی و عاطفی احساسی همانند فراهم آوردن احساس اعتمادبه‌نفس و استراتژی‌های رفتاری و بین فردی اشاره نمود. با بررسی‌های انجام شده در پژوهش حاضر و تحلیل داده‌های کمی و کیفی می‌توان بیان داشت که استفاده از استراتژی‌های فیزیکی که زمینه فعالیت و جنب‌وجوش را برای کودکان به ارمغان می‌آورد مؤثر بوده و به معلمان نیز در اداره منظم کلاس کمک می‌کند.



کلیدواژه‌ها: اقدام پژوهی، مدیریت کلاس درس، راهکارهای عملی، دانش‌آموزان ناآرام

Abstract

The present paper reports an action research study which was conducted to investigate potential strategies for controlling and teaching hyperactive language learners. The study was conducted as part of the regular classroom instruction in three regular classes in Kish Language Institute. The effectiveness of three categories of strategies including physical strategies, cognitive and affective strategies, and behavioral and interpersonal strategies were compared. The findings showed that physical strategies are the most effective strategies for dealing with hyperactive students. The study discusses the extent to which using these strategies can help teachers to manage their classes and students to improve their learning.

Key Words : action research, classroom management, effective strategies, hyperactive students



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Guidelines for Publishing in Action Research

We have recently specified a special column in *Roshd FLT Journal* for publishing small-scale research studies that teachers conduct in their own classes. We intend to publish at least one action research report in each issue of *Roshd FLT Journal*. Thus, we encourage you to submit the reports of your classroom research to be published in our "Action Research Column".

We accept papers on the basis of their relevancy to our readers, simplicity, readability, and freshness of viewpoint. Your papers do not have to follow the standards of scholarly, academic research papers. We do not use complicated statistical analyses, technical terms or footnotes. Thus, write in a simple, plain and easy to understand manner. Please cite all of your sources within the text, and provide a list of references at the end of your article. When writing your paper, please include the following information in your report:

- Your research questions and your plan for answering the research questions
- The actions that you did over a period of time in order to answer the questions
- Your evaluation of the effects of the actions and any evidence that support your evaluation
- Your conclusion and suggestions for other teachers

To be accepted for publication, your articles need to:

- Be maximum 2500 words, including references
- Be on a topic of relevance or interest to Iranian language teachers
- Include an abstract of no more than 200 words, and a list of references

We are looking forward to your action research reports. Should you have any inquiries about how to prepare a report of your action research, you can send an email to Dr. Mehrani at the following address: meh.mehrani@gmail.com

Memory		
What I know about the topic	What I want to know about the topic	What I learned
1. Some people have a strong memory.		
2. If we study more, our memory becomes stronger.		
3. By repeating, we can memorize easier.		
4. Some diseases cause memory loss.		
5. The speed of memorizing is different in different people.		
6. Some foods make us keep something in our brain for a long time.		

The discussion follows by filling out the second column: What they **want** to know about the topic of the text. They can think individually or share ideas in groups or pairs. They, then, write down what they would like to know about the topic of the text.

Memory		
What I know about the topic	What I want to know about the topic	What I learned
1. Some people have a strong memory.	1. What is brain made of?	
2. If we study more, our memory becomes stronger.	2. How much is a brain's capacity?	
3. By repeating, we can memorize easier.	3. What makes us memorize something easily?	
4. Some diseases cause memory loss.	4. Can we change our way of learning and memorizing?	
5. The speed of memorizing is different in different people.	5. Which information is forgotten easily?	
6. Some foods make us keep something in our brain for a long time.		

Now it is time to read the text and find answers to their questions. Students, at this stage, read the text silently with the aim of finding an answer to each question. They write what they find in the 3rd column (**What I Learned**).

The teacher can invite group representatives to move to new groups sharing their own list of questions and answers as a post-reading activity. They give a report on the process and give a summary of what they learned from the text.

If there are still some questions whose answers are not in the text, the teacher may invite students to Google the questions in order to find relevant answers and bring to the class in the following session. The following session will start with the presentation of collected information.

Conclusion

KWL motivates students to think, explore, and read purposefully. It also encourages cooperative language learning via which students help each other during the classroom time. Moreover, KWL brings variety to the classroom routine activities which can keep students motivated and alert. In addition, it promotes learner autonomy by giving each student this chance to select what they want to know. Finally, it gives students a chance of searching for what they want to know more about the topic which leads to a classroom presentation or a written report.

KWL:

A Reading Strategy

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اشاره

ستون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامه درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درسی از سبک آموزشی طراح خود نیز تأثیر می‌پذیرد. از همین‌رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پیام‌نگار (E-mail) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick guide

Key Words: Reading comprehension, student-centered, KWL

Proficiency Level: Intermediate

Preparation time: 15 minutes

Activity time: 45 minutes

Material: a course book text, whiteboard/blackboard, board pen/chalk

Introduction

In order to help students to comprehend reading texts better and equip them with necessary skills to answer comprehension questions, one needs to use different reading strategies. One good and innovative procedure can be KWL (Know, Want to know, and Learned).

Procedure

To help students comprehend a text via

KWL, one needs to draw the below table on the board and ask students to copy it in their notebooks.

what we Know about the topic (pre-reading)	what we Want to know (pre-reading)	what we Learned (while-reading or post-reading)

In the first columns, students in pairs or in groups of 4-5 brainstorm ideas and share their thoughts about the topic of the text which, in this lesson, is memory. They write whatever they might come up with under the first column (What I know).



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Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution* in the box below.

Your "My Contribution" should include:

- A title, your name, affiliation, and email address;
 - A "Quick guide" to the activity or teaching technique;
 - No more than 700 words excluding the appendixes;
 - An introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.
- It should be:
- In Microsoft Word format;
 - Double-spaced with an extra space between sections.

FUNNY RIDDLES

1. You may enter, but you may not come in, I have space, but no room, I have keys, but open no lock. What am I?

2. What is a math teacher's favorite dessert?

3. What is at the end of a rainbow?

4. What kind of room has no doors or windows?

(Check below for the answers.)



14 Plants use _____ to stay healthy.

DOWN

1 A tiny _____ can grow into a beautiful plant.

2 The part of the plant that holds the plant up straight is the _____.

3 Plants are _____ things.

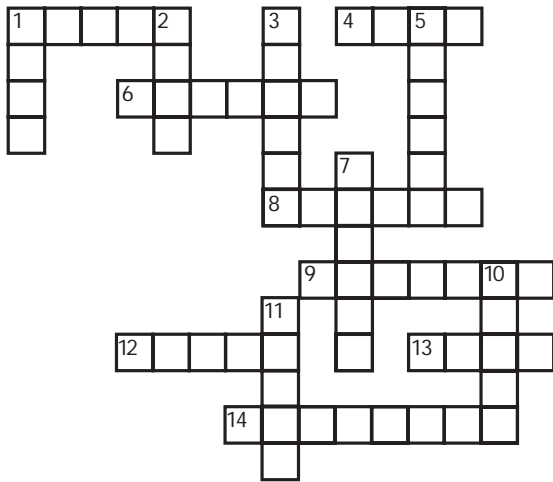
5 Plants give off _____ to help us breathe.

7 Insects carry _____ from flower to flower.

10 The _____ of a plant take in water and minerals from the soil.

11 Sometimes, a plant can grow _____ that we can eat.

CROSSWORDS



ACROSS

1 New plants grow from tiny _____.

4 Like all living things, plants _____ and change.

6 The _____ of a plant grow on the stem.

8 Roots hold plants in the _____.

9 Most plants have _____ that make seeds.

12 All plants need sunlight, food, and _____.

13 The stem carries _____ and water to all the parts of the plant.

Answers to the *Funny Riddles*:

1. Computer
2. Pi!
3. The letter W
4. Mushroom!

References

Quotable Quotes:

<http://www.cognology.com.au/49-best-quotes-on-feedback/#top>

Cartoon

<https://www.cartoonstock.com>

Teaching Tips:

<https://www.teachingenglish.org.uk/article/feedback>

<https://flteaching.wikispaces.com/Feedback>

Proverb: <https://www.jumpstartyourdreamlife.com/empty-your-cup-zen-proverb/>

Jokes: <http://www.short-funny.com/new-jokes.php>

<http://www.short-funny.com/>

<http://www.workjoke.com/teachers-jokes.html>

Funny Riddles: <http://goodriddlesnow.com/riddles/best/page:2>

<http://www.riddlesandanswers.com/v/229819/what-is-a-math-teachers-favorite-dessert/>

<http://goodriddlesnow.com/riddles/best/page:5>

Crossword

<https://www.havefunteaching.com>